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A Study on Perception of Students' Parents towards Functioning Of School Management Committees in Kurung Kumey District of Arunachal Pradesh

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Abstract

School Management Committee (SMC) means a body constituted for better co-operation and co-ordination between society and teachers for improvement in the academic standards of students and infrastructure in a school as per the Right to Free and Compulsory Education Act 2009. Investigators examined perception of students' parents towards functioning of SMCs in Kurungkumey District of Arunachal Pradesh by adopting descriptive method of research and collecting data of 100 parents through Purposive Sampling technique. The content of the information was arranged thematically and subjected to analysis with the help of percentage technique by adopting qualitative approach. It was found that Most of the parents were matriculate and unemployed. They received information through their children attending SMC General House meeting several times. They were dissatisfied with selection process of SMC members. Due to lack of time, household workload or disinterest, they did not participate in the election process of SMC members. They were unaware of the provisions of visitors register in schools. After the establishment of SMC in government schools, enrolment of students has reduced. Health check-up camps were not organized and schools did not have library facilities for their children. They were not even satisfied with the school infrastructure available in the schools. Investigators suggested that SMC members need to be made aware of their rights and duties towards the school. There is a need to develop better understanding between teachers and parents to help teachers become familiar with the habits and interests, attitudes and aptitude of their students. There is a need to elect well-educated members for SMC. There is a need

Keywords

perception, parents, functioning, school management committee.

to invite educational and professional experts to the school through SMC for arranging interaction/discussion with parents, students and teachers on specific problems.

1. Introduction

Education is concerned with the aesthetic, cultural, moral, intellectual, physical, religious, social, spiritual and professional development of an individual. It plays an important role in the development of society. Education and society are interdependent on each other for their growth and development. The community brings its problems to the school for guidance and solutions. So the school is miniature of the society. School Management Committee (SMC) consists of representatives of the local authority, parents or guardians of students and the principal and teachers of the school *which plans*, implement and monitor developmental programmes for the school. Article 21A of the Right to Free and Compulsory Education Act 2009 (RTE), mandates the formation of SMCs in all elementary government, government-aided schools and special category schools in the country. SMC is the basic unit for decentralizing school governance with active involvement of parents in the school's functioning. Arunachal Pradesh Government has issued instructions that SMC for government primary, secondary and senior secondary schools is constituted as per guidelines. SMC means a body constituted for better co-operation and co-ordination between society and teachers for improvement in the academic standards of students and infrastructure in a school as per the terms and conditions contained in Office of the State Project Director Sarva Shiksha Abhiyan Rajya Mission, Itanagar **Arunachal Pradesh** on dated 12th July' 2010. It is worthy to note that SMC also has taken over all the role and functions of PTA.

1.1 Composition of Executive Body for School Management Committee

According to RTE Act, 2009, the following point specifies composition of SMC:

- 75% of the elected members of the SMC are parents of children, provided that fifty percent of the committee consists of women. Proportional representation is given to parents or guardians of children belonging to deprived groups and weaker sections.
- The remaining twenty-five percent strength of SMC is elected from among the following persons:
 - One-third of elected members of local authority (Gram Panchayat) are decided by local authority;
 - One-third of members of SMC are decided by school authority, from amongst teachers of school;
 - One-third of the members of SMC are decided by the parents from among the local academics.
- SMC elects a Chairman and Vice-Chairman from among the parent members to manage its affairs.
- The head teacher of the school or where there is no head teacher in the school, senior most teacher of the school is the ex-officio member-convenor/secretary of SMC.
- Where there are two or more schools in a Panchayat, the Panchayat President is the member of SMC of one school and in the remaining schools the ward members are the members of SMC.
- SMC meets at least once a month and the minutes and decisions of the meetings are properly recorded and made available to the public. This means that executive committee has a maximum of 20 members. The Chairman of SMC is the parent of any student studying in the school. The Composition of Executive Body for School Management Committee (SMC) is given in table no.1.1

Table no.1.1

Composition of Executive Body for School Management Committee

Sr.No	Members Of Executive Body For SMC	Designations		Strengt h
1	Parents of children Preferably	Chairman		1
2	Parent of CWSN/Vulnerable	Vice- Chairman		1
3	Head of the school	Convener		1
4	Teacher representatives	Male Members-1	Women Member-1	2
5	Parents including disadvantage section	Male members -5	Woman member-6	11
6	Educationist/Philanthropist /NGO/Retired Official	Male member - 1	Woman member-1	2
7	Elected member of Local Body	Male Member-1	Woman member-1	2
	Total Strength			20

