CHAPTER - 1
INTRODUCTION

1.1:  The Purpose of Education

Mahatma Jyotiba Phule expressed purpose of education that Lack of education led to lack of wisdom, which in turn led to lack of morals, which further led to lack of progress, which led to lack of money, which ultimately led to oppression of lower classes. See what disasters to the society lack of education could cause! Dr. Babasaheb Ambedkar told that an individual without education is merely an animal. If an individual is starved s/he becomes weak and becomes short lived; similarly a person remaining moron without education becomes slave of others in his / her life. Dr. Manmohan Singh stated an importance of education in his life is that I had my education in the school from the village which had no electricity. I had to walk for miles together to attend my school. I had to study using kerosene lamp. I got new life with this sort of education only. Anonymous Worker from the Field of Education wrote in his article about the experience of his life and its linkage with education in his word “When I try to explain importance of education to children they argue “Madam we don’t get job after taking education, however we can earn 50 rupees a day easily if we work in a shop or hotel.”. It is definitely useful and education is never wasted. Even if you acquire basic skill like reading, writing and simple mathematics, it is useful throughout one’s life. You don’t have any problems in your business, at the bus or railway station on at the office. On the contrary you face problems in every walk of life if you are not educated. If you have good education you can lead enriched life, you gain confidence, you are respected. You are able update knowledge with rapid progress in the world. Education does a great job of developing a cultured individual. If we and our next generations wish to lead happy life, education is the good option to adopt. Education should be given importance if we wish to bring about development in our society. The importance of education was understood and appreciated by social reformers since long time. That is why they endured infinite obstacles and monetary losses at the demand of circumstances and made efforts to percolate sacred stream of education to all strata of the society. Today everybody is witnessing the favorable effects of these efforts. It was due to education
that Dr. Babasaheb Ambedkar could author constitution of India and gave shape to the future of the nation. This is the strength of education.

The Right of Children to Free and Compulsory Education Act, 2009 is the fundamental right of children of age six to fourteen years to provide free and compulsory elementary education up to class eighth. RTE Act, 2009 is come into force from April 1, 2010 in the India. This Act is prepared by the 86th Constitutional Amendment Act, 2002 by insertion of article 21(a) and is a great achievement of a hundred years of struggle. The norms and standards provided are inadequate for a national system of public education with a guarantee of universal quality, as prescribed in successive educational policies of 1968 and 1986. Three years timeline prescribed in the act was completed on 1st April, 2013. Approximately 8 million children are out of school in the country. These out of school children comprising dropout and never enrolled children from the marginalized, disadvantaged and weaker section such as orphan children child workers, platform, street children, migratory children, children in hard to reach areas the Children with Special Needs and need more focused efforts. This target is huge and need lot of efforts at various levels to accelerate implementation of the provisions under the Right to Education Act. Role of Parents and Community and its participation in elementary education have been visualized as an important strategy in all policy initiatives at national as well as international levels. Worldwide consensus also for bringing the desired improvement in education, involvement of families, parents and the community is inevitably important (Jomtien Declaration: 1990 and UNESCO Delhi Declaration : 1994). The Policy-makers, Educationist practitioners, scholars, researchers, and communities around the world have been striving hard to attain the goals of Universalization of Elementary Education through Parents and community. Parents and Community participation in elementary education in India is not a new concept.

The report of First Education Commission clearly focused on need of decentralization of school education and involvement of parents and local bodies in the processes of improvement of school in 1966. According to the Commission, the goal was to participate communities within the schools in their locality. Community participation as a primary strategy for ensuring decentralization in school with the adoption of National Policy on Education,1986. The Policy emphasis primary on decentralized planning and management of Primary education. The Policy visualized direct community involvement in the form of Village Education Committees in Village area
and ward Education Committee in Urban area for management and improvement in school education. Village and Ward Education Committees were further strengthened with the support of Programme of Action (POA) in 1992. The constitutional amendments 73rd and 74th provided for delegates power of decentralization of and strengthening of Local Bodies institutions and the Panchayati Raj Institutions (PRIs). Sarva Shiksha Abhiyan (SSA) played a vital role of mobilization of the community and creation of an effective system of decentralized decision making. The Right to Education Act 2009 also focused the role of local self governance in school Education by necessitating the formation of a School Management Committee (SMCs) in school. In all respect parent and community participation as a novel and unique approach, have always been emphasized in all the elementary education related policy documents in India have been designed in order to build a synergic concrete relationship between the community, Parents and the government with a view to create a sense of ownership and better resource management for effective functioning of Schools. The present chapter indicates about the general discussion on parent and community participation in education

Major policy decisions and the Governmental programme channelized and helped in streamlined the process of school management committee participation in school system. The second part of the Chapter discusses the functioning of School Education Committee. Right to Education Act, 2009, SSA revised framework, Rules Notifications, Circulars and Guidelines issued by Government of India and Government of Maharashtra from time to time for effective functioning of these committee in the State of Maharashtra.

1.2: Conceptualizing School Management Committee (SMC) Participation in Education

In reference to SMC participation in education, most stakeholders agree to the need to conceptualize the meaning of SMC, the nature of participation and the aspects to referred to including management, monitoring, resource mobilization, and evaluation, policy and advocacy. SMC and community has been defined in terms of parents, larger community and the elected representatives of the Panchayati Raj Institutions (PRIs) the caste-class composition in terms of socio-economic and educational background and status determines the role played by the SMC and PRIs or
community members and their involvement in the management of school. The deep involvement can be seen in terms of:

(a) Parents being partners in their children’s education by supporting them at home
(b) Parents and community leaders showing interest in schools by contributing time or avail resources to support school development.

In other dimension of community participation is political which often is viewed in terms of:

(a) Putting a watchdog role- supervising and keeping an eye over the teachers
(b) Controlling the use of resources and their deployment;
(c) Highlighting issues of large educational change; or
(d) Influencing the curriculum and the way it is implemented

Sustainability of SMC and community participation is then to be ensured by proper School betterment committees, which include members of the local community. These committees are primarily responsible for reviewing, organizing and mobilizing human, physical and financial support to better the functioning of schools. Thus, community support, which begins as merely supplementary to the functioning of school, shifts emphasis to ownership of schools by community. Community participation thus gets integrated into the action plan for the goal of UEE. Community participation has been envisioned as the systematic involvement of the teachers, parents and other community members like the members of Parents Teachers Associations (PTAs), Mothers Teachers Associations (MTAs) and social activists (who, in turn, have been nominated to the Village Education Development Committees) in various aspects of school governance.

1.3: School Management Committee and Universalization of Elementary Education

Local involvement of Community and their participation in education in India has a history and long tradition. During Pathshala and Madarasas all the arrangements including hiring of local of teachers, contributing space to school and providing the facilities to students were made available by the local communities. There was no central authority like Board of Education board to develop the curriculum but it was structured. During the British period, the responsibility of running the school education was partially delegated to the Local Panchayat and Municipalities.
Government has prepared and designed the contents of education; the local bodies were made responsible for organizational management and administration of the schools. In independent India, the Universalization of education was one of the constitutional prerogatives of the Government. This period marked the centralization of education. The notion began to prevail that everything belonged to the government and not the community; therefore, it was the responsibility of the government to look after them. This notion, though, born out of an intention to improve the quality of elementary education, could not sustainable for long as centralization failed to affect a change in the quality of Education. The National Policy on Education (NPE) in 1986 envisaged a significant role for community in the field of education at the local level and importance of community participation in school governance. Based on the changes in the policies of the Government of India towards education can be broadly classified into four different phases for easy understanding.

The First phase from 1951 to the mid 1960s: marked by expansion of formal education system to achieve goal Universalization of elementary education.

The Second phase from 1968: National Education Policy (NPE) was framed first time to 1986 when the second National Education Policy was framed.

The third phase can be extended from 1986 to the 1992: The National Education Policy NPE 1986 was revised.

1.4: Important Government Initiatives for School Management Committee (SMC) Participation

First Phase: It was on account of this that the Indian National Movement developed a strong critique that imparted ‘learning skills’ and not ‘life skills’ and that did not respect Indian traditions. National movement expressed the global sentiment of education for all. The imperatives of the colonial education policy prompted our leaders to search for alternative approaches to elementary education. Gandhi’s approach of ‘education for life’, Rabindranath Tagore’s approach of ‘education for self-development’ and Dr. Zakir Hussein’s thrust on ‘Nayee Taleem’ formed the basis of future discourses on education learning by doing. In the backdrop of Gandhi’s emphasis on ‘swawalamban’ (self-reliance), the founding fathers of our Constitution recognized Universalization of education is a crucial area in nation building. During this phase India has taken a pledge through the Constitution that free and compulsory education would be provided to all children up to 6-14 years of age. Article 41 and 45
of the Constitution provided the basis for the new approach. Article 45 directs that the state shall endeavor to provide, with in a period of ten years from commencement of Act. Article 21A, was incorporated vide 86th, Constitutional Amendment in 2002, about free and compulsory education for all children of the age of 6 to 14 year. Article 21A also makes it mandatory that the schools will essentially be managed by School Management Committees (SMCs). Besides these articles, Article 24 and 39 also have the child in focus. Article 24 says” No child below the age of 14 years shall be employed to work in any factory or mine or engaged in hazardous employment” where as Article 39 says that” the state shall direct its policy toward securing that the tender age of children is not abused and that citizens are not forced by economic necessity to enter a vocation unsuited to their age and youth are protected against exploitation and against moral and material abandonment.

Report of B.G. Kher Committee published in 1953: This committee was appointed to examine the co-relationship between the State Government and Local Authorities in respect of the management and monitoring of elementary education. The committee submitted its report in 1954. Key recommendations with respect to parents and community participation and management, there is urgent need for decentralization to increase community involvement at the implementation level. Thus involve all local bodies to promote and manage school education.

Balwant Rai Mehta Committee (1957): Balwant Rai Mehta Committee report recommending that formation of Panchayati Raj Institution (monitored by village Panchayat) is an instrument of rural local self-government and institutional mechanism for community development. The major focus of the report was on decentralization more in democratic manner with all aspects of village development i.e. education, health, and development and so on. The Panchayati Raj Institutions has been designed to encourage the citizens of rural areas to meet their needs locally. The Balwant Rai Mehta Committee strongly recommended that Elementary Education should be the responsibility of the Panchayat. In view of the recommendations of the committee, all financial and administrative powers were delegated to at the village and ward level. Maharashtra enacted Panchayati Raj Acts. Local level committees are the part of the Gram Sabha; previously VECs are elected in Gram Sabha. The first phase largely focused on the Free and Compulsory Education of children so as to achieve the goal of Education for All. B G Kher Committee and Balwant Rai Mehta
Committee recommended for significant development towards decentralization of primary education and involvement of community in the administration of school.

**Second Phase:** Government appointed the National Education Commission in 1964. The Commission recommended a radical transformation in the prevailing education system and indicated the need to bridge and promote equity and social justice. Recommendations of the Commission; the first National Policy of Education 1968 suggested for free and compulsory elementary education, Equal opportunities to the vulnerable sections like the Scheduled Castes children and girls (Singh: 1999). This time period also witnessed the decentralization of education where Ashok Mehta Committee (1978) strongly recommended for the delegation of powers to the local bodies for effective participation of the community (Rao: 2008).

National Policy on Education 1968: National Policy of Education 1968 suggested for seeking free and compulsory education for all children of 6 to 14 years. In respect of equalization of educational opportunities, the Policy focused the need for more efforts and underlined that the regional imbalances in the provisions of educational facilities should be correlated and good educational facilities be provided in rural and other educationally backward areas. The Policy recommended Co-education system to promote social cohesion and national integration. The Policy through common school system put emphasis on the proper integration of different types of school management.

Ashok Mehta Committee (1978): Ashok Mehta Committee formed in 1977 brought significant thought in the concepts and practice of Panchayati Raj. It re-emphasized the need for involving Panchayat in local development and planning and viewed their role in terms of strengthening the planning process at the micro level. Thus the Committee advocated delegates of substantial powers and responsibilities to Zilla Parishad and Panchayat Samittee. These included transfer and rationalization of teachers, monthly transfer of salary and composition of a Board of Education for maintenance of the quality and standard of education. This Committee, district was made the first point of decentralization below the state level. The Zilla Parishad was made the executive body responsible for planning at the district level.

**Third Phase:** The adoption of National Policy on Education 1986 was a significant development during this period. The Policy focused on the universal enrolment and
retention of children up to 14 years of age and improvement in the quality of education. It stressed on community involvement in educational management as it would establish a close linkage between school and community and help in improving the quality of education, reduction in absenteeism, and irregularity. The Policy visualized direct involvement of community in the form of Village Education Committees. The revised Policy on Education 1992 also emphasized for community participation in educational planning and management. After formation of the National Policy on Education 1986, a committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review NPE 1986. This Committee submitted its report in December 1990. Thereafter at the request of the Central Advisory Board of Education (CABE), another committee was set up under the chairmanship of Shri N. Janardhana Reddy to consider the modifications in NPE taking into consideration the report of the Acharya Ramamurti Committee. The Reddy committee submitted its report in 1992 which was broadly endorsed by Central Advisory Board of Education and adopted by the Government. The report of the Reddy’s committee formed the basis of revision in the NPE1986. The revised Policy 1992 assigned a major role to local communities through appropriate bodies to involve in the programme of school management. The Policy laid stress on participation of non-governmental and voluntary efforts including social activist groups in planning, coordinating, monitoring and evaluation of activities related to educational development. The Policy keeping with the establishment of a participative educational order, strongly emphasized decentralization of educational management at all levels.

