



## Enhancing Quality in Secondary Education under RMSA: Role of SMDCs

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**Abstract:** *The present study investigates the effectiveness of School Management and Development Committees (SMDCs) in enhancing the quality of secondary education under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in Balasore district of Odisha. A descriptive research design was employed, with a sample of 160 SMDC members selected from 80 secondary schools using purposive and random sampling techniques. Data were collected through an interview schedule focusing on demographic profile, participation, and contributions of SMDC members to school development. The findings indicate that although most SMDC members have received basic training, their participation in meetings and school activities is limited due to lack of proper information, irregular meetings, and unclear agendas. The study reveals that SMDC members have minimal contribution toward improving physical infrastructure, teaching-learning processes, and organizational environment in schools. Their involvement is relatively better in the utilization of government grants, though largely partial. The study concludes that while SMDCs have significant potential to strengthen decentralized school governance and improve educational quality, their effectiveness is hindered by inadequate awareness and engagement. Strengthening capacity-building initiatives and ensuring regular participation can enhance their role in achieving quality secondary education.*

**Keywords:** SMDC, RMSA, Secondary Education, Quality Education, School Governance.

**Introduction:** Maintaining quality at a specific level of education is far more challenging due to a lack of adequate quality teachers and an absence of vocational exposure. Measuring learning outcomes among students is even a bigger issue because of the qualitative criteria mentioned, different conditions attached by various states, and variation in programs according to their requirements. According to a study carried out by NCERT (National Council of Educational Research and Training) in its National Achievement Survey, a lesser learning level than expected throughout all the stages of education covering all the subjects was found by (NCERT (2005)). This is specifically important in the context of the growth of a concerned individual child and the community as a whole. Therefore, quality is a matter of concern which needs to be accelerated by adding value to it. Otherwise, any efforts to improve education through numbers will be futile, because a number without meaning is meaningless.

Therefore, the government thought of adding value in each successive year of education, starting from primary till senior secondary level that constitutes the major building block for any child to make progress in their career. Owing to this, Rastriya Madhyamik Shiksha Abhiyan (RMSA) was launched way back in 2009 in the 11<sup>th</sup> five-year plan. The 11<sup>th</sup> five-year plan was from 2007 to 2012 (CABE, 2005)). The basic objective was to universalize secondary education along with quality provision. The aim was to make secondary education accessible to all at an affordable cost to children in the age of 14 to 18 years of age. The Ministry

of Education with RMSA Society at State and Union Territory level has been given the responsibility of planning, implementation, and supervision of the education mission.

**Rashtriya Madhyamik Shiksha Abhiyan (RMSA)- The Concept:** Rashtriya Madhyamik Shiksha Abhiyan works on the principle of decentralization where the management functionaries are also designed according to such principle. This means the strategic management only being carried out by the top-level body with all subordinate functions being decentralized (Kumar, 2015). In other words, the real implementing stakeholders; in this case the school and district authorities are given freedom to certain extent in effective delivery of services to children in the age group of 14 to 18 years. This means RMSA follows a decentralized democracy model. The district is considered as the lowest body in the entire process of decision flow or multi-level planning format which assists in framing medium to short term strategies needed for appraisal, endorsing and funding. In other words, the district level authorities do assist in chalking out the operational level strategies. In fact, according to the guidelines of RMSA, it stresses upon the role of communities, different schools, NGOs, government departments in framing operational strategies and the way to achieve it. Various operational strategies include the followings.

- Rain water harvesting installation across schools buildings
- Establishment of new innovative schools according to Public Private Partnership (PPP) model
- Existing schools to be upgraded to cope up with higher secondary to senior secondary level.
- Education at secondary level to be made inclusive of all necessary facilities and making it students friendly.
- Equipping schools with necessary infrastructural facilities like Black Board, Library facilities, Science, English and Mathematics Lab, furniture etc.
- Residential facilities for trainers and teachers in rural hinterland.
- Enhancing the learning ability among students through continuous student teacher interaction.
- Providing training facilities in order to upgrade the knowledge and skill sets of in-house teachers along with the appointment of new trainers.
- Providing and arranging inclusive education for disabled children
- Providing free lodging and food to children belonging to scheduled caste and scheduled tribe, and other backward caste communities.
- Giving incentives in the form of free books, cash, uniforms to girl child
- Arranging distance learning scope and facilities to out of school children
- Rendering computer aided learning facilities to most part of schools

According to the guidelines of RMSA, every State needs to revamp their existing structure for inculcating the plans laid down as per the mission. Chief Minister of each State shall be the head with executive committee is headed by Secretary of Secondary Education with support of Technical Support Group. In fact, the State Government is responsible for providing and arranging all necessary support facilities in order to implement the RMSA mission on ground. In this regard, a Director is appointed as “State Mission Director” by the Chief Minister to oversee the implementation of plan. NIEPA assists States in disseminating information through Management Information System (MIS). It also helps states to negotiate with various NGOs, Corporates, and Private educational institutions for PPP so as to make it accessible by all at a faster rate. It’s the responsibility of state government to look after and identify schools that needs development in

different districts and accordingly deliberate powers to District and Block Education Officers. For popularizing the RMSA, the State Government makes necessary steps through various advertising campaign, pamphlets, organizing awareness programs etc. (CABE (2005)).

