

The Role of School Management Committee in the Implementation of Right to Education Act, 2009 in Marathwada Region of Maharashtra State

Vishal Bhaware¹

¹Research Scholar, Dr. (Sow) I.B.P. Mahila Kala Mahavidyalaya, Aurangabad- 431001,
Maharashtra, India

Vasudha Purohit²

²Principal and Head of the Department of Economics, Dr. (Sow) I.B.P. Mahila Kala
Mahavidyalaya, Aurangabad- 431001, Maharashtra, India

Abstract:

The goal of this study is to find out what the school management committees (SMC) do and what their responsibilities are, as well as what they are doing to keep an eye on how the school is running according to the RTE Act of 2009 in their own area. The Marathwada Region, where this study was done, is made up of three districts in the state of Maharashtra. According to the 2011 Census, the districts with the highest literacy rates in Marathwada Region are Aurangabad, Nanded, and Jalana. The study is only about elementary education, and it only looks at public elementary schools in the Marathwada Region. For the study, first-hand information was used. The presidents of the SMC were asked for the most important information. The sample was chosen with the help of a method called "multi-stage purposive random sampling." The study's results showed that, even though SMCs do a good job, they face a big problem because people don't know about them, the community doesn't get involved as much, and they don't work well with school officials.

Keywords: Right to Education Act, School Management Committees, Role, and Responsibilities.

1. INTRODUCTION

To accomplish the objective of universalizing elementary education, arrangements for dynamic local area support were made in RTE's elementary education; without the dynamic cooperation of the neighbourhood community, the plans could not accomplish their targets. The School Management Committee (SMC) is an authorised entity between the local community and school (as per Section 21(a) of the Right of Children to Free and Compulsory Education Act, 2009, via Government Rules, Notification 17, and Resolution notified by the Government) (Government of India, 2009). The fact is to execute a common aim of "excellent education for the local children." It relies on the belief that even people with little personal experience in schooling have dreams for their children's futures and are capable of making well-considered decisions about their educational goals. Guidelines are provided under the RTE Act for the formation of School Management Committees (SMCs), which are made up of instructors and designated representatives of the local government as well as parents or other legal guardians of students enrolled in schools. Each government-aided school must form an SMC (Government of Maharashtra, 2013). It serves as a governing body that aids in both academic and administrative procedures. Along with these responsibilities, SMCs are also expected to supervise school operations, create and suggest the school growth plan, and monitor how money received from the relevant local government, government agency, or other source is used. This ensures consistency and dependability in the school's standards and objectives (Department of School Education, Maharashtra, 2011). The Act

further specifies that 50% of SMC members must be women and that at least three-fourths of SMC members must be parents or guardians, with proportionate representation for parents and guardians of children from marginalised communities and weaker sections. Therefore, the current paper is an effort to study the roles and responsibilities of SMC in the implementation of the RTE Act 2009 in the Marathwada region of Maharashtra State.

2. REVIEW OF LITERATURE

Research studies conducted to find out the problems and difficulties faced by school management committees in conveying their dynamic cooperation in the advancement of the school uncovered that the role of SMCs is vital and critical for the development of the school. The Research and Documentation Team (2005) has found that the quality of elementary education has improved in the schools with the active participation of the SMC. Khede, M. (2012) confirmed that there has been a significant improvement in school responsibility when compared to the benchmark group over standard through increased SMC meetings as well as intentional conversation and ideas by guardians to improve schools. Vijayanthi, K. (2004), expressed that uneducated members were just about as powerful as educated members; there was ambiguity in the perception of SMC's role among the student members. Khemani, T. B. (2005) tracked down the fact that the SMC is the major decision-maker for resource allocation. On the other hand, Mahajan, V. P. (2008) discovered local area associations in schools were restricted to participation in meetings, attending training programs, and following the plan made by school authorities or different organizations. Instead of empowering the community and raising awareness, community participation was seen as a means to achieve SSA goals. Ram, D. (2011) has found that an insufficient knowledge of school funding makes it tough to teach parents how to develop school development plans. Shrivastava, A. B. (2010) discovered that SMC and other local institutions and units play a critical role in school management, and they want to offer more qualitative training to address it more successfully. Aikara, Jacob, (2011) also concluded that orientation of all members about the SMC, its structure, role, and function is necessary, not only for the members of the SMC but also for their parents as needed. As far as difficulties and challenges are concerned, Singh, T. (2007) observed some kind of political impact. It was also observed that the academic qualifications of SMC members play an extensive role in school development. Sharma (2004) mentioned that most of the role of the SMC was not completely understood by SMC members. Singh (2012) said the role of school management committees (SMCs) in the context of the Right to Education Act's 2009 implementation is essential to achieving the act's objectives. It has remarkable power to change the current educational system. They must be given opportunities and support in order to bring about change in the educational system. Pradesh, R. S. (2016) described all the aspects of SMC in his detailed report based on the intervention taken up by 10 NGOs. Lack of awareness, illiteracy among the functionaries, a lack of coordination among authorities and SMC, improper knowledge about a school development plan, and less community participation are pointed out as major hurdles for SMCs that are needed to be addressed. Mandal Sudip (2021): in a paper entitled "Role of Local Authority for Implementing RTE: A Critical Analysis of Secondary Schools at the Bali-I and Bali-II Panchayat Areas from Gosaba in West Bengal, India," the author attempted to explore the role of local self-government as oversight bodies to carry out RTE so that common people, both in urban and rural areas, can know realistically what kinds of educational benefits they can use from state power. Major findings of this study are that headmasters have given positive feedback about the local government's cooperation and Local self-government plays a particularly important role as the main partner of the right to education, and it is preferred by most students and teachers.