1.2 Functions of School Management Committee (SMC)

The School Management Committee performs the following functions:

1.2.1 Monitor the functioning of the school.

- It ensures regularity and punctuality in the attendance of school teachers.
- It assesses learning ability of each child and gives additional instruction accordingly if necessary.
- This ensures enrolment and continuous attendance of all children in the vicinity of the school.
- It brings to attention of local education authority any deviation from children's rights, especially mental and physical abuse of children, denial of admission and provision of timely free rights.
- It informs population around school in creative ways about the rights of child as stated in the Act as well as duties of appropriate government, local authority, school, parents and guardians.
- It is ensures that no child will be charged any fees and he or she will be motivated to pursue and complete elementary education.

- It identifies needs, formulates a plan and monitors implementation of provisions where a child above age of six years is not enrolled in school or does not complete his elementary education even after being enrolled. He is given admission in appropriate class according to his age.
- It monitors the identification and enrolment of CWSN and mobilizes facilities for the education of children with disabilities in accordance with the Equal Opportunities, Protection and Full Participation Act 1995 and ensures their participation and completion in elementary education.
- It lists out specifications for equitable quality of education in a school.
- It monitors the implementation of the mid-day meal in the school
- It ensures that no teacher engages himself or herself in private tuition or private teaching activity.

1.2.2 Preparation, recommendation, implementation and monitoring of school development plan

1. Every SMC prepares a school development plan every year in the prescribed manner.

2. SMC prepares a school development plan at least three months before the end of financial year.
3. It monitors that teachers are not burdened with non-academic duties.
4. The School Development Plan is signed by the Chairman or Vice Chairman and Convener of SMC and submitted to local authority before the end of the financial year in which it is prepared.
5. For effective implementation and monitoring of the School Development Plan, sub-committees and sub-groups with co-opted members have been formed with parents, HMs, teachers, children, educationists, BRTEs, local engineers, elected representatives, civil society as per the request/requirement of SMC.

1.2.3 Monitoring Utilization of Grants Received from Appropriate Government or Local Authority

- ❖ It prepares annual accounts of the income and expenditure of the school. Any money received by the said Committee for the discharge of its functions under this Act is kept in a separate account to be audited annually.
- ❖ The annual accounts should be signed by the Chairman or Vice-Chairman and convener of SMCs and should be made available to the local authority within one month of their preparation.

1.2.4 Performance of Other Functions

SMC performs such roles and functions as may be ordered from time to time. State Project Director, SSA has been directed to take necessary action to constitute a SMC in each school for planning, monitoring and implementation of S S A schemes as per RTE Act.

2. Review Of Related Literature

The investigators presented review of relevant studies related to the role of SMC in community-school partnership for school effectiveness in

chronological order from year 2010 to 2023 in the following ways:

The Office of the State Director SSA Mission, Itanagar, Arunachal Pradesh (2010) notified guidelines for structure and functions of School Management Committee at all elementary level (primary/middle) attached to secondary/higher secondary schools in Arunachal Pradesh on 12th July 2010

Devi (2013) conducted a study on perceptions of parents towards SMC. She found that the problems faced by the children at the school as reported by the parents included no transport facility provided, unhygienic toilet facilities, lack of library facilities, parents being forced to arrange private tuitions for the children, lack of clean water, lack of English medium provision and parents' suggestions not being followed completely. Therefore, she suggested that members of SMC need to be made aware of their rights and duties towards the school.

National Coalition for Education (2017) studied the functioning of SMCs in 5 states in India and found that although SMCs have been formed, there was a lack of awareness about the functioning of SMCs and their roles and responsibilities among members. Due to inadequate knowledge, members were not aware of the issues to be raised. Most of the challenges faced by SMCs were due to low participation and lack of training on relevant skills related to their management functions.

Arunachal Times (2017) in its article titled "SMC floats classified advertisement seeking private teachers" published on 29 August 2017 stated that the SMC chairman of Government Secondary School in Pakke Kesang (East Kameng) had to invite applications from private teachers of mathematics and science subjects. The reason was that he did not receive any response from the Education Department of the Government of Arunachal Pradesh on his repeated requests regarding the vacant posts of teachers.

