

Government of Karnataka  
Department of State Educational Research and  
Training

Policy Planning Unit: Research Series-01  
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A study to evaluate the functioning  
of  
School Development and Monitoring Committees in  
Karnataka

*Report Summary*



Centre for Child and the Law  
NLS

The first in-depth study of Community  
Participation in Government elementary Schools  
in Karnataka

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## **COMMUNITY PARTICIPATION-EXCERPTS FROM NATIONAL POLICIES**

Local communities, through appropriate bodies, will be assigned a major role in programmes of school improvement

Para 10.8  
National Policy on Education -1986

The basic function of democratic decentralisation is to ensure that the development planning is more responsive and adaptable to regional and local needs of the population. It ensures people's participation –the fact recognized by all for the success of developmental programmes. Further, it is also based on the premises that the people at the grassroots levels have a better perception of their requirements

Para 1.10  
Central Advisory Board of Education: Committee on Decentralised Management of Education-1993

The success of Sarva Shiksha Abhiyan will depend on the quality of the community based planning process. While SSA is formulated on the premise that the community can plan, it also accepts the tremendous requirement for developing capacities in communities to do so. The heterogeneity of local communities in many regions often poses problems of unanimity on proposed planning criteria. It is important to recognize a habitation, rather than a village, as a unit of planning as most habitations have a higher degree of community solidarity. Similarly, in urban areas, a cluster of households in the same slum settlement has to be a unit of planning.

Para2.2  
Sarva Shiksha Abhiyan: Framework for Implementation-2000

**COMMUNITY PARTICIPATION  
EXCERPTS FROM STATE REPORT OF TASK FORCE ON EDUCATION**

**“Community ownership of the school should be ensured through legislation providing for the establishment and empowerment of School Development and Monitoring Committees ....and de-centralize functions from higher levels. Legislation should be brought in urgently to give teeth to these bodies”.**

**Para 10(a)**

**Interim Report of Task Force on Education**

## **Preface**

There have been some developments after the School Development and Monitoring Committee research study was completed in 2004. The significance is that these developments are expected to ensure the convergence of SDMCs with the Panchayat Raj Institutions.

The central theme of the recommendations of the SDMC study was to maintain the autonomy of SDMCs as a decentralized institution formed and administered by the ultimate stakeholders. Even as this study report was being submitted to the government the State Department of Panchayat Raj issued notification (6<sup>th</sup> May 2004 and 16<sup>th</sup> November 2004) recommending the abolition of all the institutions functioning parallel to Panchayat Raj Institutions.

The Government of Karnataka has also passed an order transferring 20 state plan schemes and 7 non-plan schemes to the Zilla Panchayat sector in the head of account of Primary and Secondary education and some functions are now in the domain of Gram Panchayat. Incidentally, these functions are more or less similar to what is expected of the SDMC as suggested in the executive order.

Also, the Department of Education and Department of Rural Development and Panchayat Raj are in dialogue to fine tune the issues to give legal status to the SDMCs.

## **Executive Summary**

### **Preface**

The study on School Development and Monitory Committees in Karnataka was conducted by Policy Planning Unit in collaboration with Centre for Child and the Law. The recommendations of the study were submitted to Government of Karnataka, Department of Education in the year 2004. The central theme of the recommendations was to maintain the autonomy of SDMCs without the political interference. Meanwhile, there were new post study developments regarding the SDMCs in Karnataka, need to be recorded for the benefit of the readers.

After the study was conducted, the state Department of Panchayath Raj issued a notification,6/-5/2004, to mainstream the issue based local institutions within the framework of PRIs. A subsequent notification was issued by Government of Karnataka on 16<sup>th</sup> November 2004 which passed an order to transfer 20 state plan schemes and 7 non-plan schemes to ZP sector in the head of account of Primary and Secondary education. As well the notification clearly recommends that all the institutions that are functioning parallel to PRIs should be abolished. The activity mapping by the RDPR has distributed some of the functions to Gram Panchayat <sup>1</sup> that are also at present included in the functions of SDMCs.

In this context the research team of SDMC study is exploring the possibilities of bringing SDMCs under the purview of Panchayat Raj Institutions.