Objective of the Study

To study the roles and responsibilities of the school management committee in implementing the RTE Act 2009 in Marathwada Region of Maharashtra State.

Hypothesis

H₀: There is independency between the opinions of monitoring of schools by the SMCs among selected districts of Marathwada region.

H₁: There is a dependency between the opinions of monitoring of schools by the SMCs among selected districts of Marathwada region.

3. METHODOLOGY

The current study was carried out in three districts of Maharashtra State, known as the Marathwada Region, namely Aurangabad, Nanded, and Jalana, which have the highest, medium, and lowest literacy rates, according to the 2011 Census (Govt. of India 2011). The study deals with only government elementary schools in the Marathwada Region. The study has made use of primary data. SMC presidents provided the primary data. To select the sample, the multi-stage purposive random sampling method was adopted.

3.1 Sample Selection

The first stage was to choose 3 districts from Marathwada region. The three districts chosen were Aurangabad, Nanded, and Jalana, the first being a relatively highest rate of literacy district, the second being a relatively medium rate of literacy district, and the third-lowest rate of literacy district as per the census 2011. Taking a selected base of the literacy rate into account, 9 talukas 3 each from Aurangabad, Nanded, and Jalna districts were chosen at the second stage of stratification. Aurangabad (highest literacy), Vaijapur (medium literacy), and Soygaon (lowest literacy) talukas were chosen from Aurangabad district (highest rate literacy district). Nanded (highest literacy), Kinwat (medium literacy), and Biloli (lowest literacy) talukas were chosen from Nanded district (medium rate of literacy district). Jalana (highest literacy), Bhokardan (medium literacy), and Ambad (lowest literacy) talukas were chosen from Jalana district (lowest rate of literacy district). These 9 talukas covering the variation in the literacy rate of three districts of Marathwada region were selected for the study. At the third stage, five elementary schools from each in 9 talukas of 3 districts in Marathwada region were selected randomly thereby making a total of 45 government elementary schools for survey work. In the fourth stage, from each of the 45 selected schools, one president of the SMC deployed in elementary schools was involved as a sample to have a wide perspective about the role and responsibility of SMC in Marathwada region. Thus, we have selected 45 presidents of the SMC of elementary schools were selected for the survey by purposive random sampling method from 45 elementary schools in 9 talukas of 3 districts of Marathwada region.

4. RESULT AND DISCUSSION

Table 1: Awareness about Functions of SMCs

Districts	Aware of the Functions of the SMC			
	Fully	Somewhat	Not at all	Total
Aurangabad	6 (40)	8 (53.33)	1 (6.67)	15 (100)
Nanded	4 (26.67)	7 (46.67)	4 (26.67)	15 (100)

The Role of School Management Committee in the Implementation of Right to Education Act, 2009 in Marathwada Region of Maharashtra State

Jalna	3 (20)	9 (60)	3 (20)	15 (100)
Total	13 (28.89)	24 (53.33)	8 (17.78)	45 (100)

Note: Figures in the bracket are percentages of the total. **Source:** Data collected through Schedule.

