



IMPACT OF SCHOOL MANAGEMENT COMMITTEES (SMCs) FOR HOLISTIC DEVELOPMENT OF THE SCHOOLS

Sk Samsul Alli¹ & Laxmipriya Ojha²

¹Lecturer in Education, DIET Jajpur Dolipur

²Research Scholar GM University, Sambalpur

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Abstract

In Odisha, all Government elementary schools have SMC for planning, monitoring and providing support on different activities. As per the provisions under section 21 of RCFCE ACT 2009, a school management committee shall be constituted in every school. But if we see development of school, enrolment and retention of the children, the functioning of SMC member is a big question. The present study titled, "Impact of School Management Committees (SMCs) for Holistic Development of the School" was conducted to: study the functioning, financial involvement and monitoring of SMC for contributing in academic of the schools. The appropriate sample of the study the researchers adopted Incidental sampling method. Therefore the researcher had taken five blocks of Jajpur district namely Korai block, Jajpur block, Danagadi Block, Rasulpur block and Binjharpur block and from those blocks the researchers had taken 20 schools, 40 teachers, 354 students, 156 SMC members and 16 CRCCs. Five different tools and techniques were used for data collection such as interview for Teacher, interview for SMC members, interview for CRCCs, focus group discussion for SMC members, focus group discussion for Students. The data were analysed quantitatively as well as qualitatively. Statistical techniques like frequency and percentage analysis was done and description under qualitative techniques. The researcher finds out that SMC members are not performing their activities properly for developing academic. Their participation in financial area is not satisfactory. So important component of capacity building of SMC members hence such trainings are very important for increasing the awareness of the members on procedures followed for formations, nominations and functions of SMC.

Key words: SMC, RCFCE Act 2009, Holistic Development, CRCC



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INTRODUCTION

Education without the active participation of the community is considered a one-sided activity. It becomes an activity of supply model not that of the demand model. Education, through a social activity, has significant economic implications. Therefore, the economic growth of a country, to a large extent, depends on the growth of its educational system, which in turn depends on the degree of participation of the community. Community participation thus assumes critical importance in delivering relevant education. Management of education implies

the management of educational goals, programmes and projects. The most significant component of management is the pillar paradigm of educational governance. Managing education includes managing work, motivation and commitment, creativity and innovativeness, competence and confidence. These four components form the major pillars of good personnel management. Community participation in educational management no doubt leads to stakeholders' participation in decision-making and management of schooling activities at the school level. It makes educational management much more democratic and contextual, besides tapping local knowledge and resources for good governance. Towards improving community participation in educational management, the efforts made by governments and voluntary agencies have been quite remarkable in India. Without community involvement it would be difficult to improve equity, equality and quality of education.

As per the provisions under section 21 of RCFCE act 2009, a school management committee shall be constituted in every school other than un-aided school. Rule no 3 the Odisha right of children to free and compulsory education rules, 2010 indicates the composition and the function of the school management committee. School Management Committee (SMC) that would plan, monitor and implement Sarva Shiksha Abhiyan (SSA) schemes as per the Right of Children to Free and Compulsory Education (RTE) Act of 2009. As per RTE rule 2009, Odisha Government also circulate a detail guide line regarding the constitution and function of SMC in Odisha in 2010. It is clearly mentioned in the RTE book.

It is in this context that the Right of Children to Free and Compulsory Education, 2009 (RTE Act) is landmark legislation. Many provisions have been made in the Act to ensure quality education for all children in the age group of 6-14 years. Specific provisions have been made for democratization of schools and for parents and local communities to play their due roles in shaping and running of the schools in the form of School Management Committees (SMC) and preparation of School Development Plan. For communities to be able to effectively play that role, they need to be oriented/ trained and supported. To engage with the school system, members of community need to develop technical skills like collection of relevant information, analyzing it and finally designing appropriate interventions, basing on norms set in the RTE Act.

The Right to Free and Compulsory Education Act 2009 was passed by the Parliament in August 2009, and after receiving Presidential assent, it was notified for implementation from

April 1, 2010. Introduced through the 86th amendment, the RTE Act provides the children of India, in the age group 6 to 14 years, a fundamental right to free and compulsory education.