In case of Odisha, Samagra Shiksha Abhiyan (SSA) is offered for school education extending from pre-school to class 12 with effect from 2018-19 covering to achieve a broader goal for developing and reaching school effectiveness. School effectiveness is measured in terms of equal opportunities for all having access to school and to establish an equitable learning opportunity. The program is an integrated scheme adopted for school education that subsumes three different schemes such as RMSA (Rastriya Madhyamik Shiksha Abhiyan), SSA (Sarva Shiksha Abhiyan) and TEM (Teacher Education Mission). The primary aim is to keep in track a child throughout this study from pre-school till completion of 12<sup>th</sup> Board without any drop out in between. In other words, it tries to ensure continuity in schooling from pre-school till senior secondary. In this context, the vision of such mission is to assure an inclusive and access to equitable education which is quality oriented starting from pre-school till completion of senior secondary level. This is according to the principle of sustainable development goal in education. Education is considered as sustainable if it continues to run for a considerably longer period of time with successive generations getting enrolled into it. Further, current generation of children is the most immediate beneficiaries that are supposed to pass the message or the benefit to future generations. For quality human capital in future, there is an urgent need of putting lot of efforts into the system. Then only the entire education system, particularly the higher professional level studies shall be more successful. The Samagra Shiksha scheme is implemented throughout the state as a centrally sponsored scheme by the Education Department through a common window, which is known as State Implementation Society (SIS) at the state level (Odisha School Education Programme Authority [OSEPA], 2000).

**Quality Secondary Education in the context of RMSA:** Quality secondary education in the context of RMSA refers to access to the learners for secondary schooling by ensuring their education in a meaningful, effective and productive way with bringing improvement in the learning outcomes along with developing skills among the learners leading to life skills. Besides there are some fundamental or basic quality initiatives such as quality infrastructure, teacher training, quality teaching learning process along with learning resources and School Management Development Committee (SMDC) previously known as School Management Committee (SMC), The indicators known as quality indicators comprises; sound infrastructure, need based and relevant curriculum, emphasis on equity and inclusion, trained and competent teachers, use of innovative approaches and techniques, use of technology in learning, regular monitoring and improved learning outcomes.

**School Management and Development Committees (SMDCs):** All the management committees are entrusted with the job of developing the plans of RMSA, implementing them at schools and overseeing that all the beneficiaries, the children, are properly getting the benefits of such a program. A committee is comprised of the principal or the headmaster, senior teachers of the school, and teachers each from different disciplines of social science, general science, and mathematics. Apart from them in the rural hinterland areas, a literate lady representing the Saakshar Mahila Mandal, specifically from the field of education, along with any three members of municipalities or from panchayats, must be present in the SMDCs (Yadav, R.S. & Panda, S.K. (2005)). At least half of the members must be female. The SMDC is responsible for preparing plans needed for schools in the name of “School Improvement Plan” (SIP) and, under such a plan, there can be a number of schemes that may be covered by the government for secondary and senior secondary level. Ultimately, these benefits are meant for children. It’s their responsibility to see all the schemes are implemented on the ground with their strict supervision. UTs are given freedom with respect to the constitution of SMDCs since they are not made compulsory under RMSA plans. These are made suggestive in nature because of differences in regional requirements. They are responsible for conducting a review of various facilities from time to time that are already in place in the schools and suggesting any improvements or additions to further reap the benefits. In this regard, they make a review of classroom facilities, physical

infrastructure, requirements of teachers for effective delivery in classrooms, level of learning of children in classrooms, etc. In other words, they act as supportive, cooperative, and planning and reviewing agencies for various schemes run by schools on behalf of the government. In fact, according to a prescribed format or checklist, all the schemes are implemented and measured. This checklist also ensures uniformity of program implementation across schools. To consider: schools that act at the bottom of the pyramid are the most important element of the entire RMSA mission. Any ideas, feedbacks, innovations must be carried in bottom top approach instantly to help planners at the top to get valuable insights from them. This feedback in the form of ideas frequently assists true beneficiaries in receiving enrichment and maximum benefit.

**Importance of SMDC:** They are entrusted with the role of developing plans keeping in view the specific requirements of schools and implementing the plans chalked out by Government. They act to smooth the entire process in between the Head teachers, DEOs and other Government officials. They also prepare School Development Plan (SDP) and under each such plan, they carry out different schemes of Government (Sethi, C., & Muddgal, A. (2017)).