Table 1 shows the awareness of the SMC's presidents about the functions of SMC, only 28.89 percent of respondents were fully aware of the functions of this body whereas 53.33 percent were partially aware and 17.78 percent of respondents were unaware about the functions.

Table 2: Monitoring of Schools by the SMCs

Sr . No	Items	Aurangabad (15 Schools)		Nanded (15 Schools)		Jalna (15 Schools)		Total (45 Schools)	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Regular school visit	0 (00)	15 (100)	0 (00)	15 (100)	0 (00)	15 (100)	00 (00)	45 (100)
2	Monitor the admission of children	10 (66.67)	5 (33.33)	8 (53.33)	7 (46.67)	8 (53.33)	7 (46.67)	26 (57.78)	19 (42.22)
3	Monitor the attendance of students	13 (86.67)	2 (13.33)	11 (73.33)	4 (26.67)	13 (86.67)	2 (13.33)	37 (82.22)	8 (17.78)
4	Monitor attendance of teachers	10 (66.67)	5 (33.33)	10 (66.67)	5 (33.33)	12 (80)	3 (20)	32 (71.11)	13 (28.89)
5	Monitor Teaching Learning	7 (46.67)	8 (53.33)	9 (60)	6 (40)	10 (66.67)	5 (33.33)	26 (57.78)	19 (42.22)
6	Monitor the infrastructure facilities	12(80)	3 (20)	14 (93.33)	1 (6.67)	10 (66.67)	5 (33.33)	36 (80)	9 (20)
7	Hold regular meetings	8 (53.33)	7 (46.67)	10 (66.67)	5 (33.33)	12 (80)	3 (20)	30 (66.67)	15 (33.33)
8	Generate community awareness	4 (26.67)	11 (73.33)	7 (46.67)	8 (53.33)	10 (66.67)	5 (33.33)	21 (46.67)	24 (53.33)
9	Carried out some activities for fund-raising	6 (40)	9 (60)	5 (33.33)	10 (66.67)	8 (53.33)	7 (46.67)	19 (42.22)	26 (57.78)

Note: Figures in the bracket are percentages of the total. **Source:** Data collected through Schedule.

Table 2 indicates that out of the total sample, none of the SMCs visits the school regularly to monitor the working of the school. The same table also analyses that out of the total sample 57.78 percent of SMCs responded that they monitor the admission process of school and 82.22 percent responded that they monitor the attendance of students in their respective locality. SMCs have a mandate to monitor the attendance of teachers. Further, the table analyses that out of the total sample 71.11 percent of SMCs responded that they are

monitoring the teacher's regularity and punctuality as per the RTE Act, 2009. The monitoring of teaching-learning is a key responsibility of SMCs. The table analyses that out of the total sample 57.78 percent of SMCs responded that they have been monitoring teaching-learning in the school. The RTE guidelines mention specific functions to be performed by SMC. The monitoring of school infrastructure facilities is one of them. The table analyses that out of the total sample 80 percent of SMCs responded that they monitor school infrastructure facilities. The guidelines of the State government state that the monthly meeting of SMC is mandatory. The SMC is required to hold a meeting between at least the 2nd and 7th day every month. More than one meeting can also be held if required. In this context the table analyses that 66.67 percent of SMCs responded that the meeting of SMC is held regularly between the 2nd and 7th day every month. According to Section 21 of the RTE Act, the SMC is responsible for communicating the rights of the child as stated in the Act to the community surrounding the school in simple and creative ways. In this regard table analyses that only 46.67 percent of SMCs have responded that they have been generating community awareness about the rights of children in their respective locality. The survey also attempted to get to know whether the SMCs undertake any activity for raising more funds for school development. It was found that out of the total sample, 42.22 percent of SMCs replied that they carried out some activity for fundraising while the majority group of 57.78 percent did not respond favourably.

4.1 Status of Activities with regard to Monitoring of Schools by the SMCs

Table 3: Efforts for 100% Enrolment by the SMCs

Sr. No	Efforts for 100% Enrolment by the SMCs	Aurangabad	Nanded	Jalna	Total
1	Consultation with teachers	5 (50)	-	1 (12.5)	6 (23.08)
2	Meetings with parents	2 (20)	5 (62.5)	1 (12.5)	8 (30.77)
3	Visit of village and hamlets	3 (30)	3 (37.5)	6 (75)	12 (46.15)

Note: Figures in the bracket are percentages of the total. **Source:** Data collected through Schedule.