**Fourth Phase:** The most significant aspect of this phase was the implementation of Programme of Action (PoA) 1992. The reviews of NPE 1986 by the Acharya Ramamurthy Committee (1990) and N. Janardhana Reddy Committee (1992) formed the basis for the Programme of Action (PoA) 1992.

Programme of Action (PoA) 1992: The National Policy on Education and PoA 1992 have focused the importance of decentralized planning and management of educational system at various levels and involving people in this process. The Plan of Action (1992) of the National Policy of Education (1986) said, “each Gram Panchayat may constitute a Village Education Committee (VEC), which would be responsible for administration of the delegated programme in the field of education at the village level”. The VECs have been entrusted with the responsibility to
operationalize micro planning and school mapping in the village through systematic house to house hold survey and periodic discussion with parents. VECs were expected to build a congenial atmosphere through activities such as street plays, folksongs and rallies etc. The PoA emphasized on reducing dropout rates, improving learning achievement level and expanding access to students with community as equal partner in the educational process. Promoting parental and community involvement has been an essential aspect of school governance under NPE 1992 and the Programme of Action 1992.

The 73rd and 74th Constitutional Amendment Acts 1992: These Acts have provided for decentralization of powers and responsibilities to the Panchayati Raj Institutional Bodies. In pursuance of the provisions of the Acts, the state Government of Maharashtra has taken concrete steps towards devolution of powers to the PRIs with respect to educational governance and management. The 73rd Constitutional Amendment Act has identified 29 items for transfer to the Panchayat, including primary and secondary education. All states have enacted new Panchayati Raj Acts in order to realize the Constitutional mandate of decentralized democracy and development. The Acts fully acknowledge that the community is the main actor towards school governance and education related activities.

1.5: Sarva Shiksha Abhiyan 2001: Reaching the Unreached: Role of School Management School in Implementation
Community is the core actor and main pillar in implementation of Sarva Shiksha Abhiyan. Community participation starts with the preparation of social mapping and micro planning at the beginning of every year and develop perspective plan. The Programme calls for community ownership of school based interventions through effective decentralization. The process is augmented through involvement of youth, women’s groups, village education committee, parent teacher association mother teacher association members and the members of the Panchayat Raj Institutions. Sarva Shiksha Abhiyan is one of the flagship programme of the Government of India. The goal of this programme is Universalization of Elementary Education. This programme has been started in country from 2001-2002. Now Sarva Shiksha Abhiyan is the vehicle for the implementation of Right of Children to Free and Compulsory Education Act, 2009, through its implementation access, infrastructure is being provided for RTE compliance. As a result, of the implementation of this programme,
the enrolment has increased and many of the districts have reached near universal access. But the Quality of Education is concern in which includes:

1. Quality of teacher education,
2. Retention
3. Functional basic facility of education,
4. Inclusiveness
5. School within the neighborhood
6. Grievance Redressal Mechanism
7. Duties of local authorities etc.

Activities under Sarva Shiksha Abhiyan;

- Opening new school: - Facility of primary school (Classes 1 to 5) within a radius of 1 kilometer and of upper primary school (Classes 6 to 8) within a radius of 3 kilometer.
- The residential school/ residential hostel: Facility available for children of specific category.
- Transportation Escort facility:- Facility available for children in remote habitations and urban deprived children. Provision to the limit of Rs. 3000 per child.
- School grant: For Government, local body and private aided schools.
  - Primary (Classes 1 to 4): Rs.5000/-
  - Upper primary (Classes 5 to 7): Rs.7000/-
  - Elementary (Classes 1 to 7): Rs.12000/-
- Maintenance Grant: For all Government and local body schools having their own building. However, in urban area for all Government and local body schools having rental building. Grant on the basis of number of class rooms.
  - Up to 3 class rooms: Maximum Rs. 5000/-
  - More than 3 class rooms: Maximum Rs. 10000/-
  Subject to an average of Rs.7500/- per school at district level
- Free text books: For all pupils of class 1 to 8 in Government, local body and private granted schools.
- Uniform: All girls, SC boys, ST boys and below poverty line (BPL) boys in Government and local body schools are provided a set of 2 uniforms.
Children with special needs: For all children with special needs (CWSN) in the age group of 0 to 18 years - necessary related services, material and special teacher and facility as required.

Special training for children admitted in age appropriate class and seasonal hostels for migratory children.

Civil works: New school building, additional class rooms, compound wall, separate toilets for boys and girls, drinking water facility, electrification, major repair of school etc.

Teaching learning equipment: For new schools
- Primary :Rs. 20000/-
- Upper Primary :Rs. 50000/-

Training: In-service teachers training and cluster level meetings. Training for members of school management committee and representatives of local authority.

Research, Evaluation, Monitoring and supervision (REMS): Action research, third party evaluation, statistical information compilation etc.

Innovative activities:
- Meena - Raju munch for competence of girls education.
- Study centers for SC/ST pupils.
- Computer laboratories for minority children.

Block / Urban resource center: Provision of six resource persons for subject specific training, 2 resource persons for CWSN, One MIS coordinator, One Data entry operator and physiotherapists for all BRC/URC is made.

Cluster resource center: One CRC for every 18 schools.

Kasturba Gandhi Balika Vidyalay: KGBVs, one each, for 43 Educationally Backward Blocks (EBBs) in the state have been started. KGBV is meant for out of school girls and girls from disadvantaged group and weaker section. In these 43 KGBVs, total 4300 girls are enrolled.

The Indian Institute of Education is a Monitoring Institute in the state of Maharashtra at Pune. Government of India has hired this institution and conducted Half yearly monitoring of Sarva Shiksha Abhiyan activities for the year 2010-11 in four districts namely; Jalna, Buldana, Akola, and Washim. Report addresses various issues on different aspects; some of the selected and important areas are mentioned below:
Quality Issues: Jalna District: There were total 292 sanctioned posts of the teachers in the 37 sample schools (excluding 3 KGBV) out of which 271 post (92.82%) were filled. The proportion of male teachers was 50.55 percent (137) and of females 49.45 percent (134). Adverse PTR was found in 12 schools. There were total 292 sanctioned post of the teachers in the sample school. Out of which 271 post (92.80%) were filled and 21 posts were found vacant. In all 26 upper primary schools, a separate teacher for teaching science, mathematics and languages was available and all of these teachers were trained. The primary teachers have to teach all subjects. Though they were teaching science and mathematics, they had not obtained higher education in these subjects. None of the teachers had received any kind of in-service training till MI visit in July 2011. The State Implementing Society issued the detail guidelines on 13th July 2011 regarding the in-service training of 10 days to be organized at the BRC level and 1 day training once a month at the CRC level for 10 months. According to the guidelines provided, plan of action was prepared by the district and monthly 1 day training (Gatsammelan) programme at the CRC level was started. The textbooks were received within one month as prescribed in SSA norms in 36 schools (90%). In 36 schools (90%) all the children received the textbooks of all the subjects. In none of the schools the school grant, maintenance grant and TLM grant were received till the MI visit in July 2011. The school grant received in the previous year was used to purchase science material, steel water tank etc. In all 40 schools, continuous and comprehensive method of evaluation was found to be followed. Only in 15 schools (37.5%), the teachers admitted that they received on-site academic support. In all schools, having primary sections (100%) were found to be sitting in small groups. A noticeable gap in the learning achievement level of the SCs, STs, minority and girls was observed in 4 schools (10%). Buldana District: There were total 339 sanctioned post of the teachers in the sample schools out of which 327 post (96.46%) were filled. The proportion of male teachers was 73.39 percent (240) and of females 26.61 percent (87). The proportion of the female teachers is less as compared to male teachers. Adverse PTR was found in the 7 schools. There were total 339 sanctioned posts of the teachers in the sample schools out of which 327 posts (96.46%) were filled and 12 post (3.54%) were found to be vacant. In all 25 upper primary schools, a separate teacher for teaching science, mathematics and languages was available and all of these teachers were trained. The primary teachers have to teach all subjects. None of the teachers had received any kind of in-service training
till MI visit in July 2011. According to the guidelines provided, plan of action was prepared by the district and monthly 1 day training (Gatsammelan) programme at the CRC level was started. The textbooks were received within one month as prescribed in SSA norms in 36 schools (90%). In 20 schools (54.05%) all the children received textbooks of all the subjects. None of the schools received school grant till the M.I visit in July 2011. In none of the schools, the TLM grant was received till the M.I visit in July 2011.In all 40 schools, continuous and comprehensive method of evaluation was found to be followed. The marks and grades were given on the basis of the term-end examinations. In none of the schools, the teachers were given on-site academic support. In 19 schools (47.5%) children were found to be sitting in small groups. A noticeable gap in the learning achievement level of the SCs, STs, minority and girls was observed in 6 schools (15%). Akola District: There were total 265 sanctioned posts of the teachers in the sample schools, out of which 249 post (93.96%) were filled. The proportion of male teachers was 56.22 percent (140) and of females 43.78 percent (109). Adverse PTR was found in 5 schools. There were total 265 sanctioned posts of the teachers in the sampled schools out of which 249 posts (93.96%) were filled and 16 (6.03%) were vacant. In all 23 upper primary schools, a separate teacher for teaching science, mathematics and languages was available and all of these teachers were trained. The primary teachers have to teach all subjects. None of the teachers had received any kind of in-service training till MI visit in August 2011. During the academic year 2011-12 the schools in Akola district reopened on 27th June 2011. The textbooks were received within one month as prescribed in SSA norms in all schools (100%). In 34 schools (85%) all the children received the textbooks of all the subjects. In none of the schools the school grant, Maintenance grant & TLM grant were received till the MI visit in August 2011. Only in 10 schools (25%), the teachers admitted that they received on-site academic support. In one school (Z.P.U.P.S Sanglud) a noticeable gap in the learning achievement level of the SCs, STs, Minority and girls was observed. Washim District: There were total 265 sanctioned posts of the teachers in the sample schools, out of which 243 post (91.70%) were filled. The proportion of male teachers was 67.90 percent (165) and that of females 32.10 percent (78). There were total 265 sanctioned posts of the teachers in the sample schools out of which 243 posts (91.70%) were filled and 22 were vacant. In all 24 upper primary schools, a separate teacher for teaching science, mathematics and languages was available and all of these teachers
were trained. The primary teachers have to teach all subjects. Though they were teaching science and mathematics, they had not obtained higher education in these subjects. None of the teachers had received any kind of in-service training till MI visit in August 2011. The textbooks were received within one month as prescribed in SSA norms in all schools (100%). In 24 schools (60%) all the children received the textbooks of all the subjects. It was observed that in addition to textbooks, a variety of other TLM such as charts, posters, flash cards, maps, models were being used. In none of the schools, the school grant, maintenance grant & TLM grant were received within a period of two months of commencement of school. The school grant received in previous year was used to purchase stationery, painting, bench, fan, and table and to repair windows, ramp and flooring. In 15 schools (37.5%), children were found to be sitting in small groups. In one school (Dhanaj Urdu- 0101102), a noticeable gap in the learning achievement level of the minority girls was observed. In 13 schools (32.5%), the investigators found that the teachers expressed the adequate level of understanding concerning the challenges and advantages of diversity in a classroom. Only in 11 schools (27.5%) the teachers were observed to connect the textbooks lessons to the knowledge and experience of the children. The day-to-day experiences and their relations were linked with the lessons. Only in 6 schools (15%) the efforts were found to be made to highlight the contribution of different socio-cultural groups of the society.

**Computer Aided Learning: Jalna District:** Total 7 schools that had computers were visited during the monitoring visit. In 2 schools, it was observed that the computer was kept in a separate computer room and in 5 schools it was kept in the classrooms. In 5 schools all accessories were physically available in the school. Electric wiring with earthing was found in 7 schools. In 2 schools all the accessories were found to be in working condition, in 3 schools some the accessories were not functioning and in 2 schools all the accessories were not functioning. In these schools a complaint had been lodged to repair the non-functional unit. It was reported that it generally took more than 2 months to repair the unit. In 2 out of 7 schools, subject and topic-wise list of digital/multimedia material was available. It was observed that in 5 schools some teachers had full knowledge about the topics of the digital/multimedia material. In only one school, it was found that teachers could use the computer technology skill for developing digital TLM and in 3 schools some of the teachers could use it. In one school, all the teachers had received training under CAL. In 05 schools, some of the
teachers had received training and in one school none of the teachers had received any kind of training. Buldana District: Total 5 schools that had computers were visited by the M.I. It was observed that the computer was kept in a separate computer room in school and in 4 schools it was kept in the classrooms. In 5 schools all accessories were physically available in the school. Akola District: Total 8 schools that had computer were visited during the monitoring visit. In 7 schools (87.5%), it was observed that the computer was kept in a separate computer room and in 1 (12.5%) school it was kept in the classrooms. Washim District: Total 11 schools that had computer were visited. Out of 11 schools in 4 schools, it was observed that the computer was kept in a separate computer room and in 7 schools it was kept in the classroom.