### **Review of Related Studies:**

- Kimu (2012) studied the role of SMC in the development of the school system. In recent years, ensuring that teachers and school administrators are accountable to communities has emerged as a prominent policy goal. This will be accomplished through increased school communication, with School Management Committees that are expected to play a key role in all elements of school administration, including the use of effective communication channels to address teachers' concerns. However, progress in school governance has been slow, owing to SMCs' preoccupation with school amenities and their lack of understanding of the need for good communication in the classroom.
- Osei-Owusu and Sam (2012) examined the way SMC is playing the role to improve the standard of school education by conducting a study with the inclusion of all stakeholders of the school in Ashanti Mampong. The researchers observed that the SMCs were not effective to monitor school activities but the committee successfully promoted the participation in community area and developed the relation of school with the community people. It was also suggested by them that much effort should be taken by SMCs to promote the school education by conducting meeting with the stakeholders of schools.
- Mupindu (2012) found out that SMDC members were not aware about their roles and responsibilities. Besides, they did not have sufficient ability and initiative to take any decision on the progress of secondary education.
- Niranjandhya (2013) reported that majority of SMDC members were unaware about their roles, functions, and regulations and the powers delegated to them. Majority of them are working according to the instruction of the headmasters, for which they were not aware of the procedures and functions of SMDC.
- Kiprono et.al (2015) examined the capacity of SMC to utilize the school funds in effective manner in some selected districts of Kenya. The study found inefficiency of SMC in managing the fund in most of the sample schools. The members of the committee are lacking the knowledge and skills to manage the fund properly. But there is hope as the members are trying to raise their level of understanding to manage the funds for the school improvement.
- Kumar (2016) studied SMC structure, its process of formation and role of SMC in uplifting of school standard under RTE Act. The particular Act had provided immense power to SMC with freedom to regulate all functional work of the school education system in line with RTE Act. In this context, the researcher tried to look at the task of SMC in Kullu of Himachal Pradesh was observed that SMC of all most all schools are given with prime responsibility of recording and improving the school enrollment,

minimizing the attrition of students and building a good relation with the community for the betterment of the school

- Sethi and Muddgal (2017) investigated the involvement of SMC in monitoring and promoting school education by conducting a study in Delhi. The study resulted that SMC in many schools was not functioning properly. Some members also agreed that they did not attend the meeting due to their pre assigned work. There was irregularity in SMC meeting and the members do not get the opportunity to put their views in most of the cases. There was also no proper intimation to the members about the meeting and so they do not prefer to attend the meetings.
- Shrivastava (2018) studied about the role of SMC and how it promotes the school educational environment. The govt. has prescribed certain rules for the functioning of SMC under RTE Act. In this scenario, each and every school has established SMC comprising of teachers, parents, community people, head teachers and other prominent figures of that community. The objective is to have continuous watch on school education and to work together for improvement of the school teaching-learning process. The study identified that SMC is good at performing its role in school education promotion and it is working under RTE Act of the Govt. of India.
- Bhattacharya and Gowramma (2018) revealed that there are many problems faced by the SMDC members like low economic status of the family, illiterate parents, lack of infrastructure, lack of funds and skilled teachers, ineffective teaching -learning process, lack of community involvement in bringing improvement in the quality of secondary education for which all members of the society concerned must take responsibility without any discrimination to remove the barriers of secondary education.
- Kumar (2018) examined the challenges of SMC in school environment. Newly formed SMC usually confront with the challenges like- low attendance, transparency in the use of school funds, teacher and student absence, and a lack of quality education in schools. The aforementioned challenges have had a negative influence on the performance of the SMC; thus, some thoughtful recommendations are provided, such as promoting consciousness by showcasing the SMC's activities on notice boards and providing greater clarity of fund usage.
- Meher and Patel (2018) investigated the performance of SMC of some sample schools of elementary level of Jharsuguda, Odisha. It was intended to investigate the challenges faced of SMC in managing school activities. It was found that the work of SMC members was satisfactory. The members are also formulating the rules for the development of the school and their work is praise worthy.
- Priyadarshinee and Gowramma (2018) in a study on "Awareness level of School Management Development Committee members on their roles and responsibilities" revealed that most of the members of the SMDC are not aware about their roles and responsibilities for development of secondary education as per RMSA guidelines. Some members are also not aware about its meetings and most of them are not oriented about their roles and responsibilities although the awareness level of Chairperson of the SMDCs is more than that of the other members. RMSA has made orientation and capacity building programmes of all the members of SMDC s as an essential requirement in addition to pressing a minimum educational standard for the members.
- Bernat and Kanmani (2019) investigated the operation of SMCs in school systems. SMC should give importance on the growth of teachers by resolving their issues. The right to education legislation specifies the obligations of instructors as well as the procedures for resolving their complaints.
- Rout and Mishra (2020) enquired about involvement of community people in school management like monitoring school education, managing conflicts, supervising construction work in schools of three tribal dominated districts of Odisha. The teacher members of SMDC were found to be more active in

schools' activities as compared to others. Good distribution of cycles to women students, mid-day meal to all and free books was ensured by the sample respondent. The members other than teachers shown less interest in participating school activities and it is due to their lack of knowledge and proper intimation from school.