With these developments at the background, it is important to place the SDMCs that would ensure the convergence with the PRIs and strengthen the education sector to achieve the objective of UEE.

### **Background**

Many developing countries, including India, have been struggling to achieve the goal of universalisation of school education. However, these countries are already burdened with debt, budget deficits and falling revenues. Consequently, much effort has been expended on seeking external funding for education. This shift has created a great deal of concern in civil society. However, blueprints for educational reform have become a frequent agenda item at all levels of governance, from global to local. The turn of the millennium brought forth many strategies to achieve the goal of Uiversalisation of School Education (USE) by the year 2000 in their titles. The 21st century thus began against the failure to translate into performance the promise to secure at least Elementary education free of charge for all children.

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<sup>1</sup>The functions of GP specified in the activity mapping more or less similar to what is expected from SDMC

In India, Universalisation of School Education is a Constitutional mandate and commitment. Universalisation implies providing free and compulsory education to all children up to the age of fourteen years. Over the years, efforts have been made by the Central and State Governments towards achieving the goal of universalisation of school education. Despite all these efforts the goal still remains elusive. All these years the focus was more on the quantitative expansion of school education to cover the masses. Very little has been done to consolidate the expansion and emphasise the qualitative aspect. Today the context of USE has undergone many changes. The Constitutional 86<sup>th</sup> Amendment Act, 2002 provides the status of fundamental right to education. The process of formulating a skeletal Central legislation to give effect to the Constitutional amendment is under process. On the other hand, there is a new mood sweeping across the country demanding equitable quality education for all children and for the millions of less privileged children, in particular.

While reflecting on education we must recognize that there have been quite a lot of achievements on the education front -both at the national level and in our own State. Some of these we have already recognized. In addition, we must recognize that the overall objective of providing a school within a reasonable walking distance for every child in every village/habitation is almost achieved. In other words, a large number of Government-run primary and secondary schools have already been set up across the length and breadth of the State. But the challenge is to make these schools functional. Very often these schools have only one or two teachers, not enough classrooms, no drinking water, no toilets, and above all no real education taking place. It is in this context that many campaigns have now started concentrating on making these schools function and quite a few have achieved remarkable success.

It is in this context that the Sarva Shiksha Abhiyan has been implemented across the nation to achieve the long-cherished goal of Universalisation of Elementary Education through a time-bound integrated approach, in partnership with the State. Sarva Shiksha Abhiyan, which promises to change the face of the elementary education sector in the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. The Sarva Shiksha Abhiyan is an effort to recognize the need for improving the performance of the school system and to provide community-owned quality elementary education in mission mode. It also envisages bridging of gender and social gaps.

These new developments in school education have thrown up new areas of research to understand the nitty-gritty of community participation in school education. This is very important in preparing and implementing viable and working models to involve the community in schooling. Therefore, it is important to understand the mechanism of community participation: how it works; what mechanisms are used; what benefits it can yield; and what our expectations of this process are. A deeper understanding of this issue is of paramount importance, since the link between community participation and equitable quality education itself is a complex issue.

## The Study

The current study undertaken by the Policy Planning Unit of the Government of Karnataka in collaboration with the Azim Premji Foundation and the Centre for Child and the Law, National Law School of India University aims at understanding the efforts made by the Government of Karnataka to involve the community in school education through School Development and Monitoring Committees as recommended by the Education Task Force. This is a unique effort in the country to involve primary stakeholders, the parents of school-going children, to play a prominent role in the overall governance of school education. The study has been undertaken with the following objectives:

- To list out the general facilities available in the village as a support system for the process of UEE
- To assess the facilities available in the school to impart quality education to all children
- To assess the availability of various type of information about SDMCs at the school level
- To study the procedure and process adopted for the formation of SDMCs
- To get a general picture of the socio-economic status of the SDMC members
- To assess the level of awareness of SDMC members on various aspects of the SDMC as mentioned in the circular
- To assess the degree of participation of SDMC members at various levels of schooling
- To assess the perception of SDMC and non-SDMC members about the functioning of SDMCs
- To identify the strengths and weaknesses of the SDMCs in order to strengthen their working in schools
- To assess the perception of government functionaries on the functioning of SDMCs.