Girls Education: Jalna District: Considering the child population especially girls of that particular habitation no significant gender gap in enrolment was noticed. The total enrollment of girls in visited schools was 4780 and the attendance on the day of visit was around 80 percent. The data shows there is a gap (20%) in attendance. It was observed that the participation of girls was equal to or in some schools it was even better than the boys in all the school activities. Not observed in any of the schools. Buldana District: The total enrollment of girls in sample schools was 5612 and the attendance on the day of visit was around 84 percent. The data shows that there is gap in attendance. Akola District: No gender gap is seen in attendance, the gap in enrollment is almost 13.36 percent. It was observed that in all the school activities, the participation of girls was equal to or in some schools it was even better than the boys. Washim District: The total enrollment of girls in sample schools was 3839 and the attendance on the day of visit was 77.36% the data shows that there is huge gap in enrollment and attendance.

KGBV: Jalna District: During the monitoring visit 3 KGBVs located at, Ramnagar (Jalna), Tirthapuri (Ghansavangi) and Badanapur in the district visited were model I, school with hostels for 100 girls. 2 of these were run by the NGOs namely (1) Shivaji Shikshan Mandal, Jalna and (2) Om Shanti Dyanmandir Shikshan Sanstha, Ambad and (3) KGBV Badanapur is run by the SSA society. All 3 KGBVs were found to be housed in rented accommodation. Girls belonging to S.T, S.C, VJNT, OBC community, below poverty line (BPL), dropped out and never enrolled were found to be enrolled in these KGBVs. Whole block was the catchment area of the KGBV. As these are residential schools, expected attendance is more than 95 percent. However,
we observed that it ranged between 79-88 percent. It was reported that girls frequently visit their native place for various reasons and parents also frequently visit their daughter. It disturbs their learning and achievement. The school buildings of the 3 KGBVs schools were not owned by them. The location of the Tirthapuri and Badanapur KGBV was found to be unsuitable for developing adequate academic atmosphere. Both of them were housed in a small rented building. The size of the rooms was so small that the girls did not have sufficient place to sit when regular teaching was in progress and also to sleep at night. The stay arrangement at both the KGBVs was found to be very crowded and unhygienic; the classrooms were also very gloomy. It was found that the KGBVs were provided the funds twice in a year from the DPO. All records were found to be well maintained.

**Inclusive Education with Special Reference to CWSN: Jalna District:** A total of 48 CWSN students were found to be enrolled in 16 visited schools. Out of which 30 were boys and 18 were girls. Out of 48 CWSN, total 35 CWSN (72.92%) were present on the day of visit out of which 23 were boys and 12 girls. In 5 schools, their attendance was more than 75 percent for one month prior to visit, 60 to 75 percent in 11 schools. 24 student (50%) out of total CWSN had minor level of disability, 18 children (37.5%) had moderate and 6 (12.5%) had severe degree of disability. In all 16 schools having CWSN, inclusive sitting arrangement was observed. In 14 schools, CWSN were found to be participating in the classroom activities and in 2 schools, the CWSN were found to be remaining abstain from any classroom activity. In 14 out of 16 schools, it was observed that the teachers were encouraging the CWSN: In none of the schools, appropriate kind of TLM was available for the. In 16 schools, the peers had friendly relations with CWSN. Taunting or teasing was not observed in any of the schools. It was observed in all schools that the peers were offering the required help to CWSN. In all schools teachers were treating all the children in a similar way. In 1 school, the teachers were found to be giving special attention to the CWSN. Only in 1 school, the teachers had received training in teaching CWSN. It shows a large gap in providing training which needs to be bridged as early as possible. The teachers from all schools reported that the training was inadequate to handle CWSN. The need for intensive training and special teachers for CWSN was mentioned by these teachers. In 6 out of 16 schools, it was observed that the IEP for CWSN had been prepared. In 3 schools, the resource teachers for CWSN were available & In 3 schools, the Resource Teacher had visited weekly to school. During the school visit resource teachers helped
CWSN in skill development, encouraged them and their parents. The awareness of Parent about the availability of Resource Teacher was found in 2 schools. In none of the schools, counseling of the parents was done. It was observed that regular counseling of the parents is necessary. It was informed that in 8 schools, the CWSN attended medical checkup camp and in 5 schools, the children were diagnosed to be in need. Provided assistive devices in all schools, they were issued disability certificate. In none of schools, the CWSN were found to have need of home base education. Buldana District: Total 63 CWSN were found to be enrolled in 20 schools. Out of which 35 were boys and 28 were girls. The CWSN were found to be remaining abstain from any classroom activity. Out of these 5 schools, the teachers from 3 schools reported that the training was adequate to handle CWSN. The need for intensive training and special teachers for CWSN was mentioned by these teachers. In 6 out of 20 schools, it was observed that the IEP for CWSN was prepared by the mobile teachers. Teachers were not aware about the details of IEP. In 6 schools (30%), the resource teachers for CWSN were available. It was reported that the Resource teachers were visiting once a week in 4 schools. Akola District: Out of 40 schools, a total of 154 CWSN (boys 99 & girls 55) were found to be enrolled in 25 schools. In 17 schools, CWSN were found to be participating in the classroom activities and in 8 schools, the CWSN were found to be remaining abstain from any classroom activity. Only in 8 schools, the teachers received training on teaching of CWSN. It shows a large gap in providing training which needs to be bridged as early as possible. Out of these 8 schools, the teachers from only 3 schools reported that the training was adequate to handle CWSN. The need for intensive training and special teachers for CWSN was mentioned by these teachers. In 10 schools, the CWSN were found to need home based education. Washim District: Out of 40 schools, a total of 47 CWSN (boys 32 & girls 15) were found to be enrolled in 16 schools. In all 16 schools, teachers were treating all the children in a similar way. In 1 school, the teachers were found to be giving special attention to the CWSN. Out of these 4 schools, the teachers from only 3 schools reported that the training was adequate to handle CWSN.

**Civil works:** Jalna District: 7 schools were visited during the monitoring visit for which the civil work was sanctioned. No civil work of any type was started in schools till MI visit in July 2011. Buldana District: No civil work of any type was started till MI visit in July 2011. Akola District: 8 schools were visited during the monitoring
Civil work sanctioned for the current financial year was not yet-started up to MI visit in August 2011. Civil works sanctioned in previous year was in progress. Construction of additional classrooms in 4 schools was in progress and in 4 schools it was not started till the time of the visit. The MoU was found to be signed between SSA authorities and SMC. The copy of MoU was available with 2 SMCs, design-drawings were available with 1 school and none of the schools had a copy of the community manual. Only 2 SMCs were found to receive an adequate training for civil work. In 3 schools the separate accounts for civil works was found to be maintained, in 2 schools it was updated and in 3 schools, the balance was found to be tallied. In 4 schools the headmaster was found to be maintaining the accounts. Only in 1 school the details were shown on display board. The funds were received by cheques. On an average it required 3 days to transfer the funds in SMC accounts. In none of the schools daily account of cement was maintained. The items like steel pipes, fittings were BIS/ISO marked in all 4 schools. Only in one school, the approved drawings were found to be followed. In none of the schools any third party agency had visited the school for the evaluation. The block engineer visited 4 schools and imparted the technical knowledge. In 1 school weekly visits were given whereas in 3 schools, he visited once in a month. In view of the SMC community, the quality of the material and work was fair in case of the 3 schools. The investigating team also had the same opinion. In except one, none of the schools, any kind of good practices were observed with respect to civil work. In case of one school, 50 percent of the amount was deposited in the bank. Washim District: Civil work sanctioned for the current financial year was not started in the district till the monitoring visit.

**MIS:** Jalna District: All schools had supplied data in previous year under DISE out of which 34 schools have a copy of the filled in Data Capture Format (DCF). Jan-Vachan (community reading) of DISE data was reported to be conducted in 5 schools only (12.5%). Only 18 schools (45%) had received a printed copy of the School Report Card. In 20 schools (50%), the information in DCF matched the actual position in school. In 8 schools (20%) it matched partially and in 12 (30%) schools it matched cent percent. It was found that in 34 schools (85%) the records were maintained and updated regularly in 25 schools (62.5%). Buldana District: None of the schools had supplied data under DISE for the current year till MI visit in July 2011. 34 schools had a copy of the Data Capture Format (DCF) of the previous year. It was reported that 20 schools of the teachers/headmasters were given training
on filling up of DCF at CRC level. In none of the schools Jan-Vachan (community reading) Only 18 schools had received a printed copy of the School Report Card of the previous year. In 25 schools (62.5%), the information in DCF matched with the actual position in school. In 20 schools (50%), it matched partially and in 20 (50%) schools it matched cent percent. In 35 schools (87.5%) the records were maintained and in 22 schools (55%) the records were updated regularly. Akola District: None of the schools supplied data under DISE for the current year up to MI visit. In all schools have a copy of Data Capture Format (DCF) of previous year out of which 35 (87.50%) schools had a copy of the filled-in Data Capture Format (DCF). Training was provided to the teacher/head teachers from 17 schools (42.50%) on filling up of DCF. Jan-Vachan (community reading as a measure of social audit) of DISE data was reported to be conducted in 5 schools (25%). 11 schools (27.50%) had received a printed copy of the School Report Card. In 1 (2.5), school it was found to be displayed at the notice board. In 25 schools (62.50%), the information in DCF matched the actual position in school. In 22 schools (55%) it partially matched and in 10 schools (25%), it matched cent percent. In 34 schools (85%) the records were maintained and in 29 schools (76.31) it was updated regularly. Washim District: None of the schools supplied data under DISE for the current year up to MI visit in August 2011. 39 schools have a copy of Data Capture Format (DCF) of previous year and in 1 school N.P. Mangrulpir (Urdu) the copy of DCF was not available. None of the teachers/headmasters were given training on filling up of DCF up to MI visit. In none of the schools Jan-Vachan (community reading) of DISE data of previous year was reported to be conducted. None of the schools received a printed copy of the School Report Card. In 34 schools (85%) the records were maintained and in 27 schools (79.41) it was updated regularly.

The National Curriculum Framework (NCF) 2005: The National Curriculum Framework is the basic principle document which provides a mean of evolving a national system of education. An important curriculum development principle was recommended by the National Policy on Education 1986 when it envisioned that “The National System of Education will be based on a NCF and would contain flexible components. The common core components would include the Indian history, the constitutional obligations and nurture national identity. These elements will be incorporated subject areas and will be designed to promote values. The National Curriculum Framework (NCF) 2005 has also emphasized strengthening of Panchayati
Raj Institutions by adopting approach to encourage community participation as a means of enhancing quality and accountability. The Framework elaborates that the parents and community members could come into the school as resource persons to share their knowledge and experiences. The Framework clearly emphasized the role of community and parents’ participation in overall development of children education. It said that participation of community in the child’s world of education and learning should allow for the parent and community to:

1. Transfer oral history like dealing with folklore and traditional knowledge like sowing, harvesting, monsoons, traditional crafts etc to children, while the school encourages critical reflection whenever it is required.
2. Support children in their exploration and creation of knowledge and information.
3. Support children in their practice of democracy through their participation in information generation, planning, monitoring and evaluation with local government and school.
4. Participate in setting criterion for vocational training.
5. Monitor the Rights of children’ as well as violations of these rights.
6. Enable the village to become a learning environment for children realizing the concept of the “village as a school”

**The Right to Education Act 2009:** The Right to Education Act 2009 is social revolution and historic step which recognizes the role of local governance in the management of school. The Act specifies that a School Management Committee (SMC) shall be constituted for every school then it is amended and made mandatory to Government Schools, advisory to Private aided Schools and not applicable for Private unaided schools. Main objectives of this committee to monitor and oversee its functioning and working, and to develop plan and facilitate its overall development with representation of 75% of parents, teachers and community and local authority members, as prescribed in rules by the appropriate State Government. To sum up, it is to be said that community participation in education through local bodies like the PRIs Ward Education Committee and Village Education Committees has been recognized and have legal status are significant steps of improve local level participation and create sense of ownership. It is necessary to ensure access to education to all children in the age group of 6-14 years; the provisions in the Act are as mentioned below:
a. Free and compulsory education is the Right of all Children till completion of Elementary Education within a neighbourhood school.

b. ‘Compulsory Education’ is obligatory on appropriate Government and Local Authority.

c. Duty of appropriate Government and Local Authority to provide free elementary education up to standard 8th and ensure compulsory admission, attendance and completion of elementary education of every child in the age 6-14.

d. Local Authority should identify out of school children using Child Tracking System.

e. School Management Committees (SMCs) update Village Education Register (VER) in Village area and Ward Education Register (WER) in urban area.

f. Enrollment of Out of School Children identified through VER and WER and admits them in age appropriate classes with full support of Special training.

Key efforts taken by Government of India for the implementation of the RTE Act, 2009: Timeline for the implementation and compliance of various indicators is clearly mentioned in the RTE Act. Towards the implementation Government has taken the major steps as indicated below:

- Revised the SSA Framework for the implementation of RTE Act in the year 2011,
- Developed the National Curriculum Framework for Teacher Education in 2009,
- Established National Commission for Protection of Child Rights (NCPCR),
- Mandated the Central Advisory Board for Education (CABE) to review the status and progress of implementation of RTE periodically
- States have notified their RTE State rules.
- School Management Committees have been constituted as a part of RTE Act.