- Sehrawat and Roy (2021) took up a study to understand the functions of SMC in raising the school standard and what are the suggestive measures for SMC to function smoothly. The authors attempted to examine these objectives based on a survey conducted in Delhi by including one hundred thirty-one schools of primary education. The results of the study disclosed that most of the members of the committee are ignorant of their role but still they are involved in monitoring the students' enrollment record, their reasons of absentees, teaching methodology and problems of students. It was, therefore, suggested that the members of SMC should be trained and oriented about their role and responsibility for managing the school activities more effectively. Active participation of SMC in schools can only raise the school education.
- Mishra and Rout (2021) revealed that just more than one third of the schools in Koraput division of Odisha has formed the SMDCs in time. None of the functionaries other than teacher members knew about the formation of SMDC in their respective schools. None of the schools had formed any sub-committee in SMDC. Only 13 percent of the schools conducted SMDC meetings 9 to 12 times in a year which indicates the lack of importance given by the schools on conduct of SMDC meetings regularly. It is also found that except teacher members, the percentage of attendance of other SMDC members is very low in all sample schools of Koraput district of Odisha. Besides, the percentage of participation of male is higher than the female in the SMDC meetings and also in case of SC, ST and Minority members, they added.
- Mallick (2022) reported that the quality of secondary education largely depends on quality of teachers - their education and experience, in-service training needs of teachers and to organise the programme accordingly, learning outcomes attained by the students, implementation of suitable strategies and policies by the educational administrators through a variety of monitoring mechanisms to develop leadership quality among the teachers as well as headmaster and SMDC members. Besides, the teachers and education officers need to adopt more specific strategies to address the emerging challenges for effective implementation of RMSA leading to quality secondary education in Odisha.

**Rationale:** The School Management and Development Committee (SMDCs) formerly as School Management Committees (SMCs) are formed in the secondary schools with the purpose to maintain the standard of education through efficient administration and effective supervision by the stakeholders. It leads to the quality of secondary education as the promise of RMSA. But most of the SMDC /SMC members except teacher and headmaster/ Principal as chairman are unaware about their roles and responsibilities for which they do not take any interest to know about this through participation in the training and orientation programmes organised for them is in line with the studies conducted by Mupindu (2012), Niranjanardhya (2013), Priyadarshinee and Gowramma (2018), Sehrawat and Roy (2021). Whereas, there are SMDCs which engaged themselves in monitoring the activities in order to promote education through meeting with the stakeholders, utilises school funds by establishing healthy rapport with the community by formulating their rules of governance for development of the school is in line with the studies conducted by Osei-Owusu and Sam (2012), Kumar (2016), Shrivastava (2018), and Meher and Patel (2018). The SMDC should give priority on the growth and development of teachers as they are most active in the activities and programmes of the school than others along with stress on their in-service training needs for their professional development reported by Bernat and Kanmani (2019), Rout and Mishra (2020), and Mallick (2022). Although the SMDC members are responsible for the utilisation of both govt. and school funds most of them do not know how to utilise it for school development in various dimensions is in line with the study conducted by Kiprono et.al (2015), whereas, it is a challenge with regard to transparency reported by

Bhattacharya and Gowramma (2018) and Kumar (2018). But the challenges like student enrollments, economic status of the family, illiteracy of the parents, lack of infrastructure and skilled teachers, lack of community involvement, ineffective teaching - learning process etc are tried by the SMDC members to address all these challenges through monitoring and promotion is in line with the studies conducted by Sethi and Mudgal (2017), Shrivastava (2018), and Meher and Patel (2018). Therefore, all the SMDC members have to take interest in their roles and responsibilities by undergoing training programmes and facilitating the teachers for their more participation in the school activities and programmes with ensuring community participation in the school development. This is in line with the studies conducted by Kimu (2012), Mupindu (2012), Osei -Owusu and Sam (2012), Niranjandhya (2013), Kumar (2016), Priyadarshinee and Gowramma (2018), Bernat and Kanmani (2019), Rout and Mishra (2020), and Sehrawat and Roy (2021). In addition to this, they have to address the challenges with emphasis on proper utilisation of govt and school funds and monitoring and promotion by participating in almost all the meetings leading to quality secondary education mandated by RMSA is in line with the studies conducted by Rout (2014), Kiprono et.al (2015), Bhattacharya and Gowramma (2018) and Kumar (2018).

Most importantly, it can be emphasised that irregularities of meetings, lack of scope for the members to put their views in the meetings, low attendance of the members etc are also the challenges to be taken care of seriously. For this, the teachers and educational administrators need to take on more specific strategies to address these for effective implementation of RMSA leading to quality secondary education is in line with the studies conducted by Sethi and Mudgal (2017), Mishra and Rout (2021), and Mallick (2022). But very rare findings that the SMDC/SMDC is performing well seriously for school development playing their roles and responsibilities as per the RMSA guidelines is in line with the studies conducted by Shrivastava (2018) and Meher and Patel (2018).