Nath (2020) studied the role of SMCs of Tezpur district of Assam and found that only 37% of SMC members have received training on their roles and responsibilities. A large number of SMC members had not received any training on their roles and responsibilities. Even The participation of SMC members from rural schools was less than that from urban schools. However members of SMCs were actively involved in monitoring school activities such as monitoring teachers' attendance.

Rajbongshi (2020) conducted a study on S M C in monitoring and supervision of elementary education in Sivasagar district of Assam and stated that community participation was an essential requirement in the all-round development of the school. The investigator suggested that SMC should be aware of the RTE rules and play its role positively by being ready to work for the school under the RTE Act of 2009.They needed motivational support, knowledge based training and guidance to be able to deal with the challenges and difficulties they faced.

Kharlukhi and Dkhar (2021) conducted a study on the functioning of SMCs in primary schools in Ri-Bhoi and West Jaintia Hills district of Meghalaya and found that there was a need for SMCs to step up and utilize their power given to them in a holistic manner .There was a need to follow prescribed guidelines to improve their performance. There was a need to provide support to the officers and other functionaries for better functioning of the School Management Committee.

Luttel (2021) examined the role, functions and involvement of SMCs in elementary education. It was found that SMC members fulfilled their functions, roles and were actively involved in achieving universal enrollment by checking attendance and absence of learners. They made parents aware about their children's education, infrastructure development and communicating through authorities. They made proper use of allocated funds and developed elementary education accordingly.

Kumar and Kumar (2021) studied the profile and roles of SMCs in improving the quality of education in primary schools of Himachal Pradesh. It was found that most of the SMC members had tenure of one year or less and there were more female members than male members. Most members had educational qualification below 12th standard and expected roles of the SMC committee.

Huchang (2021) studied Challenges and Issues in implementing the Right to Education. The investigator found that in fact, schools in Papumpare district of Arunachal Pradesh have made some progress only in terms of infrastructure development and student enrolment. Most of the parents, students and teachers were aware of RTE Act that it has a provision for free education, but they lack understanding about benefits of RTE for quality education. The investigator suggested that SMCs need to be effective in building partnerships between school officials, voluntary agencies, parents and various stakeholders for successful implementation of RTE Act in state and districts.

Panggeng (2022) investigated status of implementation of RTE Act 2009 in Bilat circle of East Siang district of Arunachal Pradesh, finding that every surveyed school has SMC which is constituted not by election but by choice. SMC members were selected from among parents of students, senior-most teachers and village elders. Schools in Bilat circle of East Siang district lack both human and physical resources. The investigator suggested that implementation of RTE Act 2009 in Bilat circle has not been done effectively. Hence, schools need immediate attention from both SMC and government authorities.

Kumar (2023) in his article on "Schools established before independence in Arunachal Pradesh to be declared as heritage schools, as said by Arunachal Pradesh Chief Minister Pema Khandu" stated that all the government schools in Arunachal Pradesh are established as heritage schools. Highlighting the importance of SMC in the proper functioning and development of

schools, the Chief Minister asked the SMC members of each schools in the state to regularly interact with teachers, students and parents and then submit reports to the concerned DDSE to meet the requirement.

Bage Bikash et al (2023) conducted a case study on the role of education in social development among the tribals of Arunachal Pradesh and found that most of the respondents promoted community-school partnerships for better understanding among them and proper education of their children. They suggested that the community could contribute to the schools by sending relevant community leaders such as religious leaders or village heads to the classes and discuss the community history, traditions, customs and culture that have been historically celebrated in the community. Schools can also contribute to community efforts by developing sustainable solutions to local problems.

2.1 Overview

Overview of various studies related to the role of SMC in empowering primary education, increasing the effectiveness of teachers and enrollment of children, exploring the reasons for school dropout, bridging the gap between community members and school and reducing teaching staff shortage provides better indicators about community-school partnerships.

3. Need of The study

School Management Committee has been constituted with a view to strengthen the community-school partnership so that quality education can be ensured especially in the government schools. As per the guidelines of the Office of the State Project Director, SSA, State Mission, Itanagar Arunachal Pradesh, SMCs have been constituted in all primary, secondary and higher secondary schools since 2010, Various governments of Arunachal Pradesh have also stressed the need for community participation in the functioning of the school since its inception. However, Education Statistics under SSA,

Arunachal Pradesh Government showed that the enrolment in the schools under government sector is decreasing day-by-day. It further indicated the parents' dissatisfaction with the functioning of the Government sector schools. This calls for introspection into the strengths and weaknesses of the educational development programmes in the state with the help of research studies. The previous studies depicted that community members (parents) were not familiar absolutely with school management committees. Committee members showed negligible interest in attending the meeting. Thus an attempt had been made by the investigators to critically examine perception of students' parents towards the functioning of SMCs in Kurungkumey District of Arunachal Pradesh. The present research study will be helpful to research scholars, research experts, policy planners and education administrators.