Government of India is taking efforts and preparing strategy. Department of School Education and Literacy, Ministry of Human Resource Development, Government of India allocated budget to achieve the Twelfth Plan targets, there is no significant improvement in the allocation for education in the 2013-14 Union Budget. Union budget 2013-14 for SSA has allocated Rs. 27258 crores. The total allocation for school education and literacy however shows some improvement as it is increased from Rs.
45542 cores in 2012-13 budgets to Rs. 52401 crores in 2013-14 budgets indicating a 15% growth. On the positive side, it kept the Right to Education Act’s implementation as core of education plan and reiterated its commitment to addressing some of the absolutely critical implementation bottlenecks such as access to quality education to poor and teachers’ training. The plan also makes provision for much needed up scaling of secondary education and commits to the foundational investment into early childhood education (albeit with a somewhat unambitious target). Both these steps, if implemented, are likely to improve the poor peoples’ access to education. The intent to reposition Anganwadi centers as child friendly centers and the extension of preschool education for children under six is overdue. Furthermore, the focus on Girl, SC, ST and Muslim children and disaggregated group specific strategy may play a critical role in promoting Inclusion. Interestingly, among the 25 core indicators listed in the plan document, the lone indicator that pertains to reducing gaps between social groups falls under education. The plan fails to address the issues of systemic accountability in the elementary education sector- viz. disconnect in entitlement-planning-budgeting-grievance redress or go into the different ways of community owned schools. This looks accountability for ensuring learning outcomes, backed by a pan-national system of standardized testing. One would have preferred that the tax payer's money be invested in enhancing the school capacity to deliver quality since testing is not teaching. Such a strategy fundamentally conflicts with the Constructivist Approach of the National Curriculum Framework. While the document finally prioritizes the issues of teacher preparation and capacity building, it falls short of commenting on the long pending issues of working conditions of teachers (including the setting up of permanent cadres, rationalizing pay and above all freeing teachers from non teaching work). The plan appears to heavily emphasize private ‘participation’ in provision. This is unfortunate given the poor track of the private schools in ensuring equity or quality and the prevailing weak regulatory frameworks. Fundamentally, the Government should show more faith in its’ own schools and take a leaf from the RTE book and promote free secondary education as a right largely through its own schools. The heavy reliance on residential schools and setting up of a few schools offering pockets of excellence as measures for ensuring education for SC/ST Children’s needs further debate given the poor track record of quality and indeed safety of children in residential schools. The overriding consideration is, however about the budget.
1.6:  **School Management Committee (SMC) Support System for School**

The RTE Act attaches immense importance to the School Management Committees. These are the decentralized structures for school management in which the parents are preponderant. The SMCs will ensure that provisions pertaining to duties of the teacher as well as prohibition of private tuition are fulfilled. It will also monitor that teachers are not burdened with non academic duties and that steps for adherence to the schedule of the RTE Act are taken. While making school development plan, apart from requirement for infrastructure needs, adequate attention has to be paid to quality issues including teacher training, availability of child entitlements, teaching learning materials in schools, pupil assessment methods and preparation of pupil cumulative record. The SMC can also act as a bridge for community involvement in sharing knowledge with schoolchildren. This shift in focus should also result in a greater involvement of the community with the school for sharing of local knowledge and traditional wisdom. Encouragement to work experience would require the attachment of children with professionals, farmers, and artisans. In addition, there should be greater involvement with various extension workers i.e. agriculture, health, Anganwadi workers for more experiential learning. In this effort of monitoring quality, the role of community has a significant value. The community leaders and groups need to be sensitized on issues related to monitoring of children's progress and other quality related school activities. This will need to be preceded by the community mobilization as well training of SMC on issues pertaining to quality.

Various Government Schemes beneficial to pupils are either implemented or monitored by School Management Committee. Major schemes implement in the state of Maharashtra are mentioned as below;

1) School Nutrition Diet Scheme: -

2) Health checkup: - Medical checkup for all pupils in Government / local body/private granted schools under National Rural Health Abhiyan.

3) Attendance allowance: - Admissible to all girls below poverty line (BPL) of classes 1 to 4 in Zilla Parishad/ Municipal Corporation/ Municipal School in the State.

4) Free uniform and writing material: - Free uniform is supplied to the children below poverty line learning in classes 1 to 4 of local body schools in the
category of SC, ST, VJ & NT. Material such as slate, pencil etc. is freely supplied to pupils of classes 1 to 4 learning in local body schools.

5) Savitribai Phule foster parent scheme: - The amount of the interest on the community contribution cash is given to the foster girl.

6) Best enrolment of girls prize scheme: - Reward of certificate & a cash Rs. 100/- is given to the teacher who enrolls 100% of girl children of the village in local body schools.

7) Ahilyabai Holkar free bus pass scheme: - It is admissible for girls of classes 1 to 10 traveling by bus.

8) Residential ashram Shala: - It is meant for boys & girls of SC, ST, VJ & NT category.

9) Hostels: - Hostel facility is available for children of schedule tribe who do not learn in residential ashram schools.

10) Rastramata Jijau free cycle scheme for girls: - Admissible to SC & ST girls below poverty line (BPL) learning in class 8 subject to the condition that the distance between the school & house of the girl is more than 3 km.

11) Savitribai scholarship scheme: - It is admissible for girl of SC, VJ & NT and special backward class (SBC) learning in classes 5 to 10.

12) 4% contingency grant: - For school stationery and other expenditure.

13) Scholarship scheme for minority pupils: -

14) Rajiv Gandhi Accident Insurance Scheme: -

15) Suwarn Jayanti Mahatsavi tribal middle school scholarship scheme: - It is admissible for ST boys & girls learning in classes 1 to 10 @ Rs. 3000/-

1.7: Community Reading Programme: An Innovation of School Management Committee (SMC)

This is a great initiative of School Management Committee. Various activities are implemented by schools for enhancement of educational quality of pupils. But it has come across at various levels of community, in the last 3 years that the development of fundamental competencies in children is not up to the mark. The community has right to see whether the school is trustworthy for which the community has admitted children in school. It is also necessary to exhibit the progress review of the school before the community. In view of that, community reading programme known as Chawadi Vachan Programme has been organized in the year 2013-14.
Objectives of the programme:
- To improve learning status of pupils learning in schools run by local bodies.
- To make supervisory staff more competent and accountable to improve learning status of pupils.
- To motivate pupils and teachers till achievement of educational objectives, as determined in language and mathematics.
- To enhance community participation for improvement of educational status of the school.

Scope of the programme:
- All Zilla Parishad, Municipal corporation, Municipal Council and Local Body schools in the state having classes 1 to 4.
- All pupils in these classes 1 to 4.

Period of Programme:
- First: one day (second/fourth Saturday) in Oct-2013
- Second: one day (second/fourth Saturday) in Dec-2013
- Third: one day (second/fourth Saturday) in Feb-2014

Nature of the programme:
- Chawadi Vachan shall be conducted before SMC members and parents.
- Venue of Chawadi vachan: school, Samaj Mandir of any convenient place in the village.
- Chawadi vachan shall comprise reading, writing and expression in language and fundamental arithmetic calculations based on completed curriculum prescribed for classes 1 to 4.
- Special focus in day-to-day teaching shall be given in development of reading, writing and expression in language and arithmetic calculation of pupils of classes 1 to 4.
- No inaugural function, welcome speech shall be conducted during chawadi vachan programme.
- Chawadi vachan shall be conducted in easy, joyful & non formal atmosphere. Some child friendly actions can be taken at the starting of the programme.
- In Chawadi vachan programme pupils be encouraged. Care shall be taken that the pupils shall neither be hopeless nor they shall be under mental repression.
It shall be planned so as to enable every pupil to have meaningful participation of any kind.

The participants shall encourage pupils at all possible moments.

The remarks regarding Chawadi vachan programme be recorded in writing. Discussions shall be made as required, with the head master after the programme is over.

**Role of School Management Committee Member in programme:**

- To cooperate the school for reading, writing & arithmetic calculations by pupils.
- To enhance community participation in Chawadi vachan programme.
- To take active participation in actual Chawadi vachan programme.
- To take a review in monthly meeting regarding the progress of pupils due to Chawadi Vachan programme.
- To monitor & evaluate Chawadi vachan programme.

**1.8: School Management Committee (SMC) in Maharashtra: Guiding Path of Parental Participation**

School Management Committee has a very crucial role in actualizing the goals of RTE. It has tremendous potential to transform the existing system of education. Characterized by cynicism and a defeatist outlook All government, government aided schools shall have to constitute SMCs as per Section 21 of the RTE Act. Since private schools are already mandated to have management committees on the basis of their trust/society registrations, they are not covered by Section 21. An amendment made in the Act and the SMC an advisory, rather than statutory, body for aided schools.

**SMC at Glance in Maharashtra:** Keeping in view the heterogeneous nature of the community and the power relations that exist, the Act has tried to ensure representation of different segments of the community in the SMC, especially earmarking fifty percent seats for women. In the state RTE Rules, the composition mentioned is as follows: Three fourth (75%) members of the SMC from the parents/guardians. From them 50% will be women. Weaker sections will be represented in the SMC in proportion to their population in the village. Rest one fourth (25%) will be as; (1/3rd local authorities; 1/3rd school teachers; 1/3rd academicians/ students) Participation of women: The RTE Act very clearly designates 50% place for mothers among the elected members. The positive impact of women’s participation is clearly
visible at the grassroots levels, Convener/Secretary, suggested by the School, and could be either the Headmaster or a teacher. Convener will bear the overall responsibility of providing administrative support to the SMC. He must ensure the notification of the SMC formation, and provide linkages with the government departments. RTE Act, 2009; Roles of SMC and the opportunity parents have, to improve the functioning of their schools. Role of Parents in School Management Committee in Preparing School Development Plan, generating information using the school records, School Mapping and Focus Group Discussion, Role of SMC in financial management, monitoring role and strategy for public monitoring of participation, understanding the current situation of the school and system including quality aspects, quality benchmark, current situation of schools in terms of enrollment, participation, retention, promotion and learning achievement relationship between the teacher and the community, relationship of SMC with the local authority and methods of creating an educational data base and a monitoring tool.

**School Mapping and Micro Planning**: RTE implementation guidelines visualize preparation of School Development Plan, using School Mapping, and Micro-planning (SM&MP) exercise. School Mapping and Micro-planning is a process of involving local and regional stakeholders in the implementation of national educational policies and plans, thus constituting very important elements in achieving the EFA goals to which a country commits itself. School Mapping is a tool for participatory planning for UEE, helps in assessing educational status of every child in the habitation. It also provides opportunity for local community to reflect on the issues impacting their children’s education and find appropriate actionable strategies to ensure universal enrollment, participation.

**School Development Plan**: There should be a SDP for each school. The SDP will be prepared by the School Management Committee. SMC can take guidance from civil society or using sources for effective functioning of the schools. The School Development plan should be for three years and realistic to implement.

**Universal Access**: A school is available to every child in the age group 6-14 yrs, within 1km radius for Primary and 3km radius for Upper Primary.

Universal Coverage: No child in the 6-14 yrs age group remains out of school, for any reason. The reasons which force a child out of school, whether they are inside the school (like uninteresting activities in the class) or outside the school (socio-economic reasons like the child having to fetch water for the family from a nearby / distant
source) must be listed and analyzed.

**Physical Infrastructure:** All physical resources which must be present in a school for its effective functioning. Such resources must be in sufficient numbers, in working condition and completely child-friendly.

- **Building:** number of classrooms, office room, and MDM room- are all these concrete or katcha, clean, airy, free of bad odor, well-lit, etc.?
- **School premises:** Boundary wall, playground, flower beds, trees along the boundary, separate toilets for girls and boys in usable condition.
- **Learning and other resources:** Library books in the library, computer in usable condition, laboratory with equipment, blackboards at proper height and free of glare, display boards, mats, desks-benches for students, table-chairs for the teacher

### 1.9: **School Management Committee (SMC) RTE Mandate**

School Management Committee Composition has to be constituted in every school, other than permanently unaided school, Madarsa, Vedic Pathshala and imparting religious education as per section 21 of the RTE Act 2009. School Management Committee constituted within three months from the date of commencement of the new academic calendar and should be reconstituted every two years to perform the functions of School Management Committee. The School Management Committee will perform duties as mentioned in the state rules. RTE Act is applicable for classes one to eighth, hence this rule is applicable to those schools having classes of one to eighth.

**Structure:** Two students from schools out of them at least one should be girl shall be co-opted as members. These co-opted members from students shall have no voting rights. Fifty percent participation of School Management Committee should be allotted to women. Seventy five percent members strength shall be from amongst parents or guardians of students of the School Management Committee. The Seventy five percent members from amongst parents or guardians of students shall be selected or elected in a parents meeting. An appropriate percentage allotted to Parents of children of the weaker section and disadvantaged groups. The twenty-five percent of the remaining strength of the School Management Committee shall be constituted amongst elected members of Local Authorities, PRIs members of management, head teachers or teachers of the school, renowned educationists or child development experts. The chairperson of
School Management Committee for Government and Local Body Schools shall be elected from among the parents of School and in aided Chairperson shall be schools representative of the management. Ex-officio Member-secretary of the School Management Committee will play a role of convener and that shall be the Head Teacher of the school or where the school does not have a Head Teacher, the senior most teacher of the school. He will be responsible for the official work, maintenance of record and will carry out all election-related work. Member Secretary shall also be responsible for organizing the monthly meetings of the School Management Committee. The School Management Committee meeting shall be conducted regularly and at least meet once a month for and the minutes, decisions, action taken report of the meetings shall be properly recorded and made available to the public, it should be displayed at proper place for parents and community.