However, the present study focuses only on the role of School Development and Monitoring Committee members with respect to Universalisation of Elementary Education. The present study has confined itself to Lower Primary and Higher Primary schools. The functioning of the School Development and Monitoring Committee with respect to High Schools is outside the purview of this study.

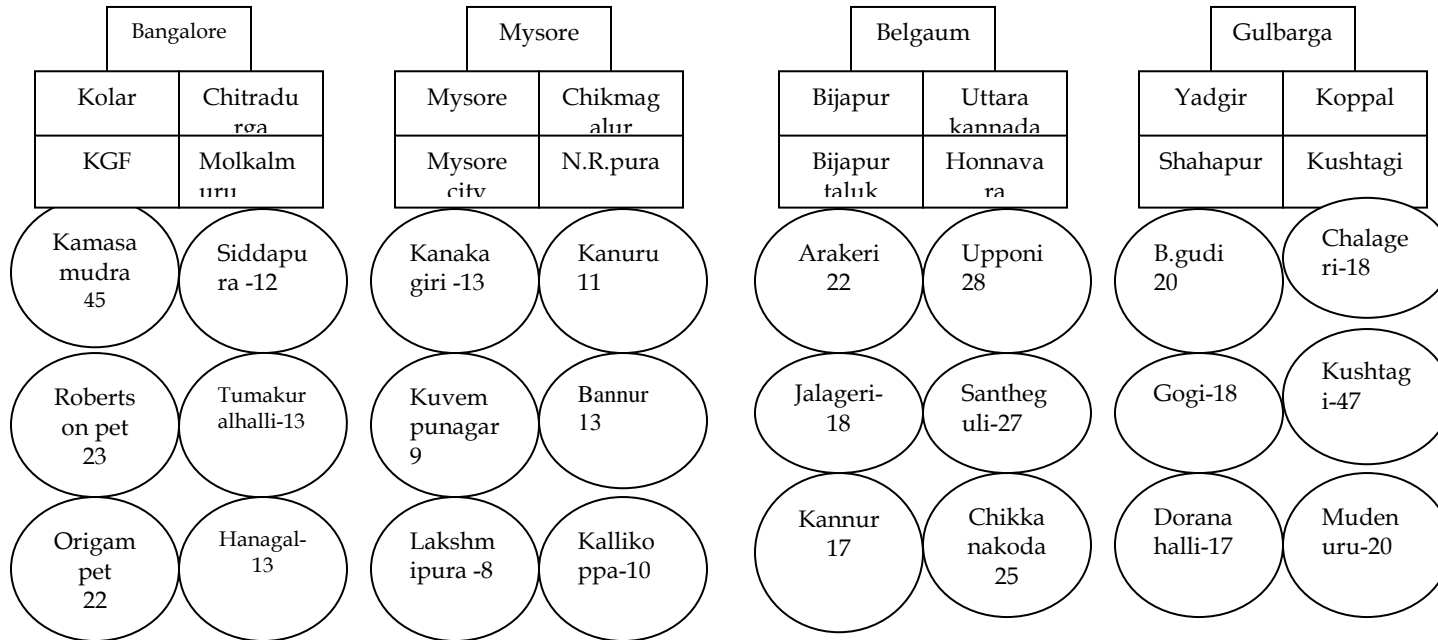
The study made a thorough examination of the various aspects of SDMCs in Karnataka and came up with recommendations.

## Sample details

### I Map of sample selection

Particulars	Number
Number of Villages	263
Number of Clusters	24
Number of Education Blocks	8
Number of districts	8
Schools	
Particulars	Number
Total Number of Schools surveyed	460
Number of Lower Primary Schools	264
Number of Model Higher Primary Schools	15

### II Geographical coverage



Note: The number attached to the name of the cluster indicates the number of schools covered under the study.