#### **Objective of the Study:**

1. To determine the effectiveness of SMDC in contributing to the quality of education offered by the school.

#### **Research Questions:**

1. To what extent the demographic profile of SMDC members contribute to quality secondary education?
2. How they contribute to the physical environment of the school?
3. In which way the SMDC members contribute the teaching-learning of school?
4. Up to which extent they render for the organizational environment of the school?

#### **Methodology:**

**Research Design:** The sample consists of SMDC members of secondary schools of Balasore district. Balasore, being an educational hub, spreads over 443 secondary schools out of which 246 belong to Government sector, 78 Government aided sector and 119 are functioning with Block grant. In order to determine the extent of their contribution to quality secondary education in the context of RMSA, 160 SMDC members were selected by using purposive sampling technique from 80 secondary schools randomly selected from Balasore district.

**Table-1: Block wise distribution of Secondary Schools of Balasore district**

Sl. No.	Name of block/ urban area	Government	Aided	Block grant	Total
1	Balasore Municipality	10	4	2	16

2	Sadar	21	5	13	39
3	Bahanaga	20	5	13	38
4	Remuna	17	4	12	33
5	Soro	17	5	15	37
6	Simulia	11	4	7	22
7	Khaira	26	7	10	43
8	Nilgiri	14	9	8	31
9	Oupada	9	--	6	15
10	Basta	21	4	8	33
11	Baliapal	21	4	11	36
12	Jaleswar	28	19	8	55
13	Bhograi	31	8	6	45
	Total	246	78	119	443

2400 SMDC members are involved in the above-mentioned schools (<http://www.odisha.gov.in>).

**Table-2:Sample Schools**

Sl. No	Schools	$N_i = \text{Population size of each school type}$	$n_i = N_i \frac{n}{N}$
1	Government	246	44
2	Government Aided	78	14
3	Block grant	119	22
Total		$N = 443$	$n = 80$

**Table-3:. List of Sample Respondents**

Sl.No	Name of block	School Type			No. of SMDC members		
		Govt.	Govt. Aided	Block Grant	Govt.	Govt. Aided	Block Grant
1	Balasore Municipality	2	1	1	4	2	2
2	Sadar	5	1	2	10	2	4
3	Bahanaga	4	1	2	8	2	4

4	Remuna	2	1	2	4	2	4
5	Soro	3	1	2	6	2	4
6	Simulia	2	1	1	4	2	2
7	Khaira	6	1	2	12	2	4
8	Nilgiri	2	2	2	4	4	4
9	Oupada	1	0	1	2	0	2
10	Basta	5	0	2	10	0	4
11	Baliapal	2	0	2	4	0	4
12	Jaleswar	5	3	2	10	6	4
13	Bhograi	5	2	1	10	4	2
	Total	44	14	22	88	28	44

Hence, out of 2400 SMDC members 160 were chosen through purposive sampling from 80 out of 443 secondary schools randomly selected.

**Development of the Tool:** In order to find out the effectiveness of the SMDCs in contributing to the quality of education offered by the schools in the context of RMSA an Interview Schedule has been developed by the researcher to ascertain the quality of secondary education.

The Interview schedule developed for the purpose has two parts as Part-A and Part-B given below respectively.

**Part: A-** The first part includes the information like experience as SMDC member, member capacity, training if any, frequency of SMDC meeting, number of members participating in the SMDC meetings, reasons for non-participation in SMDC meetings and functioning level of SMDC in schools.

**Part: B-** The second part includes different items on physical environment, teaching-learning environment and organizational environment.

**Primary Data Collection:** In accordance with the instructions given in the relevant tools at various levels, the Researcher visited the sample schools of Balasore district and collected the data by contacting the sample respondents individually. The information about the usefulness of in-service training to teachers, effectiveness of SMDC members in bringing quality education; change in school environment as a result of support from RMSA constitute the primary data of the study. The data relating to primary sources have been collected from sample respondents spread over 80 secondary schools of Balasore district in three phases.

**Phase-1:** At first the researcher traced out the list of secondary schools from district statistical office. The researcher then contacted the head masters of the schools and explained the purpose of visiting with a request to allow him to conduct the study. In this phase, the researcher collected the complete list with address of SMDC members

**Phase-2:** In this phase the information relevant to the study was collected from SMDC members.

The researcher first contacted the teacher members in the school and non-teacher members at their residence with prior information to them. The researcher then asked for their free time so that the data can be collected

through interview schedule. The data from SMDC were collected by conducting formal and informal interviews with the members. Formal interview was conducted for teachers in the school. But the information from non-teacher members were collected through both formal and informal interviews as per their suitability.

**Techniques of Data Analysis:** The collected data were entered into the computer system by using MS-Excel. The data were graphically represented after being statistically analyzed by using descriptive statistics. Percentage Analysis of the responses is done to have a quick view of the data.

**Results:** To find out the effectiveness of SMDC in contributing to the quality of education in schools, an interview schedule was developed by the researcher and administered in 160 SMDC members. The items wise results have been analyzed in percentage and presented as following.