THE KEY HIGHLIGHTS OF THE ACT

- Any cost that prevents a child from accessing school will be borne by the State which shall have the responsibility of enrolling the child, as well as ensuring attendance and completion of 8 years of schooling.
- No child shall be denied admission for want of documents; no child shall be turned away if the admission cycle in the school is over and no child shall be asked to take an admission test.
- Children with disabilities will also be educated in the mainstream schools.
- All schools will have to prescribe to norms and standards laid out in the Act. No school that does not fulfil these standards, within 3 years, will be allowed to function.
- No school or person shall, while admitting a child, collect any capitation fee and subject the child or his/ her parents or guardian to any screening procedure. There is a provision for heavy penalty for demanding capitation fee and screening.
- No child should be subjected to physical punishment and mental harassment.
- Children in every habitation will have access to primary school within a walking distance of one kilometre and to Upper primary schools within 3km. For children in hilly, forested and difficult terrain, if schools are not possible within these distances there will be provision of hostels and transport, to ensure access to schooling for them.
- Local governments and communities have been vested with adequate powers to plan, monitor and manage their schools.
- The National Commission for Protection of Child Rights (NCPCR) has been mandated to monitor the implementation of this historic Right.

SCHOOL MANAGEMENT COMMITTEE (SMC)

As per section 21 of right of children to free and compulsory education act 2009 read with rule no 3 of ODISHA right of children to free and compulsory education rules 2010 SMC shall be constituted in every school.

COMPOSITION OF SCHOOL MANAGEMENT COMMITTEE

High schools having primary and upper primary schools (class I to X, class VI to X, class IV to X, class VIII to X) shall also constitute the SMC in addition to SMDC. The members of the

SMC shall be elected from among the members of the PTA. It shall consist of 19 members within its jurisdiction as per the following specifications.

- 12 parent members -50% male members, out of which 1 should belong to SC/ST/disadvantage groups community and one should belong to economically weaker section. Similarly, 50% female members should belong to the above groups.
- The remaining 7 members of the committee shall be from among the following persons.

Ex –officio members-

1. One member such as ward member/ councilor/ corporator of the GP/NAC/ municipality in which the school exists
2. One health worker/ asha karmi
3. One Anganwadi worker working in nearest center
4. Head master/ headmaster I/C of the concerned school as member convener

Nominated members-

1. One member from among the teachers of the school to be decided by the teacher
2. Two student members that is head of the student cabinet and head of Meena Mancha.

The member convenor and the teacher member shall have no voting power in the selection/ election process

- To manage its affairs the committee shall elect a chairperson and a vice chairperson from among the parent's members. Out of these two at least 1 must be a woman.
- In the event of death or transfer of residence of parent members from the local area of the school or a parent member ceasing to be student guardian for his/ her child / children leaving the school or otherwise his/ her membership shall be ceased.
- Ward member/ councillor/ corporator of a GP/ NAC/municipality shall hold office in ex-officio capacity. He/she shall cease to be a member of SMC as and when he/ she ceases hold charge of his/ her office.

Roles and Functions of the SMC as envisaged under the RTE Act, 2009

The RTE Act, 2009 has come into force with effect from 1st April 2010 in our country which is a landmark in the history of education. Essential provisions regarding constitution and functions of SMCs have been given in section 21 and 22 of the Right of Children to Free and Compulsory Education Act, 2009.

Section 21

- A school, other than a school specified in sub-clause (IV) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of local authority, parents or guardians of children admitted in such school and teachers.

- The School Management Committee shall perform the following functions, namely: -
- Monitoring the working of the school.
- Preparing and recommend school development plan;

Section 22

- Every School Management Committee constituted under sub-section (1) of section 21 shall prepare a School Development Plan in such a manner as may be prescribed.
- The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority as the case may be.

OBJECTIVES

- To study the functioning of SMC for contributing in academic of the schools.
- To study the role of SM C for financial involvement and monitoring of the school.

METHOD

The present study comes under the descriptive survey type of research.