### III Sample stakeholders

Particulars of stakeholders interviewed	Number
SDMC Presidents	437
SDMC Women representatives	316
SDMC nominated members (Donors)	216
SDMC ex-officio members	328
SDMC nominated members (Anganwadi/NGO/ Educationist)	335
SDMC SC/ST members	347
SDMC Student representatives	339
Head Teachers	407
Teachers	440
Students	427
Parents	424
Community	411
Block Education Officers	8
Block Resource Coordinators	8
Block Resource Persons	11
Education Coordinators	12
Cluster Resource Persons	20

#### Some of the concluding findings

Data on the functioning of SDMCs was collected through survey, focus group discussions and extended consultation with the government functionaries. The following conclusions can be drawn on the analysis of the data – survey, reports and contextual comments.

#### General Scenario:

Data on the general facilities, community organisations and educational facilities in the selected sample villages was collected, analysed and some of the broad conclusions are drawn.

- 72% of the villages reported that they have Anganwadi facilities. It was observed that pre-school facilities in the village have to work in conjunction with the primary schools.
- 65% of the villages have community organisations like self-help groups, Dalit Sanghas, farmers' organisations etc. There is scope for the involvement of self-help groups like Stree Shakti, run by women members, in school activities.
- During the field study it was also observed that the youth clubs have shown keen interest in the development of the school. Mobilisation of local youth for school activities can add value as an advocacy tool.
- 55% of the villages reported that education-related issues are discussed at the Gram Sabha.

- 30% of the schools reported that the CRCs are located at a distance of more than 8 km. This means that CRCs, the lowest unit of 'quality excellence' in the structure of school education, are not in a position to interact more frequently with the schools.

### **Educational Scenario:**

The following conclusions are drawn from the analysis of information on facilities within the school:

- Nearly 93% of the sample schools reported that they have school buildings. It was observed during the field study that many school buildings are not constructed properly and are not usable in all weather conditions. 41% of the schools reported that they have a Head Teacher's room and office rooms. The condition of schools functioning in rented premises is far below the standards. There is an urgent need to monitor school structures with regard to number of classrooms, Head Teacher's room, office etc. as well as quality of construction etc. based on norms and specifications.
- Most of the schools still do not have basic teaching-learning materials like blackboards, charts and maps as per the norms. There is a need to look into this matter case by case in each cluster.
- A number of schools still lack library facilities, and those with libraries (19%) reported that they were hardly used. This clearly shows that the schools are lagging behind in making optimal use of this facility. This impacts on learning levels. The SDMCs need to pay attention to development of libraries and motivating teachers and children to make full use of them.
- Despite increased emphasis on toilet facilities there are still many schools without toilet facilities. 41% of the students reported that a separate toilet facility for girls is available in the school but 70% of them also responded that there is no water facility attached to the toilets. Mere availability of a facility may not mean much unless it is functional and maintained properly. 53% of the schools have a public water tap in the school and 32% reported that they fetch water from outside, thus indicating that children are made to do odd jobs.
- It is widely accepted that sports provide children with opportunities to more freely explore/experience and interact with the physical and social surroundings. Sports also develop team work, leadership qualities etc. Even in Minimum Level of Learning, the importance on non-cognitive learning has been emphasised. But only around 50% of the schools reported that they have facilities for indoor and outdoor sports. This implies that children are denied opportunities for non-cognitive learning to that extent.

- It is a government norm that every school in the state shall function at least 220 days a year. It was found that in contravention of this norm, there are some schools in the state which have worked for less than 200 days. While it is the duty of the Head Teacher to ensure 220 working days, it is possible that such a situation arises because teachers of these schools may be attending to other official duties. It is also the duty of the SDMC to ensure 220 working days. But it is possible that they i) are not aware of this norm, ii) are not aware that this is one of their duties.

#### **Presence of supportive and supplementary literature on SDMCs:**

- 20% of the schools reported that they do not have SDMC circulars and more than 40% reported that they do not possess other related literature. Equity in dissemination of information plays a crucial role in ensuring clarity of any process.

