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THIRUMOORTHYNAGAR, TIRUPPUR DISTRICT
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ASSESSMENT OF SCHOOL MANAGEMENT COMMITTEE INVOLVEMENT IN
SCHOOL CAREER GUIDANCE CELL IN UDUMALPET EDUCATIONAL DISTRICT IN
TIRUPPUR DISTRICT

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Submitted to

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DECLARATION

Certified that this project entitled “Assessment of School Management Committee involvement in school career guidance cell in Udumalpet educational district in Tiruppur District” is an original research work done by Mrs.V.Kowsalya Devi at this institution during the period between 2023-2024 as per the requirement for the State Council of Educational Research and Training, Chennai

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I DR. V.KOWSALYA DEVI, Lecturer in Botany declare myself that
“Assessment of School Management Committee involvement in school career
guidance cell in Udumalpet educational district in Tiruppur District ” a research
project was done by me. I also assure this research project was not submitted in
any Seminar and Conference.

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CHAPTER I

INTRODUCTION

Education without the active participation of the community is considered a one-sided activity. It becomes an activity of supply model not that of the demand model. Education, through a social activity, has significant economic implications. Therefore, the economic growth of a country, to a large extent, depends on the growth of its educational system, which in turn depends on the degree of participation of the community. Community participation thus assumes critical importance in delivering relevant education. Management of education implies the management of educational goals, programmes and projects. The most significant component of management is the pillar paradigm of educational governance. Managing education includes managing work, motivation and commitment, creativity and innovativeness, competence and confidence. These four components form the major pillars of good personnel management.

Education is a three-pronged activity, one is the school, second the student and, third the parents/ community. Where the participation of the parents or community is negligent or absent, education remains a supply model and not a demand model. The progress of a country largely depends on the growth of the education system, a system that is dynamic and matches the best practices in the world.

Community participation in educational management no doubt leads to stakeholders' participation in decision-making and management of schooling activities at the school level. It makes educational management much more democratic and contextual, besides tapping local knowledge and resources for good governance. Towards improving community participation in educational management, the efforts made by governments and voluntary agencies have been quite remarkable in India. Without community involvement it would be difficult to improve equity, equality and quality of education.

Education is a basic human right and a basis for the realization of all other rights which have been considered by policy makers of India through 86th constitutional amendments and RTE Act 2009. In India millions of children need elementary education and the same through the RTE Act 2009 have been mandated as a fundamental right to all children between 6 and 14 years of age. Community-school relationship has been found as one of the serious factors to

ensure enrolment of out-of school children, especially girls, and to prevent children from leaving school before completing the elementary education (Adangabe, 2020).

School is a part of the society, parent and other stakeholders play very important role in school functioning. Collaboration with parents and other key local stakeholders, teachers are now actively involved in the governance of schools or school complexes, by being included as members of School Management Committees or School Complex Management Committee (Dnyandeo & Bawane, 2020). Strong and sustained community participation in the management of schools can not only enhance transparency and accountability in the education system but also promote a sense of ownership, agency and responsibility for positive change. Active involvement of communities have improved school functioning significantly.

The right to education of children was recognized as a fundamental right in India in 2002 vide Article 21A of the Indian Constitution. Consequently, the Right of Children to Free and Compulsory Education Act, 2009 was enacted to enforce this fundamental right of children. The RTE Act, which came into force in 2010, aims at universalizing primary education i.e., education of all children in the age group of 6 to 14 years (Classes I to VIII).

As a matter of priority, the essential components of a good school need to be understood, especially by the parents. Parents and children are the primary stakeholders of an education system and it is they who bear the brunt of the faulting school system. They need to be given opportunities and support to bring about a change in the education system. Our role is to make them realize that they hold the powerful key to initiate the process of reversing the decline in schools, through their constructive and collective engagements with the school and other stakeholders.

Community members, especially parents, can contribute in the following respects: (i) Support in preparing school development plan and implementation of the same; (ii) volunteer to spend time with children in schools and teach variety of skills; (iii) bridge the distance between the school and block/district authorities by representing the school at various platforms; (iv) help teachers perform their job better by supporting them in material development, supporting teachers in distribution of materials to groups, helping children to learn various crafts, musical instruments and other skills available in the community etc.; and (v) work as support teachers when teacher goes on leave.