It can be observed that the SMCs of different districts had taken different efforts for enrolment. The SMCs from Aurangabad district preferred to consult the teachers, whereas the SMCs from Nanded district preferred to conduct meeting with parents, and the SMCs from Jalna district used to visit villages and hamlets.

Table 4: Efforts by SMCs when Students do not Attend the School Regularly

Sr. No	Efforts by SMCs when Students do not Attend the School Regularly	Aurangabad	Nanded	Jalna	Total
1	Parents are notified about their children's absentee	6 (46.15)	3 (27.27)	4 (30.77)	13 (35.14)
2	Parents are encouraged about the importance of their children's education	4 (30.77)	2 (18.18)	7 (53.85)	13 (35.14)
3	Attendance allowance is provided to maintain the attendance	3 (23.08)	6 (54.55)	2 (15.38)	11 (29.73)

Note: Figures in the bracket are percentages of the total. **Source:** Data collected through Schedule.

It can be observed that the SMCs of different districts had taken various efforts for maintaining children's attendance. The majority of SMCs in Aurangabad district preferred to notify parents about their children's absentee, majority of SMCs in Nanded district preferred to provide attendance allowance by the school to maintain attendance, while most SMCs in

Jalna district preferred to encourage parents about the importance of their children's education.

Table 5: Efforts by SMCs for Monitoring of Teaching-Learning

Sr. No	Efforts by SMCs for Monitoring of Teaching-Learning	Aurangabad	Nanded	Jalna	Total
1	Class room observation	1 (14.29)	2 (22.22)	2 (20)	5 (19.23)
2	Discussion in the meeting	4 (57.14)	2 (22.22)	4 (40)	10 (38.46)
3	Interaction with children	-	1 (11.11)	2 (20)	3 (11.54)
4	Observation of results	2 (28.57)	4 (44.44)	2 (20)	8 (30.77)

Note: Figures in the bracket are percentages of the total. **Source:** Data collected through Schedule.

It can be observed that the SMCs of different districts had used various tools for monitoring the teaching-learning. The majority of SMCs in Aurangabad and Jalna district preferred to discuss in the meetings about monitoring of the teaching-learning process, while most SMCs in Nanded district preferred to observe the results of children.

Table 6: Activities for Improving School Infrastructure

Sr. No	Activities for Improving School Infrastructure	Aurangabad	Nanded	Jalna	Total
1	Repaired or constructed the Boundary Wall	3 (25)	2 (14.29)	1 (10)	6 (16.67)
2	Repaired or constructed class rooms	6 (50)	4 (28.57)	5 (50)	15 (41.67)
3	Repaired or constructed the toilets and ramps	2 (16.67)	6 (42.86)	3 (30)	11 (30.56)
4	Purchased Furniture	1 (8.33)	2 (14.29)	1 (10)	4 (11.11)

Note: Figures in the bracket are percentages of the total. **Source:** Data collected through Schedule.

It is imperative for SMC to utilize the funds properly and to keep all records ready in respect of all payments, receipts, and vouchers for any inspection. It can be observed that the major focus of SMCs has been on repair and construction activities.

Table 7: Number of Meetings

Sr. No	Meetings Held in the Year 2019-20	Aurangabad	Nanded	Jalna	Total
1	11 Meetings	3 (20)	4 (26.67)	3 (20)	10 (22.22)
2	10 Meetings	7 (46.67)	5 (33.33)	8 (53.33)	20 (44.44)
3	8 Meetings	5 (33.33)	6 (40)	4 (26.67)	15 (33.33)

Note: Figures in the bracket are percentages of the total. **Source:** Data collected through Schedule.

During fieldwork, it was found that SMCs do not hold meetings in the monthly feature. As a matter of fact, no formal meeting of SMCs is held. Instead, whenever a grant is received, the headmaster/president, after recording the minutes on his own time, sends the register for the signatures of the SMC members. As such, meetings of SMCs are held on paper only. The records of minutes available with the presidents revealed that most SMC meetings are held to resolve issues related to the civil works and utilization of grants received from time to time.