Figure: 1.1 Structures and Participation of SMCs

Local authorities

Women

School teachers Academicians/ Parents/Guardians Students

Prominent functions of the School Management Committee: Functions of School Management Committee are mentioned in the section of 21 of the RTE Act in (a) to (d) of sub- section (2) namely: update to the population in the neighbourhood of the school, the rights of the child as articulated in the Act; these are also duties of the Government of Maharashtra, local authority i.e. Zilla Parishad, Municipal Council, Municipal Corporations etc, schools, parent and guardian of children;

✓ Ensure the implementation of section 24 and section 28 particularly clauses (a) and (e) of sub-section of the Act.

✓ Monitor non academic duties other than section 27 of the Act and teachers are not burdened.

✓ Ensure the enrollment, regular attendance of all the children within the neighbourhood school.

✓ Monitor the compliance of the norms and standards which are prescribed in the Schedule of the Act.
Issues bring into the notice of the Local Authority if any deviation of the rights of the children, particularly physical, mental harassment of students, denial of admission at any point, and timely provision of entitlements

School Management Committee should identify the out of school children, their admission in age appropriated classes and provision of special training, this needs proper planning, and monitoring of the implementation.

Monitor the identification and enrolment of children with special needs, and the availability of teaching learning materials and other educational facilities and ensure their participation in completion of Elementary Education up to class eighth.

Monitor the implementation of centrally sponsored schemes like the Mid-Day Meal Sarva Shiksha Abhiyan, and other Government schemes in the school

Prepare an annual account, management of funds and expenditure of the school and make it available to all parents and community.

Organize Bal Panchayat and take children’s opinion through the report of Bal Panchayat established in the school.

Funds transferred to the School Management Committee for its functions under the Act, shall be kept in a separate bank account, bank account and other documents to be made available for audit purpose every year.

The accounts shall be prepared, signed by the Chairperson, Vice-Chairperson and Member-secretary of the School Management Committee and be made available to the Local Authority within one month of their preparation, minutes to be shared and circulated within time.

All Government and Local Authority Schools shall develop School Development Plan for the purpose of section 22.

The School Management Committee excluding Government aided schools shall prepare a School Development Plan at least three months before the end of the financial year.

The School Development Plan should be a perspective plan for three year.

This perspective plan comprising of three annual sub-plans.
The School Development Plan (SDP) Key Components:

- Universal Access
- Equity
- Physical infrastructure
- Teachers - recruitment, training
- Admission, attendance and its Completion
- Learning achievement
- Community Participation

School Development Plan should capture the following information for planning, implementation and monitoring purpose.

- Projected class-wise enrolment for each year
- Requirement of the number of additional teachers, including Head Teachers, subject specific teachers and part time instructors for Primary and Upper Primary Schools with context to the norms specified in the Schedule of the RTE Act.
- Requirement of additional infrastructure, equipments, teaching learning material etc. over the three-year period for compliance of RTE norms and standards specified in the Schedule should be budgeted in plan.
- An additional financial targets over the three-year period, year-wise, including provision for special training facility entitlements of children such as transportation, free text books and uniforms, and any other additional funding for RTE Compliance Schools.
- Honorarium for Additional teachers for the purpose of special training arrangement for out-of-school children
- Educational rehabilitation facility for children of the weaker sections, disadvantaged groups and children with special need.
- The School Development Plan shall be prepared in the meeting of School management Committee and duly signed by the Chairperson or Vice-Chairperson and Member-Secretary of the School Management Committee and submitted to the Local Authority within stipulated time.

Implications: It is mandatory and legal and we are duty bears. It can be challenge in court if right not fulfilled. Government, Local Authority and School Management Committee are more accountable. If focus changed then we have to change out work
style and function too. Role of school management committee making RTE Compliant Schools: According to the schedule of the RTE Act 2009, in elementary schools primary schools shall be functional.

School Management Committee composition Empowerment and Effective Functioning: India has made progress in many aspects which is being acknowledged worldwide. “We had to facilitate community action in villages and wards to dissolve some SMCs where SMC formation did not follow a legitimate process. All SMCs in villages and wards have been constituted based on prescribed norms, given in schedule of RTE Act. These SMCs have started submitting their demands around school development to the local authority through School Development Plan.

Universalization of Elementary Education and Process of Educational Quality Improvement has been accelerated due to recognition of the importance of Elementary Education in all round development of human being. Mainstreaming of children of weaker sections, disadvantaged groups, urban slums, remote hilly areas, hard to reach areas and tribal area and imparting them Elementary Education fruitful in their life is a crucial challenge. Active participation of Government schemes and social elements is needed for capable and successful implementation. Sarva Shiksha Abhiyan is implemented in the state of Maharashtra from the year 2002-03. Participation and contribution of all stake holders is proved important for Elementary Education under SSA. Efforts have been made for participation of parents in School Management committee (SMC). School Management Committee comprising 75% parents has been constituted under provisions of RTE Act. To realize role and responsibilities, SMC members are being oriented to understand their role in the implementation of RTE Act, 2009. The Reading Material will be useful, fruitful and insipirable for the training of SMC members so as to inculcate them and enhance their confidence for active participation and ability to solve problems and clear doubts. It is ensured, every child will get right of free education and objective of ‘Ideal Quality School’ will be achieved through your co-operation and motivated participation of SMCs.

**Definition of School Management Committee:** With an aim of all round development of child it is a committee consisting of parents, teacher, educationally devoted citizens & community leaders.
Constitution:

- The SMC to be constituted in each school for a period of 2 years (Excluding non granted schools & Madarsa, Vedic Pathshala & institutions primarily imparting religious instruction)
- The role of SMC for private aided schools is of advisory nature.
- Three-fourth of members of such committee shall be parents or guardians.
- The remaining 25% of the strength of the SMC shall be formed amongst elected members of local authorities, members of management, head teachers or sr. teachers, teachers, educationist or child development experts.
- Minimum 50% of members of such committee shall be women
- Two students of which at least one is girl shall be co-opted as members. Such co-opted members shall have no voting rights.
- The chairperson shall be elected from among the parents in case of school managed by Government or local authority.
- In case of aided schools representative of the management shall be chairperson.
- The head teacher of the school or where the school does not have a head teacher, the sr. most teacher of the school, shall be the ex-officio member secretary of the SMC.
- SMC will monitor the school related work.
- Ensure that teachers are imparting their duties on proper lines.
- School is functioning in concurrence with RTE.
- To identify out of school children & disable children and admit them in school and ensure that their elementary education is being completed.
- To implement school nutrition scheme and other Govt. schemes transparently & smoothly.
- To know the opinion of children through the report of a School Cabinet / BAL Panchayat.
- To prepare Receipt - Expenditure accounts of the school.
- To formulate School Development Plan & submit to the local authority.
**Code of Conduct for SMC members:**

- Member secretary / cluster head should brief parents’ assembly regarding SMC constitution, responsibility & work system before organizing / reorganizing SMC.

- School Management Committee to be formulated in joyful atmosphere based on the provisions of Act-2009 / Rules -2011 & not under any political / social pressure.

- The names of SMC members should be displayed on school board.

- Minimum one meeting of SMC should be conducted in a month.

- SMC members & teachers should respect each other.

- SMC members & teachers with the joint efforts & cooperation should try for all round progress of the school.

- Prescribed process should be adopted for all financial transactions of the school. Transparency should be maintained.

- Discussions should be made in the meeting to formulate School Development Plan (SDP) so as to help for school progress.

- Various activities should be organized with the help of local artists to enlighten art skill in the children.

- SMC members, head teacher & teachers with extra ordinary performance should be honored with rewards.

- Information regarding schemes beneficial to pupils & funds received from the Government should be displayed on school board.

- "Suggestion box" be kept in school. Discussion on suggestions so received be carried on in the meeting of SMC.

**Code of Conduct for SMC member secretary: Before the Meeting:**

1) SMC meeting be organized with permission of the chairman in the school or at any other place convenient to members at convenient time.

2) Member secretary should communicate to members the agenda prior to minimum 8 days of the monthly meeting.

3) Venue of the meeting should be clean & sufficient with the facility of chair, carpet & other material.
During the meeting:
1) Review of the implementation of decisions taken in the last meeting.
2) The problems faced regarding the implementation should be discussed in the meeting & remedy to get them rid off.
3) Good things found should be praised.
4) Necessary reference material should be made available such as Govt. resolutions, circulars, any suggestions received.
5) Agenda of the meeting be written on board in broad alphabets.
6) Proceeding register be made available.
7) The visit reports of the superior officers should be discussed in the meeting.
8) The items in agenda be related with day to day work.
9) All the members present in the meeting will actively participate in the discussion.
10) The items raised by the members should be positively discussed.
11) Vote of thanks

After the meeting:
1) The proceeding of each meeting of SMC should be maintained.
2) Proceedings & decisions be properly recorded & displayed on board.
3) Head teacher should give information to all teachers regarding of the decisions taken in SMC meeting to all teachers.

Proceeding of SMC Meeting:
1) Academic year, month & date /day
2) Details of main items & supplementary items
3) Introduction of member secretary (head teacher)
4) Item wise record of the discussion in brief
5) Item wise decisions taken
6) Laksha vedhi suchana writing
7) Signatures of the chairman, member secretary & all members present for the meeting.
8) Proceeding should be displayed on board.
9) Major decisions be published & details of implementation be open for all.
1.10: Responsibility of Local Authority for Compulsory Education

✔ To ensure and monitor admission, attendance & completion of elementary education by every child.

✔ To ensure availability of neighborhood school.

✔ Classes one to five within 1 km. radius & classes six to eight within 3 km radius as per the enrollment.

✔ No child is discriminated against.

✔ To provide infrastructure including school building, teaching staff & learning equipment.

✔ To provide special training facility.

✔ To provide training facilities for teachers.

25% reservation for pupils in disadvantaged group and weaker section:

❖ All non granted private schools excluding minority management non granted schools, Madarsa, Vedic Pathshala & institutes imparting primarily religious education.

❖ Admission in class one in unaided private schools. If pre-school education facility is available in such schools admission to such pre-school education.

❖ The school shall be reimbursed expenditure so incurred by it to the extent of per-child-expenditure incurred by the State.

❖ Disadvantage group: Scheduled Caste, Scheduled Tribe & Children With Special Needs

❖ Weaker section: Annual income of parents (Children of Vimukt Jati & Nomadic tribes, other backward, special backward category, State Govt. notified religious minorities & other) is less than Rs. 1 Lakh
Figure: 1.2: Model Notice for meeting of SMC

Model Notice

Letter No.Date: -

To,

Shri/ Smt....................

Chairman/member

School Management Committee................., Block..................

Sub: - Monthly meeting of school management committee.

Sir/Madam,

With reference to the subject cited above, I have the honour to inform you that the monthly meeting of School Management Committee for the month........ 2013/2014 is organized at place.................. on dated .......... at ................. am/pm. You are requested to attend the meeting in time.

Agenda of the meeting
Item no. (1): - Confirmation of the proceeding of the last meeting of SMC.
Item no. (2): -..............................................
Item no. (3): -..............................................
Item no. (4): -..............................................

Items with permission of the chairman

Yours faithfully

Head Teacher & Member Secretary
School Management Committee

1.11: Demonstration of a Model Meeting of School Management Committee (SMC)
Objective was set to understand the structure and functioning of school management committee. Model meeting of School Management Committee demonstrate in 20 minutes of time with proper script and dialogue. The team for role compliance
shall comprise seven to eight persons. It shall be ensured that 50% women shall be among the participants. Three persons from tutors (Resource persons) and member secretaries from the participants can be included. Head masters in the cluster having dramatization skill be briefed for one day by the tutors with prior intimation. This role compliance is a model with reference to the structure and meeting strategy of school management committee. Tutor shall make necessary changes taking into consideration the local situation and availability place.

**Role:** (Seven of more participants); Announcer (Tutor -1), School management committee chairman (Tutor -2), Head master (Secretary) (Tutor -3), Four or more members.

**Announcer:** The monthly meeting of school management committee of Zilla Parishad primary school is going to be conducted today in the chamber of the Head master. Let us observe what is actually happening there. Chairman: Guruji (Secretary), how many members have come? Shall we start the meeting? Secretary: Hon. Chairman, minimum 50% members should be present to start the meeting. But only 7 members out of total 15 members are present. Chairman: O.K. (One member comes in hesitation for the meeting) Secretary: Oh! Anantrao has come. Now, meeting can be started as 50% members are present. Chairman: Mr. Anantrao, why are you late today for the meeting? Anantrao: Hon. Chairman, I knew about the meeting yesterday night. Today's work would have been completed yesterday only if I were be informed about the meeting earlier. Chairman: Guruji, invitation of the meeting be given prior to minimum 8 days. O.K. Guruji, start the meeting as per the agenda. Secretary: First of all I welcome all of you. Let us take one item for discussion as per the sequence in the agenda. Usually, the first item is 'Confirmation of the proceedings of the last meeting' after reading the proceedings. (Guruji, made acting of silent reading with 2 to 3 items)

**Announcer:** Head master has read the proceedings of the last meeting in detail. The proceedings have been confirmed after due discussions. Now items of the meeting are going to be discussed. Let us see the next item. Secretary: Item no. (2) Vacant post of SMC member to be filled in'. Member no.1: Our neighbor boy Pintya learns in the school. Let us take his uncle as a member on the vacant post. Chairman: Pintya has parents with whom he lives. How can his uncle be taken as a member? If you want take his father as a member. Secretary: We have to note that 50% women seats are reserved in school management committee. Therefore, a women representative be
taken against the vacant post. Chairman: Parents assembly has right to select members of school management committee and therefore, we shall decide this matter in parent assembly. Guruji, our both co-opted members seem absent for today's meeting.