POPULATIONS AND SAMPLE

The target population of the study comprise of all the SMC members, teachers, students of class VI, VII, VIII and CRCCs of Jajpur District. To find out the appropriate sample of the study the researchers adopted incidental sampling method. Therefore the researcher had taken five blocks of Jajpur district namely Korai block, Jajpur block, Danagadi Block ,Rasulpur block and Binjharpur block. And from those blocks the researchers had taken 20 schools(04 from each block), 40 teachers (02 from each block), 354 students, 156 SMC members and 16 CRCCs as sample for the study.

TOOLS

The researchers utilized five tools to find out the functioning of SMC for holistic development of the school. Those five tools are :

- Interview schedule for SMC members
- Interview schedule for teachers
- Interview schedule for CRCCs
- Focused group discussion(FGD) for SMC members
- FGD for students

STATISTICAL TECHNIQUES

Frequency and percentage analysis.

PROCEDURE

After finalization of research tools and selection of sample the investigators personally visited these schools for data collection. Detailed field notes have been taken and critical events have been recorded. The primary data have been collected through field visits. The investigators have verified the records available in the schools such as SMC meeting registers, cash books and other records. Data pertaining to the roles and functions of SMC members was collected from head of the school, Chairman of SMC, members of SMCs, teachers, students and CRCCs of selected schools. For data collection the investigators used interview schedule for SMC members, teachers, CRCCs and to know the view, the investigators have conducted focused group discussion tool for SMC members and students. The collected information was subjected to the necessary computation. The information collected through various tools was tabulated item wise and was analysed in terms of frequencies and percentages.

RESULTS AND DISCUSSION

Table-1: Interview for SMC

Sl No	Indicators	Responses	
		Yes (%)	No (%)
1	Organization of SMC meeting in every month	156(100)	
2	Discussion about students' learning progress	30(19)	126(81)
3	Discussion about students' attendance	140(90)	16(10)
4	Discussion about enrolment and retention of dropouts	140(90)	16(10)
5	Discussion about preparation of low cost/no cost TLMs	10(9)	146(91)
6	Arranging lectures by educationists and skilled people	0(0)	156(100)
7	Discussion about distribution of text book, school uniform and MDM	156	0
8	Discussion about physical development	156(100)	0(0)
9	Involvement of local people for school development	20(13)	136(87)
10	Discussion about financial involvement	156(100)	0(0)
11	Discussion about school development plan	0(0)	156(100)
12	Discussion about PTA and MTA meeting	98(63)	58(37)

From table-1 it was found that SMC meeting was held every month. In the meeting discussion is mostly regarding on financial matter, distribution of book and school uniform, renovation and construction work. It was also found that most of the SMC members discussed regarding student attendance, enrolment and retention of students, PTA and MTA meeting frequently.

But discussions on other academic work like learning progress of students, TLM preparation were rarely done, whereas discussion on preparation of School Development Plan (SDP) was not done in the meeting.

**Table-2: Interview for SMC
(Academic Involvement)**

Sl. No.	Indicators	Responses	
		Yes (%)	No (%)
1	Enhancing Enrolment and retention	140(90)	16(10)
2	Observing Classroom Process	18(15)	138 (85)
3	Assisting in preparation of TLM	0(0)	156 (100)
4	Monitoring the learning progress of students	35(24)	121(76)
5	Planning of remedial class for low achiever and enrichment class for high achievers	0(0)	156(100)
6	Reviewing the progress of students in Formative and Summative Assessment	0(0)	156(100)
7	Arranging extra moral and need based lecture by educationists and skilled people	10(6)	146(94)
8	Planning and observation of other curricular activities	136(84)	20(16)
9	Assisting for Preparation of school development plan	10(6)	146(94)

According to Table-2 it was found that SMC members mostly involved in enhancing enrolment and retention of the student, planning and observation of other curricular activities. Whereas discussion for the classroom observation, monitoring the progress of the students, reviewing the student's achievement, assisting for the preparation of school development plan were rarely done by them. It is also found they were not involved in academic work like, assisting for TLM preparation, planning of remedial classes for low achiever and enrichment classes for high achievers.