Table 8: Issues Discussed in SMC Meetings

Sr. No	Details of the Issues	Frequency of Discussions			Total
		In all meetings	In some meetings	Never	
1	Regarding Increase in enrolment	10 (22.22)	27 (60)	8 (17.78)	45 (100)
2	Regarding Reduction in school dropout rate	7 (15.56)	16 (35.56)	22 (48.89)	45 (100)
3	Regarding Improvement in school result	9 (20)	12 (26.66)	24 (53.33)	45 (100)
4	Regarding improving the existing infrastructural facilities	38 (84.44)	5 (11.11)	2 (4.44)	45 (100)
5	Regarding addressing the problems of the girls	4 (8.89)	13 (28.89)	28 (62.22)	45 (100)
6	Regarding fund-raising and resource mobilization	6 (13.33)	18 (40)	21 (46.67)	45 (100)
7	Regarding effective utilization of grants	36 (80)	9 (20)	0 (00)	45 (100)
8	Regarding Inspection and monitoring of teachers	0 (00)	14 (31.11)	31 (68.89)	45 (100)

Note: Figures in the bracket are percentages of the total. **Source:** Data collected through Schedule.

Table 8 shows that two major issues always find a place in the minutes of the SMC meetings. The first relates to making provision for infrastructural facilities such as the construction of rooms, repair of buildings, purchase of furniture, and other such civil or maintenance works while the second relates to the utilization of grants. The major focus of SMCs remains on the issues related to financial matters. A lapse in money-related matters such as not discussing them in SMC meetings is a serious disciplinary action. Therefore, the President/Headmaster is particularly careful in completing all paperwork in this regard. Such issues are always recorded in the minutes of SMC meetings, to avoid any reprimand or punishment from higher officials. Quality issues such as teaching materials, classroom procedures, and learning achievements, etc. are not considered to be of much value to meetings as there is no severe punishment to avoid these issues.

Table 9: Activities for Generating Community Awareness

Sr. No	Activities for Generating Community Awareness	Aurangabad	Nanded	Jalna	Total
1	Meetings with parents	0 (00)	1 (14.29)	1 (10)	2 (9.92)
2	House-to-house survey	1 (25)	1 (14.29)	5 (50)	7 (33.33)

The Role of School Management Committee in the Implementation of Right to Education Act, 2009 in Marathwada Region of Maharashtra State

3	The propaganda and propagation of free and compulsory education	2 (50)	4 (57.14)	2 (20)	8 (38.09)
4	Occasional rallies	1 (25)	1 (14.29)	2 (20)	4 (19.05)

Note: Figures in the bracket are percentages of the total. **Source:** Data collected through Schedule.

It can be observed that the SMCs of different districts had conducted various activities for generating community awareness about RTE Act 2009.

Table 10: The Problems of SMCs as Perceived by the Presidents

Sr. No	The Problems of SMCs as Perceived by the Presidents	Aurangabad	Nanded	Jalna	Total
1	Lack of interest of members in the functioning of SMC	4 (26.67)	3 (20)	3 (20)	10 (22.22)
2	Members do not attend meetings	5 (33.33)	3 (20)	4 (26.67)	12 (26.67)
3	Members don't value their roles and responsibilities towards SMC	2 (13.33)	4 (26.67)	3 (20)	9 (20)
4	Groupism among members of community	3 (20)	2 (13.33)	3 (20)	8 (17.78)
5	The selection process of members is not purposeful and transparent.	3 (20)	1 (6.67)	2 (13.33)	6 (13.33)

Note: Figures in the bracket are percentages of the total. **Source:** Data collected through Schedule.

Table 10 indicates that the major problem as perceived by 26.67 percent of presidents of the SMC is the lack of attendance of the members in the SMC meetings. The second problem as perceived by 22.22 percent of SMC's presidents was relating to the lack of interest of the members in the functioning of the SMC. Another problem highlighted by (20 percent) presidents was members don't value their roles and responsibilities towards SMC. 17.78 percent of presidents were of the view that the groupism among the community people is a serious problem in the smooth functioning of SMCs. 13.33 percent of the presidents saw the selection process as subjective, where caste considerations played an important role. The nomination of members is limited to those families who are rich and powerful and whose children are not necessarily enrolled in the same school.