**Member no. 2:** But those boys have no right to vote. Chairman: Then what happened? They have right to participate in the meeting. O. K. Let us see the next item. Secretary: Item no. (3)- 'To approve the school expenditure incurred during the last month'. Announcer: secretary reads the expenditure incurred during the last month. He supplies the statement of the expenditure to each member. Expenditure is approved after due discussion. The discussion is carried out in play way method.

**Member no. 3:** Hon. Chairman, we have been provided with the expenditure statement. But display it on board. So that parents shall know about it. Secretary: Yes, I shall comply with. Now let us see item no. (4) 'Discussions on quality of the school.'

**Member no. 4:** Guruji, Block Education Officer visited at the school during the last month. What did he say? Secretary: Block Education Officer is satisfied with progress of the school. However, he has given some instructions for quality enhancement of the school. He specially praised the quality of the pupils in the class of Shri. Shinde Guruji. Please see his remarks. Chairman: (Reads the remarks.) Very good! In this way, the instructions issued by the superiors read and discussed in every meeting and the school shall make implementation accordingly. I propose a resolution of congratulation for praiseworthy the work of Shri. Shinde Guruji. Member no.1: The resolution purposed by Hon. Chairman is seconded by me. (All clap). Member no.2: Why not quality of other classes be enhanced at par with the quality of Guruji class. Hon. Chairman, there are adequate no. of educated children in our village. Let us take their help to enhance the quality of pupils. Member no.3: This is very correct. I second your proposal. Chairman: Guruji, include this proposal in the proceedings and write the proceedings from time to time. Secretary: Yes sir. Proceeding is written from time to time. It is shown to the parents if they demand for it. With the permission of Hon. Chairman, let us discuss on the items suddenly involved. I submit the first item. We have to formulate school development plan in the next month.

**Chai**

**Chairman:** Guruji, our toilet has to be repaired. School has no compound. All these items be included in this plan. If any more, you please suggest.

**Member no.4:** If funds given by the Government are not sufficient, let us collect community contribution and do Shramdan if required. But our school should not lag behind. Member no.1: Very correct. Our school should be at the top in the taluka.
Secretary: In the next month, Chawadi Vachan programme has to be conducted in the school. We are going to discuss for that in the next meeting. Teachers in the school are taking sincere efforts to make the programme success. It is requested, all the members of school management committee to co-operate in this regard. Chairman: Sure Guruji, It is a nice programme. All of us are with you. Secretary: O.k. All of you attended the meeting and discussed in play way method. For that, I express my hearty gratitude and with the permission of Hon. Chairman, I announce that the meeting is over with regards. Announcer: Friends, How was the meeting you observed? Why not the school developed if teachers and SMC members come together? Think, are your meetings of school management committee conducted likewise?

Importance of Education and RTE Act, 2009; Activity: Interview on life stages:

Objective: Importance of Education and RTE Act, 2009. Period: 15 minutes Action: The three tutors (Resource persons) shall play the role of announcer, Vikram and Chetan respectively. Announcer: Friends, our two friends Chetan and Vikram are now with us. Let us have a friendly talk with them. Both of them are 6 years old. This is Vikram and this is Chetan. Vikram, please tell us what do you do? Vikram: I go to school with my friends, play and enjoy. Announcer: O.K. and Chetan what do you do? Chetan: I go to farm with my mother and father. I play there more and enjoy. Announcer: Friends, Vikram & Chetan, both of them are now 12 years old. Observe what they are doing. Vikram: Presently, I am learning in class VI. I am doing various new things. Chetan: Presently, I help my mother & father in their work. Announcer: Friends, Vikram & Chetan, both of them are now 30 years old. Let us observe what they are doing. Vikram: I have completed my education. I am a graduate of Agricultural University. I want a loan for my farm. I am preparing documents for the loan. Chetan: I am in debt due to fulfilling the needs of my family. My farm is mortgaged. I am seeking for some one's help to prepare documents for the same. Announcer: Yes, and after 15 years they both shall be 45 years old. Vikram: I am farming by using modern technique. Income from my farm is adequate. Also I study about the rates prevailing in the market. And as a result, a good profit is gained. Chetan: My farm is mortgaged. Therefore, I work in other farms as a farm labour. However, I earn my livelihood marginally. I started selling milk as a supplementary business. Day and night I work but the profit is very meager due to interference of broker. Announcer: Friends, our two friends have attained the age of 60 years. Let us listen to what they say. Vikram: My life is stable. Money is being saved. Provision for
future is ready. I feel satisfaction. I & my family are quite happy. Chetan: When shall this worse condition come to an end? I feel restlessness, day by day my life passes in work and there is no provision for future. The mortgaged farm cannot be freed. My children & my family are suffering. Tutor shall chalk out the following table on the board.

**Table 1.1.: Life stages of Vikram & Chetan based on Education**

<table>
<thead>
<tr>
<th>No.</th>
<th>Age</th>
<th>Vikram</th>
<th>Chetan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6 years</td>
<td>He is in school with his friends.</td>
<td>He is at farm with his parents and playing there.</td>
</tr>
<tr>
<td>2.</td>
<td>12 years</td>
<td>He is learning in class.</td>
<td>He is helping his parents in their work.</td>
</tr>
<tr>
<td>3.</td>
<td>30 years</td>
<td>He is an agriculture graduate. He is preparing documents for loan in bank.</td>
<td>He is uneducated. He is demanding other’s help to prepare documents in bank.</td>
</tr>
<tr>
<td>4.</td>
<td>45 years &amp; 60 years</td>
<td>He is farming using modern techniques and gaining adequate income. He is getting adequate profit due to study of market rates. His life is stable &amp; his family is happy.</td>
<td>His own farm is mortgaged. He is working as a farm labour. Being unaware of market rates his supplementary occupation of milk sale is profitless due to interference of broker. Life is unstable &amp; family suffers of poverty.</td>
</tr>
</tbody>
</table>

Human can survive without education. But education enables Human to live a successful life. RTE role compliance for awareness of important provisions of RTE Act, 2009: Preparedness for conduction of activity need to develop question strip by writing few questions on pieces of paper from the model questions given below: Some of the participant parents may be asked to ask questions there by. They should be welcomed if they ask questions other than model questions. It is not necessary that questions be asked in sequence. The three tutors have to play the role of head master, RTE and announcer respectively. For the role of parents some of parents attending can be participated. The tutor playing the role of RTE shall study the question answers in the training module and children Right of Free & Compulsory Education Act, 2009 taking into consideration the questions to be asked by other members.
Role: RTE, Head Master, Announcer, Three to four persons among the participating parents.

Announcement: Salute to all of you! Today let us have a walk in our school. See, this is the school of our village. Just now the school prayer is over and pupils are in their classes. Head Master is taking a round. He goes to the main gate of the school where villagers have crowded. Head Master: Namaste to all of you. What is the work for today? Parent: Guruji, We have come to see you. Head Master: I see. Please come inside & say what the matter is. Parent: We have to admit our children in school. Head Master: O.K. Have you brought age certificate? Parent no1: Certificate? No. I have no certificate. Head Master: That cannot be done. First bring age certificate. We shall not admit unless birth certificate, certificate of a hospital or age proof of the child is submitted. All parents: Guruji, Why do you say like that? Please admit the children in school. (Sound is increased and confusion starts. A voice comes from the behind. Stop. RTE person enters), RTE: What is going on? Why is there confusion? Head Master: Who are you? RTE: Have you not recognized me? Since last 2-3 years I am with you, yet you have not perfectly recognized me. I am “The children Right of Free & Compulsory Education Act, 2009”. Now tell me the reason of confusion. Parent: Head master demands birth certificate and we are not having that. He is not admitting children in school. Last time I had come to the school at the time of Holi Festival and the Head Master asked me to come in June. Now I have come but of no use. Head Master: Unless age proof is submitted how can children be admitted? RTE: No. Sir, every child can be admitted in school though any proof of age is not available. Affidavit given by parents regarding the age proof of child can be accepted. Also child can be admitted at any time throughout the year after opening of the school. Parent no.2: Our neighbor Kabir used to accompany his parents and play near the working place. But now his parents have got permanent job in the village. Kabir is 9 years old. He feels ashamed of learning with younger children in class 1. How can he learn? RTE: Why not? He can surely learn. Kabir and other children never admitted in school and drop out children like him can be admitted in age-appropriate class. It means 9 years old Kabir can be admitted in class 4. Guruji: What about his study in earlier classes? RTE: Such child shall be given special training. Separate curriculum of special training is developed and it shall be completed by such children. It is the responsibility of the school. Parent no.3: Our Ganesh has completed class 4 in this school. He has to go to the neighboring village for class 5. How shall his parents
bear expenditure of his daily up and down to the school? RTE: Friends, Class 5 shall be integrated with this school under provisions of the Act. But till then, transportation/Escort facility shall be provided to such children. Parent no.1: That private school is nearer than this school. But our children or not admitted in that private school. RTE: It is the right of every child to get admission in neighboring school. In all private unaided schools (Excluding minority schools), there is a provision to give admission to the children from disadvantaged group or weaker section against 25% reservation quota. Girls are to be admitted on priority basis. Parent no.3: We cannot bear the fees in private non granted schools. Besides, they take interview and conduct screening test for admission. RTE: No, now they are banned. Government shall reimburse fees of children admitted against 25% reservation quota. Also no school can take interview or conduct screening procedure for admission of a child. Parent no.3: It is so, private school is close to my house. My son is learning in this school in class 3. Then, I admit him against 25% reservation quota, in private school instead of admitting in another school situated at longer distance. RTE: No, admission against 25% reservation quota is in class 1 or Balwadi and Free Education shall be given to the child to complete his / her education upto class 8. Parent no.2: Our Shyam is interested in learning. But he has no legs both. Therefore, he cannot be admitted in school. RTE: Such children with special needs can learn with other children in neighboring school. Necessary facilities such as wheel chair, hearing machine etc. shall be provided to such children by the school. For such children, mobile teachers have been appointed under Sarva Shiksha Abhiyan. Such children shall be provided free education from the age of 3 years to the age of 18 years. Parent no.1: My son is given corporal punishment in the school by his teachers in spite of requests made again and again. To whom be complaint made? RTE: For this, complaint can be made to Block Education Officer. If it is neglected complaint can be made to “State Child Right Protection Commission” Are you satisfied? Yes, O.K. I am highly pleased as you have perfectly recognized me. I expect you shall implement all these provisions actually and admit your children in school. Questions on the above items have been given as a model. Questions based on the provisions of RTE such as private tuitions, neighboring school, level of elementary education, continuous and comprehensive evaluation etc. can be developed in local language. This question shall be replied by experts/teachers playing the role of RTE.
Importance of reconciliation between giver and taker for need based supply:

The tutor shall name two participants as Who? and Why? and shall supply them above board. Tutor shall say who? and then the participant shall show one board to the audience. Then the tutor shall say What? Then the second participant shall show one board held over his head. One of the two participants shall have his back towards the audience. The two participants shall stands nearby but they cannot see each other. Audience shall be asked to record Who gained what? For appropriate pairs claps shall go. Then the pairs shall be recorded on the board. This game shall continue for five minutes and then the tutor shall carry discussions in the class regarding the mistakes committed and the reason for that. Demand and supply are not reconciled. Actual needs of the school shall be narrated in school development plan. Otherwise it shall not be fulfilled and child shall be deprived and tutor has to pay attention towards this.

Prosperous life and progressive school to understand importance of school development plan and link school with our own life:

The tutor shall record on the board in two parts the information obtained from the trainees through discussion in the form of necessary item to live prosperous life and necessary items for progressive school. Some points for consideration; Necessary item to live prosperous life are Food, Clothes, Shelter, Regular exercise, Medicine scheme etc. Necessary items for progressive school are Building, Educational equipment, Facilities, Furniture, Text books, Teaching material, Sports material, Toilet, Mid-Day-Meal. All these points shall be discussed in detail. For this fulfillment school development plan is of immense importance. The plan has to be formulated by identification of school needs through participation of all with a sense of ownership. The needs shall be prioritized. The tutor shall narrate that the plan shall be formulated in the month of December and January every year. Instructions; Blank formats of village Education Register, U-DISE and School Development Plan shall be made available. The teacher representatives shall bring with them all formats duly entered in the last year and school report card. The resource person shall be well studied with the duly entered formats of 4 to 5 schools in the last 2 years. He shall get information before the training from supervisory machinery regarding entry in the formats, their compilation and problems faced during their implementation. Meetings be organized so as to get contribution of all members regarding the entry in the formats. The activity "Who wants what?" shall be conducted before the unit U-DISE and ‘Village Education Register’. The activity "Prosperous life and progressive school" shall be conducted
before the unit ‘School Development Plan’. After conducting the second activity importance shall be explained having unified the three elements. It shall be the skill of the resource persons to create awareness among the members by play way method to avoid complications related with the papers and documents.