**Table-3: Interview for SMC
(Financial Monitoring and Involvement)**

SI No	Indicators	Responses	
		Yes (%)	No(%)
1	Assisting for the development of school budget	156(100)	0 (0)
2	Knowledge about available Govt. funds	156(100)	0(0)
3	Arrangement of non-Govt. funds for the development of the school	30(19)	126(81)
4	Planning about the expenditure	125(80)	31(20)
5	Involvement in financial expenditure	125(80)	31(20)
6	Post-expenditure discussion	135(86)	21(14)
7	Intimating the details of expenditure with higher authority	120(77)	36(23)

According to table-3 it was found that SMC members mostly involved in development of school budget, planning of financial expenditure, post expenditure analysis, whereas few SMC

members were found to be rarely involved in arrangement of non-Govt funds for the development of school.

Table-4: Interview for Teachers

SI No	Indicators	Responses	
		Yes (%)	No (%)
1	Organization of SMC Meeting in every month	40(100)	0
2	Discussion about students' learning progress	10(25)	30(75)
3	Discussion about students' attendance	32(80)	8(20)
4	Discussion about enrolment and retention of dropouts	36(90)	4(10)
5	Discussion about Preparation of low cost/no cost TLMs by teachers and students	5(8)	35(92)
6	Discussion about conduction of other-curricular activities	34(85)	6(15)
7	Discussion about inviting educationist and skilled persons for talk in school	4(10)	36(90)
8	Discussion on distribution of text books and school uniform and MDM	40(100)	0
9	Discussion about physical development	34(85)	6(15)
10	Involvement of local people for school development	7(18)	33(82)
11	Discussion about health and sanitation	35(88)	5(12)
12	Discussion about financial involvement and monitoring	40(100)	0
13	Discussion about school development plan	2(5)	38(95)
14	Discussion about PTA and MTA meeting	36(90)	4(10)

According to Table-4 most of the teacher told that, there is a very rare discussion on academic work like TLM preparation, arrangement of lectures by skilled persons and educationist, classroom observation, arrangement of remedial classes and enrichment classes . It was also found that, most of the teacher said that the SMC members don't know about School Development Plan. But most of the teacher said that SMC meeting was held once in a month and discussion was mostly on students attendance, enrolment and retention, conduction of other-curricular activities, construction and renovation work, health and sanitation, financial matter and PTA&MTA meeting.

Table-5: Interview for Teachers

(Academic Involvement)

SI No	Indicators	Responses	
		Yes (%)	No (%)
1	Working for the enhancement of enrolment and retention	36(90)	4(10)
2	Planning for classroom observation	4(10)	36(90)
3	Assisting for TLM preparation	2(5)	38(95)
4	Monitoring of learning progress of students	6(15)	34(75)
5	Planning of remedial classes for low achiever	4(10)	36(90)
6	Planning of the enrichment programme for high achievers	2(5)	38(95)
7	Review of progress of children after completion of formative and summative evaluation	8(20)	32(80)
8	Arrangement of need based and extra moral lectures by skilled people and local educationist	8(20)	32(80)
9	Planning and observation of other curricular activities	30(75)	10(15)
10	Assisting for the preparation of school development plan	2(5)	38(95)

According to Table-5 most of the teacher said that SMC members involved in enhancing enrolment and retention of dropout students, planning and organizing other curricular activities. Whereas most of the teacher told that the SMC members rarely involve in academic work like, classroom observation, evaluating learning progress of the students, arrangement of remedial classes for low achievers, arrangement of enrichment programme for high achievers, arrangement of talk and discussion for the students and assisting for preparation of school development plan.

**Table-6: Interview for Teachers
(Financial Involvement)**

Sl. No	Indicators	Responses	
		Yes (%)	No (%)
1	Development of school budget	40(100)	0
2	Knowledge about available Govt. funds	24(60)	16(40)
3	Arrangement of non-Govt. funds for the development of the school	10(25)	30(75)
4	Planning about the expenditure	34(85)	6(15)
5	Involvement in financial expenditure	34(85)	6(15)
6	Post-expenditure discussion	34(85)	6(15)
7	Intimating the details of expenditure with higher authority	36(90)	4(10)

According to Table-6 most of the teacher told that SMC members know about the funds available in the school and they involved in planning of school budget, expenditure and post expenditure discussion and communicate the detail expenditure to higher authority. But most of the teacher told that SMC members do not involve in arrangement of local funds for school development.