Table 11: Activities for Fund Raising

Sr. No	Activities for Fund Raising	Aurangabad	Nanded	Jalna	Total
1	Collected donations from the community people	5 (83.33)	3 (60)	6 (75)	14 (73.68)
2	Spoke to philanthropists /NRIs for donations	0 (00)	0 (00)	0 (00)	0 (00)
3	Requested the Sarpanch to arrange funds	1 (16.67)	2 (40)	2 (25)	5 (26.32)

Note: Figures in the bracket are percentages of the total. **Source:** Data collected through Schedule

Table 11 analyses that out of 42.22 percent of SMCs who responded that they carried out some activities for fundraising, the majority group of 73.68 percent responded that they collected donations from the community people while 26.32 percent responded that they requested the sarpanch to arrange fund from the panchayat grants for school development.

Table 12: Suggestions as Prescribed by the SMCs Presidents

Sr. No	Suggestions	Aurangabad	Nanded	Jalna	Total
1	Members should be educated	8 (53.33)	10 (66.67)	15 (100)	33 (73.33)
2	Only parents whose children attend the school, should be made the members	12 (80)	5 (33.33)	7 (46.67)	24 (53.33)
3	Teacher should not be involved in non-academic activities	15 (100)	10 (66.67)	14 (93.33)	39 (86.67)
4	There should be some incentive/rewards for the SMC members	10 (66.67)	11 (73.33)	8 (53.33)	29 (64.44)
5	SMC members must have periodic trainings	13 (86.67)	8 (53.33)	10 (66.67)	31 (68.89)

Note: Figures in the bracket are percentages of the total. **Source:** Data collected through Schedule.

Table 12 indicates that an overwhelming majority(86.67 percent) of the SMC presidents suggested that the school teachers should not be involved in activities (other than teaching and learning) such as managing mid-day meals or attending seminars or in activities like postage (official correspondence) from the school to the other offices and vice versa. It is suggested that the involvement of teachers in non-academic activities should be reduced to a lesser extent or that the government should appoint some non-teaching staff in each school to share and reduce the burden of teachers. The majority of respondents (73.33%) believed that members of the community who are educated and conscious of the value of community involvement should be nominated for SMCs. Effective periodic training of SMC members on various aspects of the functioning of SMC was emphasized by (68.89 percent) respondents. 64.44 percent of the respondents were of the view that some financial incentives or rewards are required for SMC members for their contribution to school-related activities. These incentives or rewards can be helpful in providing positive motivation for them which can strengthen SMC. 53.33 percent of the respondents suggested restructuring the composition of SMC. Only those individuals whose children are enrolled in the same school should be nominated in SMC. This means that parents whose children study in other schools should be disqualified for nominations.

4.2 Hypothesis Testing

Table 13: Chi-square Test

Chi-square value	df	p-value
4.892	14	0.987

Source: Table No. 2

Table 13 shows p-value is greater than level of significance 5% ($0.987 > 0.05$). Hence, the null hypothesis (H_0) is accepted. Therefore it can be stated that there is independence between the opinions of monitoring of schools by the SMCs among selected districts of Marathwada region.

5. RECOMMENDATIONS

- The Success of any policy, programmes, and schemes largely depends upon the stakeholders, but if they are not fully aware of the policy, programmes, and schemes it would lead to unsuccessful. Since the result of the study indicates that SMC presidents lack awareness about various aspects of SMC functioning. Therefore, more concerted efforts are required to train SMCs to deal with financial, academic, and management-related issues.
- SMCs perform their roles as specified in the RTE Act. It needs to be developed a robust monitoring mechanism from state to local level to monitor and guide the functioning of SMCs. There is an urgent need to develop strict monitoring provisions to ensure active participation and accountability on the part of the SMCs.
- The provision in the SMC meeting should be made mandatory to the presidents and members, which would help to make the meeting more regular and effective, further; it would encourage the involvement of parents and the community in the functioning of the school and SMCs.
- The level of planning process discussion, the level of comprehension of issues and finance flows, and awareness of the duties and responsibilities of SMCs are all indicators of the effectiveness of SMC meetings. It was found that the meetings are held only as a formality and there is not much concern to improve the quality of the school. Therefore, it is necessary to increase both the level of participation and useful discussions in the meetings.
- It has been found that SMCs lack the motivation to perform their roles and responsibilities. Motivation and encouragement from the government can boost the morale of SMC functionaries. Hence, the government should deliberate to provide some financial incentives or rewards to the best SMCs at the block, district, and state levels. And also, for its functionaries to inspire the community for the education of their children.
- There is a need to restructure the composition of SMCs. Parents whose children are enrolled in the same school should only be nominated in the SMC, while the rest whose children study in other schools should be rendered ineligible.