3.1 Statement of Research Study

“A Study on Perception of Students' Parents towards Functioning Of School Management Committees in Kurungkumey District of Arunachal Pradesh”

3.2 Operational Definition of the Terms used in the Statement of the Research Study

The following operational definitions of the terms used in the statement of the problem were highlighted by the investigators:

- ❖ The Term **Perception** refers to critical views of especially parents of school students(who were significant members of SMC as per its constitution) towards functioning of SMC established in government schools of Kurungkumey District of Arunachal Pradesh for the present study.
- ❖ The term **Students' Parents** refers to SMC members whose children were studying in government schools of Kurungkumey District of Arunachal Pradesh and were the actual respondents for citing the purpose of the present study.

❖ The term “**functioning of School Management Committee (SMC)**” refers to a body constituted for better co-operation and co-ordination between society and teachers for improvement in the academic standards of students and infrastructure in a school as per the terms and conditions contained in Office of the State Project Director SSA Rajya Mission, Itanagar **Arunachal Pradesh** on dated 12th July’ 2010.

3.3 Objectives of the Research Study

The investigators formulated the following objectives to conduct the present study:

1. To study educational background and occupations of students’ parents
2. To study perceptions of students’ parents about information received for SMC general house, selection process of SMC members and satisfaction with works done by SMC presidents.
3. To study perceptions of students’ parents about provisions of visitors’ registers and progress in the enrolment of students and staff strength in the schools and their satisfaction with the progress of academic achievement of the students, works done by the teachers and examination system.
4. To study perceptions of students’ parents about the provision of separate toilet facilities, health check-up camps for students organized, Mid-Day Meal scheme, library facilities for their children in the schools and the development of good habits among students.
5. To study perceptions of students’ parents about problems being faced by students

3.4 Hypothesis of the Study

The present study was descriptive in nature and perceptions of parents were sought content-wise in sequence to have in depth information about the role of SMC. Thus, no hypothesis was formulated.

3.5 Delimitation of the Study

The present study was delimited to:

- i. Kurungkumey District of Arunachal Pradesh.
- ii. Three Primary Schools of Koloriang block of Kurungkumey District of Arunachal Pradesh
- iii. 100 parents whose children were studying in sampled schools.

4. Research Method

The descriptive method of research was adopted to study perceptions of students’ parents towards the functioning of school management committees in Kurungkumey District Of Arunachal Pradesh.

4.1 Population and Sample

Investigators collected lists of community members (especially parents) whose children were studying in government primary schools *and who constituted the population of the present study*. The investigators selected three government primary schools and approached 100 parents belonging to *Koloriang block of Kurungkumey District of Arunachal Pradesh* by adopting Purposive Sampling technique.

4.2 Tool of the study

In order to collect the relevant information, the following tool was prepared by investigators:

“Interview Schedule for Students’ Parents”

4.3 Development of the Tool

The investigators studied the roles of PTA and SMC constituted for the school development in-depth through various related studies enlisted in different journals of Indian education system. They made efforts to consult head of the government schools, president of SMC and also parents of the students so as to collect requisite information to develop the interview schedules

for SMC members (parents of students). Not only this, they consulted prominent persons of the society, scholars and senior educationist in the field of education to make necessary improvement in those interview schedules.

4.3.1 Preparation Of Preliminary Draft Of Interview Schedule

For the preparation of preliminary drafts of interview schedule, statements were prepared keeping in mind the objectives of the study. The language of items was made simple and unambiguous so as to motivate respondents to provide required information. Double negatives, annoying and embarrassing statements were avoided and the items which have not agreed upon meaning were also deleted. Question items were presented in both open ended as well as close ended statements. After writing the items, they were shown to experts in the field of education for constructive criticism, improvement and modification.

4.3.2 Pre-Testing Of Tool

The preliminary drafts of the tools were administrated to the identified personnel in face-to-face situation and language of items was revised by the try-outs. To bring about

consistency in response pattern, content validity was established in the phases of construction.