Table-7: Interview for CRCCs

Sl. No.	Indicators	Responses	
		Yes (%)	No (%)
1	Organization of SMC Meeting in every month	15(100)	0
2	Discussion about students' learning progress	2(14)	13(86)
3	Discussion about students' attendance	14(94)	1(6)
4	Discussion about enrolment and retention of dropouts	14(94)	1(6)
5	Discussion about Preparation of low cost/no cost TLMs by teachers and students	2(14)	13(86)
6	Discussion about distribution of school uniform, text book and MDM	15(100)	0
7	Discussion about inviting educationist and skilled persons for talk in school	2(14)	13(86)
8	Discussion about physical development	13(86)	2(14)
9	Involvement of local people for school development	4(27)	11(73)
10	Discussion about financial involvement and monitoring	15(100)	0
11	Discussion about school development plan	0	15(100)
12	Discussion about PTA and MTA meeting	13(86)	2(14)

According to Table-7 most of the CRCCSs told that the discussion on academic development of the school was rarely found. But most of the CRCC told that SMC meeting is held in every month regularly and in meeting the discussion was focused on student's attendance, distribution of school uniform and text book, MDM, construction and repairing of school building, arrangement of drinking water, sanitation and cleanliness, financial expenditure.

Table-8: Interview for CRCCs

SI No	Indicators	Responses	
		Yes (%)	No (%)
1	Enhancing enrolment and retention of students	11(74)	4(26)
2	Observing classroom processes	5(34)	10(66)
3	Assisting for TLM preparation	5(34)	10(66)
4	Monitoring learning progress of students	6(40)	9(60)
5	Planning of remedial classes for low achiever	0	15(100)
6	Planning of enrichment classes for high achiever	0	15(100)
7	Review of progress of children after completion of formative and summative evaluation	3(10)	12(90)
8	Arrangement of need based and extra moral talks by local educationists and skilled people	1(6)	14(94)
9	Planning and observation of other curricular activities	10(67)	5(33)
10	Preparation of school development plan	1(6)	14(94)

According to Table-8 most of the CRCCs told that, SMC members mostly focus on enhancing enrolment and retention of the students, planning for other-curricular activities etc. Whereas most of the CRCCs told that SMC members rarely involved in observing classroom process, assisting for TLM preparation, monitoring learning progress of the students, planning for remedial classes for low achievers and enrichment classes for high achievers, review the progress of the students after formative and summative evaluation, arrangement of need based and extra moral talks by local educationist and skilled people and school development plan.

Table-9: Interview for CRCCs

(Financial Involvement)

Sl. No	Indicators	Responses	
		Yes (%)	No (%)
1	Development of school budget	13(87)	2(13)
2	Knowledge about available Govt. funds	13(87)	2(13)
3	Arrangement of non-Govt. funds for the development of the school	3(20)	12(80)
4	Planning about the expenditure	14(94)	1(6)
5	Involvement in financial expenditure	15(100)	0
6	Post-expenditure discussion	15(100)	0
7	Intimating the details of expenditure with higher authority	15(100)	0

According to Table-9 most of the CRCCs told that SMC members are actively participate in financial matter such as development of school budget, planning for the expenditure, expenditure process, post expenditure discussion, communicating details of expenditure to higher authority etc. Whereas most of the CRCCS said that, SMC members rarely involve in arrangement of local fund for school development.