CONCLUSION

Based on the entire discussion and review of related literature, it can be concluded that apart from satisfactory performance, SMCs are facing a big challenge due to lack of awareness, less community participation, and lack of coordination with school authorities. The current report includes a number of recommendations that the Maharashtra education system could employ to boost SMC involvement in the efficient operation of the state's schools. The purpose of the current study was to examine the role and responsibility of Maharashtra's school management committees in carrying out the RTE Act's 2009 provisions. Following suggestions for further researches are:

A comparative study may be conducted between two states. Evaluation of the functioning of school management committees, a similar study could be conducted to examine the

accomplishments of SMCs. A study may be conducted on the effect of training on SMC members for their participation in the functioning of SMC, Larger sample may be taken for further studies.

Declaration of Conflicting Interests

There were no potential conflicts of interest disclosed by the authors in relation to the research, authorship, and/or publication of this article.

Funding

The scholar Dr. Vishal Madhukar Bhaware is the awardee of ICSSR Post-Doctoral Fellowship. The Indian Council of Social Science Research's Post-Doctoral Fellowship greatly contributed to the creation of this study (ICSSR). However, the author alone is completely responsible for the information provided, the views expressed, and the conclusions reached.

REFERENCES

1. Aikara, Jacob, (2011). Decentralization of Elementary Education and Community Participation in Kerala, *Rajgiri Journal of Social Development*, Vol. 2 (2), June, PP 161-194.
2. Government of India (2011). *Census of India, 2011*, Govt. Of India, New Delhi.
3. Government of India, (2009). *The Right of Children to Free and Compulsory Education, 2009*, Department of School Education and Literacy, Ministry of Human Resource Development, New Delhi.
4. Government of Maharashtra, (2011). *Right of Children to Free and Compulsory Education Act, 2009*, Maharashtra State Rules, Mumbai.
5. Government of Maharashtra, (2013). *Government direction to all School Management Committee to be focused for Whole School Development*, School Education and Sports Department, Mantralay, Mumbai.
6. Khede, M. (2012). *Problem of SMC in participation, meeting, activities, and remedies for the same*, Khandwa, Madhya Pradesh: District Institute of Education and Training (DIET).
7. Khemani, T. B. (2005). *Why do some schools do better than others in the same region?* Bangalore: Azim Premji Foundation.
8. Mahajan, V. P. (2008). *Study on community motivation & mobilization strategies with reference to their bearing upon the Active participation of the community in achieving the goals of SSA*, Jaipur: Aide-et-Action.
9. Mandal, S (2021). *Role of Local Authority for Implementing RTE: A Critical Analysis of Secondary Schools at the Bali-I & Bali-II Panchayat Areas from Gosaba in West Bengal, India*, *International Journal of Research-Granthaalayah*,8(12),201-210,
<https://doi.org/10.29121/granthaalayah.v8.i12.2020.2695>
10. Pradesh, R. S. (2016). *Shaala Siddhi - Hamari Shala Aisee Ho Programme (School Improve through Assessment programme)*, Bhopal: Rajya Shiksha Kendra Madhya Pradesh ARK and Unicef.
11. Ram, D. (2011). *School Management Committee and the Right to Education Act2009*, America India Foundation, New Delhi.

- 12.** Sharma, S. (2004). Study on the role of Village Education Committee (VEC) in Sarva Shiksha Abhiyan. Bhiwani: SIEMAT.
- 13.** Shrivastava, A. B. (2010). Abstract of Research Studies in Elementary Education (2003-2009), Research Evaluation and studies unit, Technical support group for SSA, EDCIL (India) Ltd., New Delhi.
- 14.** Singh, P. (2012). Understanding the role of School Management Committees (SMCs) in the Context of Effective Implementation of the Right to Education Act-2009, The Primary Teacher, Vol. XXXVII No. 1&2, 107-112.
- 15.** Singh, T. (2007). Study on Role of Parent-Teacher Association in School Improvement plans, Rewa: Govt. College of Teacher Education (CTE).
- 16.** Team, R. & D. (2005). Study the factors affecting success in learning Guarantee programme, Karnataka: Azim Premji Foundation.
- 17.** Vaijyanthi, K. (2004). Study to evaluate the functioning of school development and monitoring committee in Karnataka, Bangalore: Policy planning Unit, DSERT Bangalore.