4.3.3 Administration of Tool for Data Collection

The tool administrated personally to the selected 100 parents (whose children were studying in the government schools of Koloriang block of Kurungkumey District of Arunachal Pradesh). Before conducting the interviews, proper rapport was established with the subjects and the purpose of study explained to them. All the respondents were assured that the information provided by them used for research purpose only and it would be kept confidential. In such a way, interviews were conducted on parents in face to face situation with the help of interview schedules. The responses expressed by the interviewee recorded in the respective interview schedules.

5. Analysis and Interpretation Of Data

The content of the information was arranged thematically and subjected to analysis with the help of percentage technique. In this manner, he adopted **Qualitative Approach** to analyze and interpret the collected data issue-wise in the following headings:

5.1 Qualification Of Students' Parents

The analysis for the qualifications of sampled parents is shown in table no 5.1

Table 5.1
Percentage -Wise Qualification Of Parents

Sr.No.	Qualifications	Numbers	Percentage
1.	Matriculation	42	42%
2.	10+2	17	17%
3.	Graduation	31	31 %
4.	Postgraduate	10	10%

Table 5.1 shows that 42% of the sampled parents had passed matriculation examination, 17% of the sampled parents had passed 10+2 examination, and 31% of sampled parents were graduates while 10% of sampled parents were post graduate. It is concluded that most selected parents were matriculate.

5.2 Professions/Occupations Of Students' Parents

The analysis for Professions/Occupations of sampled parents is shown in table no 5.2

Table no. 5.2
Percentage-wise analysis of Profession/Occupation of parents

Sr.No.	Profession/Occupation	Numbers	Percentage
1.	Unemployed	59	59%
2.	Employed	41	41%

Table no.5.2 shows that 59% of sampled parents were unemployed while 41% of parents were employed.

5.3 Medium of information regarding SMC General House

Analysis of parents' perception regarding obtaining information about general house for SMC is given in table no. 5.3

Table No.5.3
Analysis Of Perception Of Parents About Receiving Information For SMC General House

Sr.No.	Medium of Invitation	Numbers	Percentage
1.	Through Children	65	65%
2.	Through Letters	02	02%
3.	Through Telephones	33	33%

Table No 5.3 shows that 65% of sampled parents got information about attending general house through children while 2% of sampled parents got information through letters sent by school authority. However, 33% of sampled parents were informed by telephone about general house

5.4 Participation Of Parents In Process Of Electing SMC Members

The analysis of parents' perceptions regarding their participation in the process of election of SMC members is given in Table No. 5.4

Table 5.4
Analysis of responses regarding Participation in Process of electing SMC members

Sr.No.	Response	Statement	Numbers	Percentage
1	No	No Time/ Interest	80	80%
2	No response		20	20%

Table no.5.4 shows that the sampled parents did not participate in the process of electing SMC members during the General House, while 80% of the sampled parents reported that they could not participate in the election process due to time constraints and household workload. Not only this, 20% of the sampled parents did not answer anything..

5.5 Parents' perception regarding satisfaction with the selection process of SMC members

Analysis of parents' perceptions regarding satisfaction with the selection process of SMC members is given in Table No. 5.5

Table 5.5
Analysis of responses regarding satisfaction with selection process of SMC members

Sr.No.	Statements	Numbers	Percentage
1.	Satisfied	10	10 %
2.	Not satisfied	60	60%
3.	No response	30	30%

Table No 5.5 shows that 10% of the sample parents were found satisfied with the selection process of SMC members during the General House, while 60% of the sample parents were not satisfied with the selection process of SMC members. However, 30 percent parents could not give any feedback regarding the selection process of SMC members.

5.6 Satisfaction with Works Done By Present Presidents of SMC

Analysis of parents' perceptions regarding their satisfaction with SMC **President** is given in Table No.5.6

Table 5.6
Analysis Of Parents' Responses Regarding Satisfaction With Present Presidents Of SMC

Sr.No.	Responses	Numbers	Percentage
1.	Satisfied	35	35%
2.	Not satisfied	48	48%
3,	Not responded any thing	17	17%

Table no.5.6 shows that 35% of sample parents were satisfied with the work culture of SMC chairpersons and 48% of parents reported dissatisfaction with the work done by SMC chairpersons, while 17% of the parents could not respond.