**Table-4: Demographic profile and responses of SMDC members**

<b>Experience</b>	<b>Number</b>	<b>Percentage</b>
a) Less than 2 Years	63	39.375
b) 2-4 years	63	39.375
c) More than 4 years	34	21.25
<b>Member in the capacity of</b>		
a) Senior Teacher of the School	32	20
b) Teacher (Social Science)	20	12.5
c) Teacher (Science)	29	18.125
d) Teacher (Mathematics)	24	15
e) Male Guardian Member	24	15
f) Female Guardian Member	6	3.75
g) Local Body Member	20	12.5
h) Minority Group Member	5	3.125
i) Educationally Backward Group Member	0	0
j) Women Group Member	0	0
<b>Have you ever been received any training</b>		
a) Yes	147	91.875
b) No	13	8.125
<b>Frequency of SMDC meeting</b>		
a) Once in a month	6	3.75
b) Once in a quarter	50	31.25

c) Once in six months	104	65
<b>Number of members participating in the SMDC meetings</b>		
a) All	16	10
b) Above 50%	62	38.75
c) Less than 50%	82	51.25
<b>Reasons for non-participation in SMDC meetings</b>		
a) Lack of proper information	50	31.25
b) Lack of interest	38	23.75
c) Un-scheduled meeting	37	23.125
d) Lack of clarity in agenda	21	13.125
e) Other reasons	14	8.75
<b>Total</b>	<b>160</b>	<b>100</b>

It is observed from table-4, that 39.375% each have less than 2 years and (2-4) years of experience as the members of SMDC group and 21.25% have more than 4 years of experience. Only, 3.125% of the members are from minority group, 15% as the guardian of male students, 3.75% are in the group as a capacity of guardian of female students, 12.5% as the capacity of local body, 20% are in the capacity of senior teacher, 12.5% are in the capacity of social science teacher, 18.125% are science teachers and 15% as mathematics teacher. Only 3.75% of the school conducts SMDC meeting once in a month, 31.25% conduct once in 3 months and 65% of school conducts once in six months. Only, 8.125% of the members not trained and 91.875% are trained. Only, 10% are taking part in all SMDC meeting, 38.75% are attending more than 50 percent meeting and 51.25% are attending less than 50 percent meeting. A majority of 31.25% are not participating in any SMDC meeting due to lack of proper information, 23.75% due to lack of interest, 23.125% due to un-organized meeting, 13.125% due to lack of clarity in agenda and the rest 8.75% have other reasons of not attending SMDC meetings. A small number of the SMDC group members include male and female guardians, local bodies, and minority groups, with the majority of its members being teachers. However, the members of the women's group and those with lower educational attainment are not represented in the 80 schools. It has been discovered that the SMDC members are only getting 3 days of training through RMSA. Some selected teachers are trained at the block level, and those teachers train the SMDC members at the school level. The majority of schools conducted meetings once in every six months. It has been discovered that members' complete participation in SMDC meetings is extremely lacking. Lack of proper information is one of the main reasons of non-participation in SMDC meeting, along with lack of interest, un-scheduled meeting, lack of clarity in agenda and also some other reasons.

**Table-5: Contribution of SMDC to the Physical Environment of the school**

Physical environment	Fully	Partially	Not at all
Infrastructure	----	20 (12.5%)	140 (87.5%)

Library	----	18 (11.25%)	142 (88.75%)
Laboratory	3 (1.875%)	24 (15%)	133 (83.125%)
Electricity	----	13 (8.125%)	147 (91.875%)
Game and sports	2 (1.25%)	6 (3.75%)	152 (95%)
Art education	----	8 (5%)	152 (95%)
Vocational education	-----	----	160 (100%)

It is observed from table-5 that, A majority (87.5%) of members agreed that they have not contributed at all in building infrastructural facility and only 12.5% have partially contributed for this. So far as library is concerned, 88.75% have not contributed at all and 11.25% have contributed partially. Similarly, a major chunk of members (83.125%) agreed that they have contributed nothing for laboratory of the schools, 15% have partial contribution and 1.875% of members have full contribution towards laboratory. In similar manner, it is clear from the table that 91.875% of the members have not contributed for electrification and only 8.125% of the members have partial contribution to this facility in the schools. When it is discussed about games and sports, only 1.25% agreed that they have contributed fully, 3.75% partially and 95% have not contributed at all. For Art Education 5% of the members have contributed partially and 95% have not contributed at all.

All members (100%) agreed that they have not contributed anything for vocational education. The researcher observed that the majority of SMDC members had made no contribution at all for construction of infrastructure, library, electricity, art education and only a few have partially contributed in this regard. A small number of SMDC members have contributed fully for games and sports and laboratory. But, their contribution towards vocational training is negligible.