#### **Constitution and composition of SDMCs:**

- There are still some schools which have not constituted SDMCs. The monitoring mechanism thus seems to be ineffective in documenting non-formation of SDMCs and in taking further action. The findings of the survey contradict the opinions of functionaries on the constitution of SDMCs. While the survey data show that 2% of the schools are still without SDMCs, the functionaries from cluster to block said that all the schools coming under their jurisdiction have formed SDMCs.
- The circular clearly states that one student from either Class 7 or Class 10 shall be nominated as a member. Contradictory to the circular, 46% of the student representatives who were interviewed are from Class 4 or 5. This highlights the need to include student representation from LPS in SDMCs.
- The findings clearly show that there is low representation of girls as student representatives in SDMCs. 68% of the student representatives who were interviewed are boys. Action is required to encourage girl students to take part in the SDMC activities. Students from SC/ST communities also need representation since they are still an underprivileged section.
- It was observed that there is a need to have representation from both LPS and HPS in the case of combined schools to ensure fair representation.
- The findings show that the parents of 35% of the student representatives were SDMC members, and there is a possibility

that children of SDMC members are more likely to become student representatives. In this connection, it is important to specify criteria for selection of student representatives. Since SDMCs are supposed to ensure regular attendance and improve learning levels, regular attendance and high achievement could serve as the criteria.

### **Socio-economic status of SDMC members:**

- As against the general perception of SDMC Presidents being illiterate, it was found that 90% of them are literate. During the field study, it was observed that illiterate members are as effective as literate members and educational qualifications therefore, cannot serve as a basis for selection of members.
- 91% of the SDMC Presidents are male. The majority of the teaching staff at the primary level consists of women and most of the Head Teachers complained that they have not been able to function effectively because the President is male. At present, the SDMC has given the power of sanctioning leave and restricted holiday to the President, and the Head Teachers complained that since Presidents are not regular they face difficulties in getting their consent for leave. Therefore the study concludes that a post of Vice-President should be created and powers related to sanctioning of leave to Head Teachers may be given to the Vice-President.
- It is clear from the findings that the majority of members and students are from the agricultural community. It has been observed that lack of attendance is mostly due to children being drawn into the occupation of their families, especially agriculture. And in most cases the seasonal variations in the occupational activities in which the children are involved do not coincide with the vacations declared by the Department. Children may be unable to attend school regularly either due to their involvement in agriculture or because the family migrates to a different place. To avoid such situations the vacation and school timings should be locale specific and the decision-making in this regard should be left to the SDMCs.
- There is a discrepancy between statements made in the focus group discussion and those in the survey. The field functionaries asserted that all the schools in their jurisdiction had SDMCs. But the survey showed that 2% of the schools are yet to form SDMCs. Therefore there is a need to impress upon the concerned CRPs and Educational Coordinators that every school within their area should form a SDMC within the time frame stipulated in the circular.

### **Awareness of SDMC constitution, composition, tenure and meetings**

- The norms governing the composition of SDMCs seem to be unclear to the schools, especially to the Head Teachers who are

supposed to form the SDMCs. There is a need to provide clarity on formation, tenure and composition of SDMCs to all the Head Teachers and teachers.

- There is a need to orient all the parents on SDMC formation, tenure and on process-related issues preceding the formation of SDMCs.
- The procedure for selection of the President has not been uniform and the current Presidents as well as the members are not aware of the procedure.
- It was observed during the field study and during the focus group discussions that many of the Presidents are not natural guardians of children studying in the same schools. This may be because of lack of information or because of lack of responsibility on the part of the Head Teachers. This needs special attention and the Head Teachers should be warned about it.
- The Presidents and members are not aware of the exact composition of SDMCs. The members are not aware of the categories to which they belong. There is a need to train all the members once the SDMC is constituted.
- The Head Teacher has not disseminated information regarding the process of formation of SDMCs. As a result, in many cases the members are not aware of their tenure and the frequency of meetings etc.

### **Awareness of objectives, powers and duties of SDMCs**

- Overall objectives like taking care of the school and discussing school-related issues seem to be known to most of the Presidents and women members. But the objectives related to finance are less widely known.
- The issues related to 'learning improvements' are not mentioned in the objectives. This has led to many members not focusing on learning achievements in their schools. Specific decision-making powers on academic issues are required.
- There is wide variation in members' level of awareness regarding SDMC objectives, powers and functions as laid down in the circular. This is due to lack of training and lack of dissemination of information.