5.7 Provision Of Visitor Register In The School

Analysis of the parents' perception regarding information about the visitor register in school is given in table no. 5.7

Table 5.7
Analysis of Responses of parents regarding information about Visitor Register

Sr.No.	Response	Numbers	Percentage
1.	No	28	28%
2.	No knowledge about visitor register	72	72%

Table no, 5.7 shows that 28% of the sample parents reported that there is no provision for visitor register in schools, while 72% of the sample parents had no knowledge about visitor register..

5.8 Progress of Enrolment Of Students In Schools After Establishment of SMC

Analysis of parents' perceptions regarding progress in enrolment of students in schools after establishment of SMC is given in Table No. 5.8.

Table 5.8
Analysis of Responses about Progress In Students' Enrolment

Sr.No.	Response	Numbers	Percentage
1.	Increased	12	12 %
2.	Decreased	88	88 %

Table no 5.8 shows that 12% of the selected parents reported that enrolment of students in schools has increased after the establishment of SMC. However, it is surprising that 88% of the sampled parents reported that student enrolment had decreased after the establishment of SMC.

5.9 Staff Strength in School

An analysis of the perceptions of sample parents regarding the number of staff members in the school after establishment of SMC is given in Table No. 5.9

Table 5.9
Analysis of Responses regarding staff strength in School

Sr.No.	Response	Numbers	Percentage
1.	Yes	82	82%
2.	No	18	18%

Table no.5.9 shows that 82% of the sampled parents reported that the schools are fully staffed after the establishment of SMC, while 18% of the sampled parents reported that the schools are not fully staffed.

5.10 Progress In Academic Achievement Of Students After Establishment Of SMC

An analysis of the views of sample parents regarding progress in academic achievement of students after the establishment of SMC is given in Table No. 5.10.

Table 5.10
Analysis of responses regarding Academic Progress of Students

Sr.No.	Response	Numbers	Percentage
1.	Yes	56	56%
2.	No	44	44%

Table no.5.10 shows that 56% of the selected parents were satisfied with the academic progress of the students after the establishment of SMC, while 44% of the selected parents were not satisfied with the progress of academic achievement of the students after the establishment of SMC.

5.11 Satisfaction with Academic Works of Teachers

Analysis of perception of parents' satisfaction with work of teachers in schools is given in Table No. 4.12

Table 5.11
Analysis of Responses regarding satisfaction with teachers

Sr.No.	Responses	Numbers	Percentage
1.	Yes	55	55%
2.	No	45	45%

Table no5.11 shows that 55% of sample parents reported that they were satisfied with academic work of teachers while 45% of sample parents were not satisfied with the academic work of teachers in schools.

5.12 Satisfaction with Examination System in the Schools

The analysis of perception of the sampled parents about satisfaction with examination system in schools is given table no 5.12

Table 5.12
Analysis of Responses Regarding Satisfaction with Examination System

Sr.No.	Responses	Numbers	Percentage
1.	Satisfied	85	85%
2.	Could not response	15	15%

Table No. 5.12 indicates that 85% of the sample parents reported that they were satisfied with the examination system in schools, while 15% of the sample parents did not answer anything about the examination system.

5.13 Satisfaction with Implementation of Mid-Day Meal Scheme

The analysis of perception of the sampled parents regarding the satisfaction of implementing the Mid-Day Meal scheme is given table no 5.13

Table 5.13
Analysis of Responses Regarding Satisfaction with Mid-Day Meal Scheme

Sr.No.	Response	Numbers	Percentage
1.	Satisfied	61	61 %
2.	Not satisfied	39	39%

Table no5.13 shows that Parents of 61% of the selected students were satisfied with the implementation of the midday meal scheme in schools. However, 39% of the selected parents reported that they are not satisfied with the process of the midday meal scheme.

5.14 Participation in Checking-Up Process of Mid-Day Meal

The analysis of perception of the sampled parents regarding participation in checking-up process of mid-day meal is given table no 5.14

Table 5.14
Analysis of Responses regarding checking-up Mid-Day Meal

Sr.No.	Response	Numbers	Percentage
1.	Yes	16	16%
2.	No	84	84%

Table no 5.14 shows that 16% of the sample parents reported that they participated in checking the midday meal cooking process, while 84% of the sample parents reported that they did not personally participate in checking the midday meal process in schools.