Table-10: FGD with SMC Member

Dimension	Description
Meeting	All the SMC members told that SMC meeting was held in every month and in the meeting mostly discussion is regarding finance, book and school dress discussion, building and classroom repairing etc., whereas most of the SMC members said that , they have discussed about student attendance, enrolment and retention of students and PTA and MTA meeting. Whereas most of the SMC members said that there was a rare discussion regarding academic development such as classroom observation, Planning for TLM preparation, talk arrangement with skilled people and educationist were done in the meeting.
Academic Environment	Most of the SMC members said that they involved in enrolment and retention of the students, planning and observation of other curricular activities. Very few SMC members told that they are involved in classroom observation, recording progress of the students, student achievement, arranging need based and extra moral lectures by educationist and skilled persons etc. Whereas none of the SMC said regarding the support for academic development like; TLM preparation, planning for remedial classes and support to low achievers, preparation of school development plan etc. Some of the SMC members also told that they work to enhance the enrolment of the students. They move to the doors of the students and motivate parents to send their children to school.
Physical Environment	Most of the SMC member told that, they are involved in construction and renovation work of school boundary, school building, toilet, monitoring of sanitation, drinking water facilities, development of child friendly environment, development of school garden, cleanliness of school campus and students etc. Some of the SMC members also said that even though they have interest to develop child friendly environment, but the school does not have any space for construction of playground, boundary wall etc.
Finance	The entire SMC member said that, they are involved in the development of school budget and they have knowledge about the available Govt. Funds. Most of the SMC member told that they are involved in planning of financial expenditure and post expenditure discussion. And very few SMC member told about the involvement in arrangement of non-Govt funds for school development
Linkage	Most of the SMC member told that, they keep a linkage with higher authority like CRCC, BRCC, DEO for sharing problems related to academic, physical environment and finance etc. Whereas very few of them told about the linkage with, nearby school community people, NGOs and social institution.

Table-11: FGD with Students

Dimension	Description
Meeting	All the students told that SMC meeting was held in every month but discussion regarding academic environment such as classroom observation, Planning for TLM preparation, planning for remedial classes and enrichment classes, talk arrangement with skilled people and educationist were rarely done in the meeting. Mostly discussion was focuses on finance matter, book and school dress distribution, building and classroom repairing. Most of the students said that, SMC members also discussed about student attendance, enrolment and retention of students and PTA and MTA meeting frequently.
Academic Environment	According to most of the students, support for the development of academic environment like, TLM preparation, planning for remedial classes and support to low achievers, preparation of school development plan was rarely found. Some of the students told that SMC members also work to enhance the enrolment of the students. They move to the doors of the students and motivate parents to send their children to school. Most of the students told that the SMC members also involved in enhancing enrolment and retention of the students. Very few students told that some SMC were involved in classroom observation, recording progress of the students, evaluate student achievement, and arrange lectures by educationist and skilled persons.

Physical Environment	Most of the students told that, SMC members were involved in construction and renovation work of school boundary, school building and toilet. They also monitor sanitation and drinking water facilities, cleanliness of school campus and students, focuses on development of child friendly environment, development of school garden. Some of the students also told that although some of the SMC members have interest to develop child friendly environment, but the school does not have any space for construction of playground, boundary wall etc.
Finance	All the students told that the most of the SMC members were involved in the development of school budget and they have knowledge about the available Govt. Funds and they were also involved in planning of financial expenditure and post expenditure discussion.

IMPLICATIONS OF THE STUDY

The purpose of the present study reflects various types of results which enable the school system to encourage the participation level of SMC members in their functioning and also strengthening the participation of community members in the smooth functioning of the schools of Odisha. Some more suggestions for further studies are as under.

- No system can aware that any SMC member completely aware about their roles and responsibilities as an effective executive member of the school management committee.
- Although there is a process of election for framing or constituting the SMCs but in some schools this process does not happen in case of members for the executive committee. Here the election is only held for the office of president only. So election process should be adopted for electing every member.
- Roles and responsibilities should be made clear to all the SMC members.
- Some incentives should be given to the committee members for encouraging their effective participation, first in the trainings of SMC and then in the management of elementary education.
- There should be effective convergence and collaboration with other SMCs at block and district level.
- There should be visits for the SMCs to other schools where the SMCs are doing exceptionally good so that they can learn from their experiences.
- Management of the Mid-day Meal (MDM) scheme should be given completely to the school management committees so that this scheme may be effectively implemented by reducing the burden of the teachers.
- The construction work of school buildings, toilets, boundary walls and playgrounds etc. should also be given the SMCs in order to spare the teachers completely for the teaching and learning activities.

- More grants and funds should be sanctioned as there are various activities at the school level.
- For more involvement of the community in general and School Management Committee in particular frequent supervision and inspection of schools should be done.
- Teachers should be given training in order to encourage the community participation in the school affairs.
- SMC members should focus on quality of outcomes in the school.
- Since as per guidelines periodic trainings are an important component of capacity building of SMC members hence such trainings are very important for increasing the awareness of the members on procedures followed for formations, nominations and functions of SMCs

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