### **Member participation:**

- It is interesting to note that 83% of the Presidents attend the monthly meetings. 50 to 70% of nominated, ex-officio members attend the meetings regularly. Attendance has to be made mandatory for all members to ensure effective functioning of SDMCs.
- It was observed that the reasons for non-participation in the meetings were unsuitable timings (since most of the members are in the agricultural sector and are daily wagers) and lack of intimation about the meetings. This has led to lack of continuity in participation in SDMCs.
- Many of the student representatives are not aware of the meetings either because they are not informed or because they have their classes at the time of the meeting. There is a need to take into consideration the availability of student representatives to ensure their participation in the meeting.
- There is no 'role clarity' among the student members. And most of the time students are assigned odd jobs and are not confident enough to discuss their problems. There is a need to focus on this issue.

#### **Perception of government functionaries on the functioning of SDMCs:**

- According to the block-level functionaries all the schools in their jurisdiction have formed SDMCs. However, the survey findings show that there are still many schools which have not constituted SDMCs. There is need to strengthen the reporting mechanism to ensure formation of SDMCs in all the schools.
- Five out of eight block-level officers stated that SDMCs are functioning well and all of them felt that SDMCs should continue to work. Though there is a perception that SDMCs are gradually getting into party politics, the functionaries felt that SDMCs have a positive impact on school development.
- Most of the functionaries at block and cluster level felt that SDMC Presidents should be made accountable for financial misappropriation. However, the study feels that the Head Teacher being an educated person can bring cases of misappropriation to the notice of the committee and take suitable action with the permission of the committee.
- Most of the functionaries also felt that a minimum qualification has to be specified for the members. Since the data show that many are literate and even illiterate members have led the SDMCs successfully, this suggestion need not be considered.

### **Perception and participation of Head Teachers and teachers:**

- Head Teachers expressed their dissatisfaction with the joint account holding. However, SDMCs were given financial powers with the purpose of making both the school and the community accountable for the flow of funds and to ensure transparency of the process. This process may be continued to empower the SDMCs.
- In LPS it was found that most of the Head Teachers are women. Many of them complained that the powers given to the Presidents to sanction leave have caused inconvenience. This implies that there is a need to have an alternative arrangement to address this problem.
- Head Teachers complain that SDMC members do not attend the meetings regularly. This implies that mere formation of SDMCs is not sufficient to ensure school development and monitoring of its functioning. It is active participation and involvement that have an impact on school development as a whole.
- Not many teachers explicitly appreciate the performance of the SDMCs. When the data on reasons for their dissatisfaction was collected, it was found that the teachers are not involved in the functioning of SDMCs. This creates an unhealthy atmosphere in the teacher community at large. There is a need to enlist the involvement of teachers for the following reasons:
  - Teachers are involved in the day-to-day school activities of the children and constantly interact with the parents.
  - They are also involved in the Child Census and therefore are aware of the ground realities.
  - 'Quality improvement' is one of the main objectives of the SDMC and therefore it is essential to make all the teachers participate in the SDMCs so that they can be partners in designing the activities related to 'learning improvements'.
  - It has been observed that in many schools, teachers are not aware of the happenings in the SDMC and therefore have been alienated from the SDMC, despite their physical presence in the school.

### **Perceptions of stakeholders other than the SDMC core committee, i.e parents, students and the community**

- Not all the parents are aware of the existence of SDMCs. This has resulted in poor participation of the parents in the General Body meetings. There is a need to communicate information regarding the existence of SDMCs through their wards and the teachers in the SDMC.

- A very small percentage of parents said that SDMCs have an impact on 'learning'. This makes it necessary to add 'learning' as one of the objectives of SDMCs.
- The school timings and the long vacations do not suit children from agricultural families. Therefore there is a need to rethink this issue and the functioning of schools has to be redesigned to suit the needs of such children.
- The state government provides many incentives like free textbooks, uniforms and TLM. The findings show that not many children are availing of these facilities. The children are either not aware of the facilities that are provided by the state free of cost or there is need to re-examine the distribution mechanism. In both the cases the SDMC can play an important role.
- 69% of children reported that they do not want to be punished in school. Punishment has an adverse effect on attendance, learning and personality development. There is a need to evolve innovative methods like counselling to tackle these issues.
- 58% of the community members are fully satisfied with the present functioning of SDMCs. Despite the SDMC being a novel experiment in community participation, it has made a good beginning in that direction.