**Table-6: Contribution of SMDC to teaching-learning environment of the school**

Teaching-learning environment	Fully	Partially	Not at all
Classroom furniture	----	16 (10%)	144 (90%)
Maps and charts	----	14 (8.75%)	146 (91.25%)
Teaching	18 (11.25%)	35 (21.875%)	107 (67%)
Examination	20 (12.5%)	12 (7.5%)	128 (80%)
Environment	----	18 (11.25%)	142 (88.75%)
Attendance	----	14 (8.75%)	146 (91.25%)
Retention	----	18 (11.25%)	142 (88.75%)
Rewards/prizes	5 (3.125%)	27 (16.875%)	128 (80%)

The table-6 clearly indicates that most of the members 90% agreed that they have made no contribution to the cost of the furniture for the classroom, and only 10% said they have made partial contribution. In terms of maps and charts, 91.25% have made no contributions, while 8.75% have made partial contribution.

Similar to this, a substantial portion of members (66.875%) stated that they have made no contribution to the purchase of school teaching equipment, while 21.875% have made a partial contribution and 11.25% have made a full contribution. Similar to this, it is evident from the table that 12.5% of members have made a full contribution, 7.5% of members have made a partial contribution, and 80% of members have not contributed to the examination facility in the schools. When asked whether they have contributed in any way to environmental issues, only 11.25% of participants answered they have, while 89.75% stated that they have not at all. Only a small percentage (8.75%) has helped to maintain and increase the students' attendance, and 91.25% have made no contribution at all. To retain students at the school, 11.25% of the members agreed that they have partially contributed but 88.75% of the members have done nothing. The majority of members (80%) admitted that they have not given any money towards rewarding children for their success in sports or other school-sponsored events, while 16.87% have given some money and 3.12% have given fully financial support in some field. It is observed that maximum SMDC members do not contribute anything to the classroom. Some members made partial contributions to map and charts. Most members have not contributed to the cost of purchasing educational tools. The bulk of members have made no contributions at all to the teaching. SMDC members have made a very small contribution to staff and student retention, attendance, rewards, and the atmosphere. Only a small number of members fully contributed for rewards and prizes.

**Table-7: Contribution of SMDC to organizational environment of the school**

<b>Organizational environment</b>	<b>Fully</b>	<b>Partially</b>	<b>Not at all</b>
Proper utilization of government grant	27 (16.875%)	82 (51.25%)	51 (31.875%)
Monitoring	13 (8.125%)	43 (26.875%)	104 (65%)

It is observed from table-7 that most of the members (51.25%) stated that they have made partial contribution to proper utilization of government grant, while 31.875% have made no contribution and 16.875% have made a full contribution. Similarly, a majority (65%) have contributed not at all, 26.875% have contributed partially and 8.125% have full contribution in monitoring all activities of sample schools. It is observed that the contribution of SMDC members towards proper utilization of government grant and monitoring the school activities is quite negligible to promote quality education to the students of secondary schools.

**Discussion:** Effectiveness of SMDC Members in contributing to the Quality of Education offered by the School.

- It is observed that 65.625% of the members of SMDC group are teachers and 34.375% of the members are from among the male guardians, female guardians, local body and minority group. But there is no representation from the members with educational backwardness and women group in 80 schools.
- It is found that the 91.875% of SMDC members are getting only 3 days of training under RMSA. At block level, the training is provided to some selected teachers and the teachers provide training to the SMDC members at the school level. While 8.125% of SMDC members are not trained.
- It is found that frequency of monthly SMDC meetings is very poor. 65% of the schools conduct meeting once in six months, 31.25% of the schools conduct meeting once in three months and only 3.75% of schools do this once in a month.
- It is found that full participation of members in SMDC meetings is very poor. Only 10% are taking part in all SMDC meeting, 38.75% are more than 50 percent and 51% are attending less than 51.25 percent meeting.

- It is observed that lack of proper information (31.25%) is one of the main reasons of non-participation in SMDC meeting, along with lack of interest (23.75%), un-scheduled meeting (23.125%), lack of clarity in agenda (13.125%) and also some other reasons (8.75%).
- It is found that 87.5% of SMDC members have made no contribution at all for construction of infrastructure and only 12.5% have partially contributed in this regard.
- It is observed that 11.25% of SMDC members have partially contributed for the library whereas, 88.75% of SMDC members have not contributed at all.
- It is observed that 91.875% of members are not contributed for electricity and only 8.125% of members of SMDC are partially contributed.
- It is observed that 83.125% of SMDC members are not contributed for laboratory, 15% are partially contributed while only 1.875% of members have full contribution towards laboratory.
- It is observed that the contribution of SMDC members is very low towards Art Education, Games & Sports. Only 5% of the members have contributed partially while 95% have not contributed at all for Art Education. Similarly, 1.25% agreed that they contributed fully, 3.75% partially and 95% have not contributed at all for Games& Sports.
- It is found out that contribution of SMDC members are nothing towards vocational education.
- It is observed that for classroom furniture contribution 90% of SMDC members are not contributed at all while only 10% are partially contributed.
- It is found that for map and charts 8.75% of members have partially contributed while 91.25% of members have made no contribution.
- It is found that 66.875% of members have made no contribution, 21.875% of members have made partial contribution and only 11.25% of members have made fully contribution towards school teaching.
- It is found that only 12.5% of members have made fully contribution, 7.5% have partial and 80% of members have made no contribution towards Examination in the school.
- It is observed that the contribution of members towards environmental, attendance, rewards and retention of staffs and students is not visible. There is no fully contribution of SMDC members. Only 11.25% have partial and 88.75% have not contributed at all towards Environment. Likely, 8.75% of members have made partial and 91.25% have not contributed at all towards attendance in the schools. Similarly, 11.25% of members have partially and 88.75% of members have not contributed at all towards retention of students in the schools.
- It is found that only 3.125% of SMDC members have full contribution, 16.875% of members have partial and 80% have no contribution towards rewards/ prizes.
- It is observed that 16.875% of SMDC members have contributed fully, 51.25% have partially and 31.875% have not contributed at all towards proper utilization of Government Grant in the schools.
- It is observed that 65% of members are not monitoring, 26.875% are partially and only 8.125% of SMDC members are fully monitoring on organizational environment in the schools.