School action plan for identification of problems participation of School Management Committee to solve: Important suggestions and instructions for identification of school level problems active participation of School Management Committee to solve these identified problems of schools. Groups to be constituted school management committee wise. One resource person shall participate in each group. The group be motivated to identify problems of their schools with the help of questions in ‘Action Plan of My School’. Each group shall prepare list of problems of their schools through their participation. The literate members in the groups shall write the list. The tutor shall help them if they are not literate. Having completed the list of problems the members shall prioritize the problems (Example - Absence of children, dilapidated building, etc.). After that the groups shall prepare action plan in the following format on a separate paper. They can formulate next six months work plan with the help of this action plan. The action plan be prepared in two copies. One copy shall be at the disposal of the committee and the other shall be handed over to the tutor (resource person). Each group shall present its action plan.

**Admission of out of school children in age - appropriate class:**

Nine years old Kabir was never admitted in any school previously. He accompanied his parents on migration. But his migrating period stopped as his parents were gaining good wages. Neighbors’ said, "Admit Kabir in school." Kabir's parents replied, "Who will admit him in school as he was not admitted before?" Kabir felt, "Now I am aged. How can I sit in class one? I feel ashamed?"

Out of school children have to be admitted in age appropriate class. It means 9 years aged Kabir would be admitted in class four. It is surprising! If Kabir could not complete education up to class eight up to 14 years of his age he would continue education in school till he completes education up to class eight. Hence Kabir & Kabir’s parents need not worry. Age-appropriate class shown in the following table.
<table>
<thead>
<tr>
<th>Age of child (complete)</th>
<th>Age-appropriate class</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 years</td>
<td>First</td>
</tr>
<tr>
<td>7 years</td>
<td>Second</td>
</tr>
<tr>
<td>8 years</td>
<td>Third</td>
</tr>
<tr>
<td>9 years</td>
<td>Fourth</td>
</tr>
<tr>
<td>10 years</td>
<td>Fifth</td>
</tr>
<tr>
<td>11 years</td>
<td>Sixth</td>
</tr>
<tr>
<td>12 years</td>
<td>Seventh</td>
</tr>
<tr>
<td>13 years</td>
<td>Eighth</td>
</tr>
</tbody>
</table>

It is fact Kabir doesn’t know what is taught in class 1st, 2nd and 3rd. But it is responsibility of the school & teachers to bring him at par with class four. Hence, Kabir & other children like him have right of special training.

Special training for children admitted in age appropriated class:

- For a child directly admitted in a class appropriate to his or her age, he / she shall in order to be at par with others has to be given instruction which is known as special training.
- Academic Authority (MSCERT) has developed the curriculum of special training.
- Special training is to be imparted in the school hours, only by teachers of the school.

Children for Special Training:

- Child never enrolled in any school.
- Child enrolled in school but is dropout.
- Child enrolled in school but is continuously absent for more than one month

For Children with Special Needs:

The needs of visual impaired, orthopedic handicapped, mentally retarded, hearing impaired, multiple disable children are different. All these children have right to complete elementary education in neighborhood school. There is an Act for persons with special needs namely, Persons with Disabilities (Equal opportunities, Protection of Rights & Full Participation) Act, 1995. The provisions for children with a special needs, vide clause (i) of section 2 of this Act are as follows.
Appropriate & safe transportation arrangements for them to attend the school and complete elementary education (Free transportation and escort facility).

Such children may get stipend also

Appropriate facilities be provided in school for such children for easy entry and seating in the class room (Ramp, commode toilet, hand rill)

Hearing impaired children may select any one language

Suitable changes in curriculum to enable such children learn easily.

Writer for blind and handicapped children

Helping material, equipment be made available (caliper, brail book, spectacle, modified chair, hearing aid etc.)

**Child friendly education:**

- Making the child free of fear, trauma & anxiety.
- Helping the child to express views freely.
- Amusing & activity based learning process
- Joyful, enthusiastic class & school campus.
- Medium of instruction, as far as practicable, child's mother tongue.
- Continuous & comprehensive evaluation
- Participation in co curricular activities.
- Availability of various educational & sports equipment
- Conservation of hobby & joy of self creativity
- Sympathetic relation between teacher & pupil.

**Children admitted in school:**

- Shall not be held back in any class
- Shall not be expelled from school till completion of elementary education
- Shall not be required to pass any board examination till completion of elementary education
- Shall be awarded a certificate after completing his /her elementary education

**State Commission for protection of child Rights:**

It shall setup a child help-line, accessible by as S.M.S., a telephone & letter, on any other such facilities, which would act as the forum for aggrieved child or guardian to register complaint regarding violation for rights under the Act, in a manner that records his or her identity but shall not disclose it.
Figure: 1.3: Responsibility of school for compulsory education:

- **For admission of child in school**
  - Interview of parents?
  - Interview of children? Banned
  - Donation or capitation fee?
  - Proof of age?
  - Transfer certificate Not necessary

**Duties of teachers: A teacher shall perform following duties:**

- Maintain regularity and punctuality in attending school.
- Conduct and complete the curriculum in accordance with the Act.
- Asses the learning ability of each child and
- Supplement additional instructions if any, as required.
- Hold regular meetings with parents and guardians.
- Appraise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child and to gain their participation.
- Perform such other duties as maybe prescribed.
- Adopt joyful, innovative methods in teaching and tension free teaching process.
- Identify out of school children within the locality an insure their admission in Neighborhood school and provide special training.
- Update the file of pupil cumulative record.
- Participate in curriculum formulation and development of syllabi, training Modules, text book development and development of evaluations
- Take active participation in meeting of school management committee, if he/she is member.
- Neither engages him or herself in private tuitions nor in private teaching activity.
✓ No physical punishment or mental harassment of any child.
✓ Work for 45 teaching clock hours per week including preparation hours.
✓ Not be deployed for any non-educational purposes other than the decennial population census, disaster relief or duties relating to election to the local authority or the State Legislature or Parliament as the case may be.

1.12: Role and Participation of School Management Committee (SMC) in Educational Statistical Information System (ESIS)

Educational Statistical Information System (ESIS): Vide RTE; it is duty of Government, Local Authority & School Management Committee to impart quality education to every child in the age group of 6 to 14 years. To know the status of education of children following areas need to be look into:

- Do all children in our habitation get quality education?
- For that do all children in the habitation/village attend school?
- What are the problems with the children who do not attend the school?
- Where can I get information regarding all school going & not going children in the surroundings?

Village Education Register (VER) is the answer to all these questions. This register contains information regarding all families, family/age group/class wise boys & girls in our village. Local authorities such as Village Panchayat, Zilla Parishad will get useful & fundamental data for educational facilities of children. It is mandatory by the law to preserve the data of all children in 0 to 18 years age group and update it and exhibit at least twice in year. For all round development of children our school should have all round development. What is present status of our school? Has it building, water & electricity facilities? Do teachers & pupils have some problems? After coming across the answers to these questions we shall find a way as how to develop our school better. For this purpose Govt. of India has developed educational statistical information system known as U-DISE (Unified District Information System of Education). Information of all schools in India since the year 2002 has been consolidated in this computer system & is made available in public domain. Any person in the world can get information through internet regarding any school in India about the school building and facility, status of pupils & teachers as on 30th September of that year through internet. U-DISE and Village Education Register give present status of our school & School Development Plan (SDP) can be formulated.
accordingly with a remedy to get rid of this problems. It is the duty of School Management Committee to formulate School Development Plan & submit to the local authority. Government can plan to implement RTE perfectly with the help of U-DISE & School Development Plan. The features in brief of VER, U-DISE & SDP are as mentioned below:

Village Education Register: Based on the number of houses in the village & surroundings the main school of the local authority with the help of other schools & teachers has to prepare Village Education Register which shall be a permanent record.

**Table: 1.3: Nature of Record (VER) and Period**

<table>
<thead>
<tr>
<th>Nature</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information of all children in the village &amp; surroundings in the age group of 0 to 18 years.</td>
<td>Survey in April, May- regular updating necessary.</td>
</tr>
</tbody>
</table>

**Indicators:**

a. List of families in the village /ward.
b. Children in 6- 14 years age group enrolled in school & out of school.
c. Children with special needs in the age group 0 to 18 years.

**Participation of School Management Committee in capturing data:**

- To help teachers for family survey & updating.
- Loud reading of village education register in village assembly on 1<sup>st</sup> May & 2<sup>nd</sup> October. To exhibit the information to be open for all.
- Information regarding families newly arrived in the village and environment be communicated to the school. Eligible children in these families be admitted in the school.
- To admit children with special needs children continuously absent and children from disadvantaged group and weaker section.

**Unified District Information System of Education:** This information has to be submitted to Govt. of India every year. This data filled in format and it computerized. It is important to ensure that correct data has been entered with due care.
Table: 1.4: Nature of Record (DISE) and Period

<table>
<thead>
<tr>
<th>Nature</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>With reference date 30th September, the data of all pupils, teachers &amp; physical educational facilities related with classes 1 to 12 in all schools of all media and all managements be consolidated</td>
<td>To enter data in the format accurately at school level during 1 to 15 October. During 16 to 30 October, cluster heads and taluka supervisory staff to certify the entries and then computerization &amp; collection of school report cards.</td>
</tr>
</tbody>
</table>

**Indicators:**

a) About school: Place, management, total classes, class rooms, drinking water, toilet, ramp & other physical facilities.

b) About teachers: Educational qualifications, experience, classes of instructions, subjects, service records etc.

c) About pupils: Section /class/ age group wise enrollment, caste wise, age - appropriate class admission, number of children with special needs & minority community.

**SMC Contribution in UDISE:**

- Is the data in U-DISE consistent with actual status of the school? To scrutinize
- Motivation to head teachers for open reading /public reading of U-DISE & school report card.
- To pursue parents to be present for open reading/ public reading of U-DISE & school report card.
- If any doubt regarding the data be clarified by teachers/ head teacher. Guidance from field officers, if required, is sought.

**School Development Plan (SDP):** It is mandatory by the law that all schools of local authority shall formulate school development plan prior to 3 months of completing financial year and submit the same to the local authority.

Table: 1.5: Nature of Record (SDP) and Period

<table>
<thead>
<tr>
<th>Nature</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on U-DISE data, documents in the school and village education register, School Development Plan has to be formulated.</td>
<td>Formulation of School development plan by 1 to 15 November. Attestation, certification of the plan &amp; its submission to the local authority by 16 to 30 November.</td>
</tr>
</tbody>
</table>
Indicators:

a) **Access & school infrastructure:** All children in 6 to 14 years age group enrolled in school, present status of school building & other facilities, discrepancies and demand.

b) **Equity:** Special activities & provisions for out of school children and continuous absent children, urban & rural children in hard situation (child labour, orphan & shelter less), children with special needs, minority children & all girl children.

c) **Quality:** Children admitted in age-appropriate classes, problems in bringing them at par with the class & remedy.

d) **Community participation:** Participation of SMC members, teachers, local authority representatives & educationally devoted citizens for implementation of activities under a, b & c above.

**SMC Role in preparation of SDP:**

- To know the problems through contact of pupils, parents & teachers.
- To participate in solving problems in the management of schools.
- To find out solution through field officers and community for problems at school level difficult to solve locally.
- Planning activities for school development for the next year.
- To identify beneficiaries for activities such as supply of uniform, books, etc.
- The children not eligible as per the norms for SSA activities & Government schemes may be benefited through community participation.
- Formulation of School Development Plan through participatory process

*(Note: - 30th September shall be the reference date for all documents.)*

**1.13: Importance and Advantage of Educational Statistical Information System (ESIS) FOR School Management Committee**

The advantage of preparing village education register U-DISE & School Development Plan is summarized as follows:

- Identification of need through actual beneficial area.
- Need based planning process in the sequence of habitation, school, village, taluka, district & state.
- Accurate statistical data is furnished for availability of funds.
• Supervision and monitoring of planned activities as per the needs is possible.
• Availability of appropriate material / equipment & man power at various levels.
• Evaluation of beneficial schemes.
• Grade of schools can be determined.
• Useful for determining Educational Development Index (EDI) at national level.
• Open for all citizens and participation in the activities.

We shall be successful in achieving objectives of child enrollment, retention & quality education if above document is prepared through participation of parents, villagers & citizens educationally devoted.

Table: 1.6: Appeal to all SMC members

Accurate data should be entered in village education register, U-DISE & school development plan within prescribed time limit. Ensure the submission of school information (Data) to the local authority. In view of all round development of children this data is very useful & necessary. It is mandatory by the law that each school has to make available the information /data.

There shall be concurrence & coordination for planning process, implementation, evaluation & supervision at all levels if accurate & relevant data is entered.

Village volunteers Role at the village level: Village volunteers will conduct various activities with School Management Committee, students, teachers, community and youth of the village for RTE awareness and give right of education to all children in the village. Some of major activities are listed herewith for their easy reference. Volunteers can suggest and conduct activities, other than related to RTE compliance, for the development of children and the school.

• Get –together of students after school hours may be organized daily, if possible or at least twice a week. Activities like story-telling, celebrating important days related to the village like pilgrimage, different festivals etc. can be conducted at the instance of the get –together.
Narrations of learned/senior people on their experiences about village, history of village, history of neighborhood territory etc. can be arranged for the children.

Various activities for development of skills, like paperwork, cardboard work, clay-work etc., can be arranged from time to time.

Some activities based on the local needs should be arranged to develop rapport with students and especially teachers that will facilitate the job of both teachers and volunteers.