### **Perceptions on effective functioning**

- Most of the SDMCs have prioritised civil works and have made contributions towards such works.
- Some members have put in extra effort by providing tuition to school children.
- Not many members have taken any specific measures regarding the 'learning levels of the children in the schools'.
- It was observed that frequent visits to schools by SDMC members have resulted in mutual support and constant monitoring of school development.
- Communities need to be convinced that the state is only a 'facilitator' and it is up to them to 'own' the school. Unless the 'ownership' is there, the UEE may remain a distant goal.

## **Recommendations**

### Structure and Composition of SDMCs

1. The existing SDMCs at school level should be continued in letter and spirit as the last unit of decentralization in the administration and monitoring of education to ensure equitable quality education to all children.

2. There is an urgent need to protect the autonomy of SDMCs from political interference both at the stage of formation and in day-to-day functioning, in order to maintain and protect the transparent and democratic functioning of SDMCs.
3. To overcome the prevailing ambiguity and confusion about the formation of SDMCs at the school level, a modified circular has to be issued without distorting the content and spirit of the first executive circular issued on 28.04.2001.
4. All other circulars issued thereafter (after the first executive order) negate the democratic procedure outlined in the first circular. Therefore, the study recommends that the State withdraw with immediate effect all circulars issued after the first executive circular.
5. To widen community participation, the study recommends that the following categories should be included in the SDMC in addition to the existing composition:
  - Teachers of the school shall be included as ex-officio members and the Headmaster /Senior Teacher will continue as the Secretary of the SDMC.
  - The President/Secretary of the Self-Help Group/Stree Shakti shall be a nominated member.
  - At least two student representatives, preferably class representatives from each class, shall be nominated to the SDMC from Class 4 onwards to ensure student participation in the process of schooling. While nominating the student representatives adequate care should be taken to give representation to gender, social groups and ensure wider representation.
  - In the context of inclusive education, to integrate all other on-going (apart from school) efforts to mainstream children back to school, representation should be given to institutions like National/State Child Labour Project (Labour Department), Children's Home (Women and Child Welfare) and other institutions practicing innovations in school education in the vicinity of the school.
  - In addition to the existing post of President, there shall be a post of Vice-President to ensure smooth functioning of SDMCs in the absence of the President. One of these posts shall be reserved for the woman representative in the core committee.
  - To overcome the prevailing confusion, 'Gram Panchayat representative' means the elected Gram Panchayat member from the area where the school is situated.

### **Formation of SDMCs**

1. SDMCs shall be constituted within two months of issue of the modified or new executive circular and reconstituted at the end of the three-year tenure in accordance with the procedure outlined in the circular.
2. A broad framework for constituting sub-committees to introduce further decentralization within the SDMC structure in relation to roles and responsibilities should be issued by the State in consultation with

- experts.
3. The Cluster Resource Person should be made responsible for constituting SDMCs in all schools in the cluster within the given time frame with the help of Education Coordinators.
  4. The Cluster Resource Person and Education Coordinator should follow the democratic procedure outlined in the circular on the formation of SDMCs. After formation, a detailed report should be submitted to the BEO and BRC for further follow-up.

### **Administration, Monitoring, Academics and Finance**

1. In addition to the existing powers, SDMCs should be given powers to decide about school timings and vacations.
2. All the SDMC members visit the school to ensure smooth and effective functioning. However, necessary guidelines to improve the mechanism of monitoring without affecting the learning process should be issued to all SDMCs in the state.
3. SDMCs be given powers to collect education cess from the villagers/ the specified area in an urban conglomeration to build a corpus fund for the school. The Government should consult experts in the field before issuing an official circular in this regard.
4. All schools should be encouraged to maintain a list of alumni to collect contributions from them. The list could be prepared in consultation with SDMC members.
5. The head Teacher cum Secretary should bring to the notice of the SDMC, any income/expenditure exceeding Rs. 1,000 and take its approval to maintain financial transparency.
6. There is an urgent need to orient SDMC members to move beyond civil works and participate in the academic activities and thus provide equal emphasis to school development and academic progress.
7. To begin with, members with reasonable qualifications (SSLC and above) should be involved in curriculum construction, teacher training and other academic discussions pertaining to UEE. Later on, all the other members may be involved in the process. However, relevant strategies should be worked out to involve both literate and illiterate members with the same zeal and spirit.