5.15 Organisation Of Health Check-Up Camps For School Students

The analysis of perception of the sampled parents regarding Organisation of health check-up camps for school students is given table no 5.15

Table 5.15
Analysis of Responses regarding Organisation Health Check-Up Camp

Sr.No.	Response	Numbers	Percentage
1.	No	85	85%
2	No response	15	15%

Table no5.15 shows that 85% of the parents in the sample reported that health check-up camps were not organized for children in the school, while 15% of the parents in the sample could not give any response regarding the organization of health check-up camps for children.

5.16 Library Facility in Schools

The analysis of perceptions of students' parents regarding facilities of library in schools after the establishment of SMC is given table no 5.16

Table 5.16
Analysis of Responses regarding Library facilities in schools

Sr.No.	Response	Numbers	Percentage
1.	No	88	88 %
2.	Don't Know	12	12 %

Table no 5.16 shows that 90% of sample parents reported that there was no library facility in schools. However it is very surprising that 12% of sample parents were not aware of library aspect in schools. Thus, most of sample parents reported that schools did not have library facilities for their children.

5.17 Development Of Good Habits in Students By Schools

The analysis of perceptions of students’ parents regarding Development of Good Habits by the Schools among children after establishment of SMC is given table no 4.20

Table no. 5.17
Analysis of Responses regarding Development of Good Habits

Sr.No.	Good habits	Numbers	Percentage
1.	Study habits	42	42%
2.	Discipline	40	40%
3	Active	15	15%

Table no 5.17 shows that 42% of the sample parents reported that schools have developed study habits among students and 40% of the sample parents reported that schools have developed discipline among students, while 15% of the sample parents reported that schools have developed activism among students.

5.18 Provision of Separate Toilet Facilities for Boys and Girls in Schools

An analysis of the perception of sample parents regarding provision of separate toilet facilities for boys and girls in schools is given in Table No. 5.18

Table 5.18
Analysis of Responses regarding Separate Toilet Facilities for Boys and Girls

Sr.No.	Responses	Numbers	Percentage
1.	Yes,But Not Hygienic	78	78%
2.	No	22	22%

Table no 5.18 shows 78% of sampled parents reported that schools had provision for separate toilet facilities for boys and girls, but these were not hygienic and in good condition. Whereas 22% of parents reported that there was no provision of separate toilet facilities for boys and girls in schools.

5.19 Satisfaction with Available School Infrastructure

The analysis of perceptions of students’ parents regarding satisfaction with the available school infrastructure(condition of the school buildings, play ground facilities, medical facilities, toilet facilities, drinking water facilities etc.) after establishment of SMC is given table no 5.19

Table no. 5.19
Analysis of Responses about Satisfaction with School Infrastructure

Sr.No.	Response	Numbers	Percentage
1.	Not satisfied	70	70%
2.	No response	30	30%

Table no shows5.19 that 70% of sampled parents were not satisfied with school infrastructure (condition of school buildings, playground facilities, toilet facilities, drinking water facilities, etc.) available in the schools. However, 30% of parents in sample could not respond anything about school infrastructure.

5.20 Problems Being Faced By Children In School

The analysis of perceptions of students’ parents regarding problems being faced by students/ parents in school after establishment of SMC is given table no 5.20

Table no. 5.20
Analysis Of Responses Regarding Problems Faced In Schools

Sr.No.	Problems faced	Numbers	Percentage
1.	Drinking water	60	60%
2.	playgrounds	35	35%
3	Poor infrastructure	15	15%

Table no, 5.20 shows that 60% of the selected parents reported problem of drinking water, 35% of selected parents reported problem of playgrounds in the school while 15% of the selected parents reported that the infrastructure available in the school was in very poor condition

6. Discussion of Findings

In the light of the results obtained from the analysis and interpretation of data for the present study, the investigators presented discussion of findings along with evidences in the following manner:

- ❖ Most of the parents, belonging to Koloriang block of Kurungkumay district of Arunachal Pradesh, were matriculate and unemployed. This finding is strongly supported by Kumar and Kumar (2021) who studied profile and roles of SMCs in Himachal Pradesh, found that most of parents had educational qualification below class 12, resulting in little understanding of adequate objective of quality education.
- ❖ Most of the parents received information through their children attending SMC General House meeting several times. They were dissatisfied with the selection process of SMC members. Due to lack of time, household workload or disinterest, they did not participate in the election process of SMC members. They were not satisfied with actions of current SMC Chairman of Schools. This finding is strongly supported by National Coalition for Education (2017) studying the functioning of SMCs in 5 states of India, which found that there was a lack of awareness about roles and responsibilities among members regarding functioning of SMCs.
- ❖ It is surprising that a large number of selected parents were unaware of the provisions of visitors register in schools. They reported that after the establishment of SMC in government schools, enrolment of students has reduced. But Luitel (2021), who conducted a study on the involvement of SMCs in elementary education in the northern district of Sikkim, pointed out that the main objective of setting up SMCs in government schools is to increase the enrolment of students. In Sikkim, SMC members fulfilled their functions and roles in achieving universal enrollment of learners and making parents aware about the education of their children.
- ❖ Most parents reported that the schools were fully staffed after the establishment of the SMC, and they were satisfied with the progress of students' academic achievement. They seemed satisfied with the work of teachers and the examination system conducted in schools. This finding is strongly supported by Bage Bikash et al (2023), who conducted a case study on the role of education in social development among the tribal people of Arunachal Pradesh. They

found that most of the respondents have promoted community-school partnership only because of SMC for better understanding among themselves and proper education of their children.

- ❖ Most of the parents were satisfied with the implementation of the Mid-Day Meal Scheme in schools after the establishment of SMC. But, they did not try to inspect and taste the mid-day meal in schools. This result is strongly supported by Josephine, Yazali (2010) who studied the best practices in the implementation of mid-day meal program in Arunachal Pradesh.
- ❖ Most of parents reported that good habits like study habits and discipline were adequately inculcated in their children by school administration. This result is strongly supported by Sharma (2008) that coordination of parents and teachers develops good reading habits, social etiquettes and channelize students' energy into academic, recreational, creative and socially useful activities.
- ❖ Most of the parents reported that health check-up camps were not organized for students in schools. Parents of most students reported that schools did not have library facilities for their children. They were not even satisfied with the school infrastructure available in the schools (condition of school buildings, playground facilities, medical facilities, toilet facilities, drinking water facilities, etc.). This finding is strongly supported by Devi (2013) who conducted a study on parents' perceptions towards SMC.
- ❖ Although most parents reported provision of separate toilet facilities for boys and girls in schools, these were not clean and in good condition. According to students' parents, there were serious problems of drinking water facilities, playground facilities and poor infrastructure in schools This finding is strongly supported by Panggeng (2022) who studied the status of implementation of RTE Act 2009 in Bilat Circle, East Siang District, Arunachal Pradesh and found that both human and material resources were inadequate in the schools of Bilat Circle, East Siang District.

7. Suggestions for Educational Implications

Since the present study was conducted to explore perceptions of students' parents about the functioning of SMCs in Kurungkumey District of Arunachal Pradesh, The following educational implications can be suggested based on the findings of the study to ensure effective functioning of SMC in future:

- SMC members need to be made aware of their rights and duties towards the school so that they become familiar with the purpose of forming these committees.
- There is a need to elect well-educated members to the SMC to avoid political interference in its functioning, and grants-in-aid to committees so as to ensure effective functioning of the SMC.
- There is a need to organize the meeting on non-working days (holidays) so that a proper mechanism can be ensured to invite community members during the SMC meeting.
- There is a need to invite educational and professional experts to the school through SMC for arranging interaction/discussion with parents, students, and teachers.
- There is a need to develop better understanding between teachers and parents to help teachers become familiar with the habits and interests, attitudes and aptitude of their students apart from their social and economic background.
- The SMC should create a cordial environment so that students can grow and develop physically, mentally and morally to their maximum potential.
- There is a need to recognize, encourage and appreciate the work of teachers in terms of their annual results and active participation in literary and co-curricular activities through SMC.
- Through SMC parents and teachers are provided assistance to solve their problems related to indiscipline such as violence, truancy, drug abuse, drinking, smoking and

more importantly all the things which adversely affect the minds of students.

- There is a need to ensure regular attendance of teachers and students, provide quality food to students through mid-day meal programme, provide pure drinking water, toilets and hygienic condition of school premises, TLM, infrastructure, computers, equipment and increase staffing.

To summarize, Arunachal Pradesh Chief Minister Shri Pema Khandu announced that all the government schools in the state established before Independence will be made Heritage Schools with special focus on developing infrastructure as well as a museum within the school premises. Highlighting the importance of SMC in the proper development of schools, the Chief Minister advised the SMC members of every school in the state to regularly interact with teachers, students and parents and then submit a report to the concerned DDSE for fulfillment of the requirements (North-East Rising 2023).

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