Each and every school has developed a SMDC made up of educators, parents, members of the local community, head teachers, and other notable members of the area. The goal is to continuously monitor school education and to collaborate on ways to enhance the teaching-learning process. In this regard, they examine classroom amenities, physical infrastructure, teacher qualification for effective instruction in

classrooms, the degree of student learning in classrooms, etc. In other words, they serve as planning, reviewing, and supportive organizations for various school-based programs. The involvement of teacher members is important for improving the teaching and learning environment by creating new teaching strategies, coming up with innovative ways to recognize and reward students for their accomplishments in examinations and other activities, and keeping dropout students in school through counseling. They also keep an eye on the activities of the schools and motivate the pupils to attend class by offering rewards for perfect attendance at annual events. The SMDC members who are not teachers, however, are believed to be more involved in ensuring that government grants are used properly. It is identified from the study that the members are not able to be the part of SMC meeting due to lack of interest, lack of proper information and un-scheduled meeting. The study resulted that the members have no significant contribution to update physical, teaching-learning and organizational environment of the schools. The results are supported by the studies conducted by Osei-Owusuet.al (2012), Kiprono et.al (2015), Sethi & Muddgal (2017) and Sehwat & Roy (2021).

The results are not supported by the studies conducted by Kumar (2016), Shrivastava (2018), Meher& Patel (2018), Shrivastava (2018), Sehwat & Roy (2021).

It is, therefore, concluded that SMDC members need to be motivated to be the part of all activities of the school with an intention of monitoring school education constantly and working together to find methods to improve teaching and learning. The sole purpose is to provide support for different school-based activities to create a healthy environment in the school.

### **Educational Implications:**

SMDC members;

- i. need to be oriented on quality education in general and secondary education in particular.
- ii. need to support to improve physical environment by contributing towards library, science labs and other facilities.
- iii. who are qualified can be the part of the academic programme of the school.
- iv. need to actively engage in regular monitoring of teachers' activities.
- v. need to encourage the heads of the schools to conduct PTA at regular intervals of time.
- vi. need to monitor the organization of activities as per the annual calendar and organization of developmental activities as per the School Development Plan (SDP).
- vii. need to motivate the students by awarding the students for their achievements.
- viii. need to counsel nearby population in an area to spread the awareness of schooling in rural area.

**Conclusion:** The present study examined the effectiveness of School Management and Development Committees (SMDCs) in enhancing the quality of secondary education in the context of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in Balasore district of Odisha. The findings indicate that although SMDCs have been constituted in most secondary schools in accordance with RMSA guidelines, their actual functioning and contribution toward improving school quality remain limited. While a majority of members have received basic training under the scheme, their awareness of roles, responsibilities, and operational procedures is still inadequate, which affects their participation in school-related activities.

The study reveals that SMDC meetings are not conducted regularly in many schools, and the level of participation among members is relatively low. Lack of proper information, irregular scheduling of meetings,

and absence of clarity in the agenda are some of the major reasons for the low attendance of members. As a result, the committees are not able to effectively perform their intended functions of planning, monitoring, and supporting school development activities.

Furthermore, the findings show that the contribution of SMDC members toward improving the physical environment, teaching–learning processes, and organizational management of schools is minimal. Most members have not been actively involved in strengthening infrastructure, promoting academic resources, monitoring classroom activities, or supporting co-curricular initiatives. Their involvement is comparatively higher in areas related to the utilization of government grants, though even in this aspect the participation is largely partial.

Despite these limitations, SMDCs possess significant potential as community-based decentralized bodies capable of strengthening school governance, accountability, and local participation in education. If members are provided with regular orientation, adequate training, and clear communication regarding their roles, they can play a more active role in supporting school improvement initiatives. Therefore, strengthening the capacity and engagement of SMDC members is essential for ensuring effective implementation of RMSA and for promoting sustainable improvement in the quality of secondary education.

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