### **Training**

1. All the primary stakeholders shall be trained. Training is mandatory for all the nine members of the core committee, Head Teacher, one teacher in each school, the anganwadi worker and the health worker.
2. Initial training should be completed within three months of constitution of the SDMC. This has to be ensured by the Block Education Officer and the Block Resource Coordinator.

3. The training should be imparted at the cluster level. The Education Coordinator of the area concerned should team up with the CRP to train the SDMC members. The BEOs and BRCs should attend the training whenever it is possible
4. The Head Teacher with the help of competent, trained SDMC members should impart a day's orientation to the other members of the SDMC at the school level.
5. To ensure effective training, the number of persons being trained at a time shall not exceed members of five SDMCs.
6. The study reveals that the funds allocated for training are inadequate. The study strongly recommends allocating sufficient funds to train all SDMC members.
7. The study felt that there is a strong need to develop a separate child-friendly training package for the student members in the nominated category to ensure meaningful participation of students in the process of schooling.
8. It is clear from the suggestions made by all the stakeholders that training should be provided to all the members (including student representatives) once in three years.
9. A training module for capacity-building of members shall be prepared to address specific categories of members and gender. The module should give equal emphasis to academic, administrative and infrastructural improvements.
10. The training design has to be evolved keeping in mind the changes occurring with time. 'Successful' SDMC Presidents and members in the cluster should be involved as training facilitators to share their experiences and motivate other SDMCs
11. The needs of both minority schools and the regional language schools shall be kept in mind while preparing the training module and during training.
12. Training at the block level in the beginning of the every year is essential to empower the student representatives regarding child rights and the SDMC. An appropriate training module should be prepared.
13. The members of the SDMC shall be trained to prepare 'a vision document' as a step forward towards community ownership of the school system in the habitation.
14. The members shall be trained for Internal Generation of Resources by maintaining alumni records and tapping resources through them.

15. During the training it shall be emphasized that the SDMCs are not created to police the activities of the school but to act as a support and 'guidance' mechanism.

16. Optimal use of mass media like teleconferencing, telecasting of documentary films, video clippings etc., to educate the community about SDMCs should be ensured.

#### **Documentation and follow-up:**

1. Periodic school visits by each SDMC member must be made mandatory.
2. An SDMC register (SDMC Book) has to be maintained in all the schools to record visits by members, the observations made, the suggestions given and the follow-up measures taken. The members should record the assessment details (as per the assessment-related suggestions).
3. All the process-related activities shall be documented and shared with all the stakeholders of the school.
4. A suitable platform shall be created to share 'Best Practices' among the SDMCs at cluster level.
5. It shall be the duty of the members to ensure that the available facilities are functional. Also, the committee shall ensure the improvement of existing school facilities, both physical and academic.
6. Flexibility to take into account locale-specific features may lead to effective functioning. Hence, SDMCs and schools shall have flexibility regarding school activities.
7. Exposure visits for SDMC members to schools where SDMCs are functioning effectively.
8. Duties and performance indicators shall be clearly specified so as to ensure statutory accountability.
9. Regularly / periodically, the SDMC presidents in a block / cluster should meet (maybe once or twice a year) to share their experiences and learning. These insights should be documented and shared through a 'shikshana varthe'.

#### **Linkages with Panchayat Raj Institutions**

1. The SDMC President and Vice-President should be permanent invitees to the concerned Gram Sabha meetings and adequate time and space should be provided to them to discuss the issues pertaining to school education.
2. The concerned SDMC Presidents shall be special invitees at the Gram Panchayat meetings. This would enable him/her to represent effectively at the Gram Panchayat the issues related to school.

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3. The Department of Public Instruction in collaboration with the Rural Development and Panchayati Raj Department should organize an orientation course for GP members about their role in the SDMC.