Cooperation, in planning and execution, should be extended to the school functionaries particularly to School Management Committee for conducting different activities. Cooperation, for making available financial assistance from the village, can be done, for carrying out different activities.

Excursions, projects and activities etc. are powerful medium for activity based learning. Volunteers can participate in organizing these activities under the guidance of teachers and thus be able to address educational component of the school also.

Activities/competitions based on various skills can be organizes during out of school hours and occasionally during school hours also with the help of teachers and members of School Management Committee.

Use of dramatization, rhymes, action songs, street plays, one act plays or any form of dramatization should be made suitably. Share plan of Action with youth club and active PRIs members for support and guidance.

Norms not complied in the view of implementation of Right to Education Act, 2009, can be identified by volunteers and brought to the notice of School Management Committee.

Volunteer can help school Management Committee to address/resolve these issues while preparing School Development Plan and information in District Information System of Education and also while capturing and updating data in Village Education Register and share in a special meeting of School Management Committee.

Volunteers in villages are working voluntarily for good cause of Education as a social commitment and not an alternative to teachers. Some code of conduct has to be followed at school level by teachers. Head Master of School and Chairman of School Management Committee shall coordinate and facilitate the process of volunteers.

Teacher has to do and avoid things which are as mentioned below:
Table: 1.7: Suggestions to teacher for effective use of Volunteer towards RTE

<table>
<thead>
<tr>
<th>Teachers to do these things</th>
<th>Teachers to avoid these things</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Help volunteers to establish dialogue with students.</td>
<td>• Volunteer should not be treated as personal assistant.</td>
</tr>
<tr>
<td>• Take cooperation of volunteers to reach out of school children who are difficult to contact personally for teachers.</td>
<td>• Volunteers should not be entrusted with any responsibility whatsoever in or out of the school.</td>
</tr>
<tr>
<td>• The teacher has to follow his job chart. Volunteer is only an external help.</td>
<td>• Volunteer should not be treated as a person having cross purposes with teachers.</td>
</tr>
<tr>
<td>• The work of volunteer should be acknowledged suitably.</td>
<td></td>
</tr>
<tr>
<td>• Appropriate use of the information collected by volunteer should be done where necessary.</td>
<td></td>
</tr>
</tbody>
</table>

1.14 Ensure RTE Complaint School by activating School Management Committee

This check-list on compliance of RTE can be filled up by village volunteer at the time of visit. SMC members can use this checklist at the time of visit and for discussing various issues pertinent to RTE in monthly SMC meetings. Various aspects in the checklist are expected to be rated depending on the stage of development and not to be scored using numbers. The stages of compliance /development are termed as ‘seed, sapling and tree’ for example if certain school has to cover lot of distance towards improvement of attendance of students the school will be rated as ‘seed’ on attendance. Alternatively if the school feels that it has made satisfactory achievement in the area, however it is not yet complete; then the school will rate itself as ‘sapling. If the objective is fully satisfied then the stage of development will be rated as ‘Tree’. For example a school can have 4 Seeds, 6 Saplings and 4 Trees when assessed with this checklist/ format.
### Table: 1.8: RTE Compliant School

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Item of compliance</th>
<th>Stage of compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School building which can sustain all seasons</td>
<td>Seed</td>
</tr>
<tr>
<td>2</td>
<td>Separate room / office for Head Master</td>
<td>Sapling</td>
</tr>
<tr>
<td>3</td>
<td>Admission without hassles</td>
<td>Tree</td>
</tr>
<tr>
<td>4</td>
<td>Availability of separate toilets for boys and girls</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Facility of clean and safe drinking water</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Playground</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Library for students as well for teachers</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mid-day meal scheme for all students</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Boundary wall</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Satisfaction of norm for pupil teacher ratio.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Separate classroom for every teacher</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Functional School Management Committee</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Continuity in attendance of the children enrolled.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Detection, enrollment and special education of Out Of School children</td>
<td></td>
</tr>
</tbody>
</table>

Use of this checklist format is completely optional and volunteer should not impose his/her opinions on the school.

1.15: RTE Preparedness: Maharashtra

### Table: 1.9: Action Taken by State on RTE Preparedness

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Rules</td>
<td>The State has notified RTE rules vide Govt. Gazette dt. 11/10/2011</td>
</tr>
<tr>
<td>No Detention Circular School Education &amp; Sport Department No. VKAK-2009/case No. 292/Prashi -1, dt. 10 May, 2010.</td>
<td>Vide Resolution School Education &amp; Sport Department No. PRE-2010 / (case-291)/ Prashi -1, dt. 16th June, 2010: The pupils of Classes I to VIII declared failed in the year 2009-10 should be admitted the next class in the year 2010-11.</td>
</tr>
<tr>
<td>Particulars</td>
<td>Action Taken</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Extended period of admission (Section 5(2) RTE ACT 2009)</td>
<td>Vide section 15 of the Act, a child shall be admitted in a school at the commencement of the academic year. Govt. specifies the extended period upto 30th September. Provided that no child should be denied admission if such admission is sought subsequent to the extended period. The concerned school and teachers will be responsible that the child shall complete his studies.</td>
</tr>
<tr>
<td>Constitution of SCPCR</td>
<td>State Commission for protection of Child Rights (SCPCR) is functioning in the state since 2005.</td>
</tr>
<tr>
<td>Academic Authority</td>
<td>Vide section 29 (1) of RTE Act-2009, Director, Maharashtra State Council of Educational Research &amp; Training, Pune has been notified as Academic Authority.</td>
</tr>
<tr>
<td>No Board examination till completion of the Elementary Education.</td>
<td>The pupils of Classes I to VIII declared failed in the year 2009-10 should be admitted the next class in the year 2010-11.</td>
</tr>
<tr>
<td>Resolution School Education &amp; Sport Department No. PRE-2010 / (case-291) / Prashi -1, dt. 16th June, 2010</td>
<td></td>
</tr>
<tr>
<td>No corporal punishment and expulsion</td>
<td>Vide section 17 (1) of RTE Act-2009, no child shall be subjected to physical punishment or mental harassment and vide section 17 (2) whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action. However, regular home work will not come under mental harassment. Videsection 28 of RTE Act-2009, no teacher shall engage himself or herself in private tuition or private teaching activity. However, extra coaching by the teacher in the school for weaker children in the same school will not come under private tuition or private teaching activity. This section will be applicable for all Zilla Parishad, Municipal</td>
</tr>
<tr>
<td>Particulars</td>
<td>Action Taken</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Corporation, Municipal Council, Cantonment Board as well as Government</td>
<td>Ban on Capitation Fee and Screening procedure for admission:</td>
</tr>
<tr>
<td>recognized private granted and non-granted schools in the state.</td>
<td>Vide section 13 of the Act, no school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardians to any screening procedure.</td>
</tr>
<tr>
<td>Guidelines on private tuitions and screening procedure and capitation fee</td>
<td>vide the schedule as per section 19 (1) chapter-4 of RTE Act-2009, minimum number of working days / instructional hours in an academic year as well minimum number of working hours per week for the teachers would be as follows-</td>
</tr>
<tr>
<td>Circular School Education &amp; Sport Department No. VKAK-2009/case No. 292 /</td>
<td>a)200 working days for first class to fifth class in an academic year.</td>
</tr>
<tr>
<td>Prashi -1, dt. 10 May, 2010.</td>
<td>b)220 working days for sixth class to eight class in an academic year.</td>
</tr>
<tr>
<td>Guidelines on minimum number of working days, instructional hours in an</td>
<td>c)800 instructional hours per academic year for first class to fifth class.</td>
</tr>
<tr>
<td>academic year Guidelines on minimum working hours per week for the</td>
<td>d)1000 instructional hours per academic year for sixth class to eight classes. 45 teaching including preparation hours per week for every teacher.</td>
</tr>
<tr>
<td>teachers Resolution School Education &amp; Sport Department No. PRE / 2010 /</td>
<td></td>
</tr>
<tr>
<td>C.R. 114/ Prashi-1, dt. 01st March, 2011.</td>
<td></td>
</tr>
</tbody>
</table>

1.16: Statement of Problem

The participatory management of schools involving parents and Local Authority has been realized as an aspect in country like India. The Sarva Shiksha Abhiyan (SSA) in its revised formats attempt to achieve parent and PRIs participation through School Management Committees meant for educational purposes. School Management with its clear mandate of increase in enrolment, admission and retention, micro planning and school mapping for proper management, financial responsibility and accountability for holistic development and improvement in quality of education at
elementary level. The facts are different in view of the socio-economic and cultural issues and gender biased stereotypes structure. Lack of awareness and orientation among parents continue to perform towards achieving the desired goals of School management Committee. As School management Committee participation remains an important aspect in achieving desired outcomes, a strong need is now being felt that the School management Committee must be made fully functional and effective by evolving some ways with which the parents could get closer to the development of Government schools. It is important to understand how far the School management Committee has been successful to achieve their aims and objectives. What are the views of the stakeholders about School management Committee? What are problems and issues do School management Committee face? What would be the mechanisms by which the functioning of School management Committee would be strengthened? These are a few questions that can be address to get answered through the proposed research study. Against this backdrop, the researcher intends to undertake the current problem as stated below:

“Study of Empowerment of School Management Committee and its Effectiveness in Maharashtra”

1.17: Significance of the Study

Benefits of a child’s right based approach are defined and cleared through study. A clear long term goal and commitment to achieving agreed rights can provide a goal shared by everyone along with the standards to measure progress towards it. Accountability and the responsibilities of Governments, Local Authorities, School Management Committee, donors, the private sector, communities and individuals are identified and various ways in which they can be held accountable and responsible for the rights of children. The system have been developed and executed. The active participation of disadvantaged and discriminated-against groups is seen as essential to achieving equal justice, no discrimination practices. Empowerment is necessary of all implementing agencies and policy makers at various levels. There is a commitment to reach the most excluded. Greater impact and effectiveness for bridging gender and social equity for right based approach. There is focus shift from need based approach right based approach. Welfare aims, charity comes under need based approach, now by virtue of law this is a Legal entitlements of children. Need based approach is volunteer but right based approach is mandatory. There was a Partial goal (e.g. 80%
of children are enrolled) here in right approach it’s a Complete goals – all student have the same rights. Government ought to do something but nobody has definite obligation in need based approach since it is obligatory on Governments have legal binding and moral obligations too.

Compulsion of providing Free Education to all children of age 6 to 14 in the state is on;

✓ Government and
✓ Local authority
✓ School Management Committee
✓ Schools
✓ Teachers

1.18 : Operational Definitions

It is the responsibility of Government & local authority by the law to provide free & compulsory education facility to every child in the age group of 6 to 14 years. The law (Act) has been implemented in State of Maharashtra from 1st April 2010. Let us be acquainted with operational definitions of some important terminology used in project.

Schools by Management: This refers to management wise schools which comprise Government including Local Bodies schools, Private Aided Schools and Private Unaided Schools.

Process of Formation and Composition of SMCs: Process of formation and composition of School Management Committee mean the process of formation and composition as in the RTE Act, 2009 and as mentione d state of Maharashtra RTE Rules and Government resolution.

Functions of SMCs: The functions of SMCs are as mentioned and laid down in the 22 section of RTE Act, 2009 and notifications of Government of Maharashtra.

Status of Education in Maharashtra: This information shows comparative trend of number of management wise schools, enrollment and teachers.

School going age populations: RTE mandates are to provide free and compulsory education to 6 to 14 age group of children. Age specific population means children of age 6 to 10 are eligible for primary and 11 to 13 are for Upper Primary Schools.
Enrolment Ratios: Gross Enrollment Ratios and Net Enrollment Ratios indicate total child population and its enrollment of age specific that is 6 to 14 age.

Focus shift from Need base to Right base: RTE Act came into force from 1st April 2010. Education before RTE is need based but Act clear its mandate and made it right based shifted from need based to right based.

School Development Plan: There is provision of development of School Improvement Plan for effective function of schools.

School working Days in Primary Schools: Working days and working hours are defined for schools in the Act. Primary Schools should function Minimum 200 days and Upper primary Schools for 220 days in a Academic year and 45 hours in a week.

RTE Compliant Schools: All Schools have to fulfill all norms and standards laid in the schedule of RTE Act, 2009. School Management Committee has to ensure Access, Equity and Quality components to be adhered in the schools.

Child: A male of female child of the age 6 to 14 years

Elementary Education: Education from first class to eight classes

Period of free education: For all children in age group 6 - 14 years. Children with special needs up to 18 years of age and a child shall be entitled to free education till completion of elementary education even after 14 years of age.

Free Education: No fees of any kind, Uniform, text books, writing material all free and No expenditure to children for completing education up to eight classes

Source of Free Education: In all schools of Government & Local authority and in all private aided schools

Duties of Parents: To admit their children to an Elementary Education within a neighborhood school as per norms.

1.19: Objectives

1. To study the existing status of School Management Committee.
2. To study empowerment of School Management Committee.
3. To study the effectiveness of School Management Committee.
4. To suggest action plan for empowerment and effective functioning of School Management Committee.
1.20: Delimitations of the Study

✧ The study examines the role and performance of the School Management Committee in the universalizing Elementary Education in the light of RTE Act, 2009

✧ The study is confined only to state of Maharashtra.

✧ The study is delimited to Government and Private Primary Schools

✧ SMCs and the sampling for drawing these schools and there SMCs is primarily purposive.