The idea of open government finds resonance with democracy, of which India is a living example. Being the largest democracy in the world, India has embraced diversity and inclusion as cornerstones for creating an equitable society through development. The field of education, a major component of this development effort, occupies a place in the ‘Concurrent List’ of the Constitution of India, and pertains to both central and state governments. Policies are formulated both at the central and state level, but it is the states that are considered as the primary implementers in accordance with their local context. In a country of 36 states/union territories (UT), educational governance structures are largely similar everywhere.

The governance of school education at the state/UT level is fairly elaborate, with its administrative units at district, block and cluster level, hierarchically placed in this order and with one being nested inside the other. The school is placed within a cluster, which is the lowest unit of educational structure in all states. In India, at present, there are about 1.5 million schools at elementary level (catering to age group 6-14) and about 0.5 million schools at secondary level (catering to age group 15-17). Added to this, the number of elementary schools in the government sector represents about 73%, private aided 4.7%, and private 19% (UDISE, 2016-2017) of total provision,¹ which implies that a large proportion of parents send their children to government schools at the elementary stage.

To make schools responsive and accountable to both parents and the community, several measures have been taken by the State, making it mandatory for school heads to engage with parents and the community at large. Hence, the role of the community in the functioning of schools at elementary level in India is substantial and can be considered as an important stakeholder for open government, a critical feature of any thriving democracy. Needless to say, government elementary schools cater to a diverse set of students, cutting across different religious, social, cultural and economic categories, positioning diversity as a pan-Indian phenomenon. Thus, the community base is not only large but also diverse at elementary level.

In contrast, government schools at secondary and higher secondary level represent a far smaller percentage of total provision in this sector, with around 41.7% government, 16.1% private aided and 40.3% private (UDISE, 2016-17). At this scale, open education in India is itself a major challenge, having to administer and manage complexities emerging from a vast network of schools and communities. Despite the constant new challenges, central and state governments working in tandem have ensured the robustness of the democratic fabric, and

succeeded in placing the goals of educational equity and quality at the forefront in all national and state education policies.

The community has always played a significant role in school education in India, right from ancient times when education was the prerogative of the community up to modern times, when more structured systems of supervision and accountability came into existence. In India today, responsibility for school management in the public sphere lies primarily with the community, establishing a direct link between community and school with an emphasis today on open government.

Open government provides a space where citizens, as individuals and groups, can collaboratively seek, exchange or review ideas and information with regard to government policies, schemes and their operations. The three critical parameters of open government -- transparency, accountability and citizen engagement -- can be positioned and studied within the framework of community participation in the Indian education system (Poisson, 2019). Thus, the role of the community or community participation becomes the running theme underlying the exploration of open government in India and how it functions.

Career guidance and student counselling is an extremely broad and a comprehensive concept, in order to implement this task effectively there are number of factors that need to be taken under consideration. The guidance regarding ones career and the counselling of students involves a conversation between a career counsellor; who should be an expert in his field, he should possess all the skills, abilities, knowledge and information regarding the job openings, prospects, opportunities that are available and possess the ability to effectively communicate with the person who is seeking counselling and guidance.

Career guidance has gained importance in all educational institutions, in higher educational institutions, there is a separate counselling centre where people who are in an apprehensive state or worried or stressed about their career prospects and future life, come to acquire help and assistance, so that their concerns can be alleviated, they are able to acquire an employment opportunity or get engaged in a good career which may bring them contentment.

UNESCO (2020) lists five major tools – i.e. school report cards, school portals, school committees, social audits, and community monitoring – which can effectively bring transparency, accountability and citizen engagement into the life of public institutions. Open education thus finds resonance in community-based structures and mechanisms adopted for school improvement in India, where school-based management tools, such as social audits and

community supervision, have attempted to limit risks of corruption and of misuse of finances in governance structures, as highlighted in various national policies and the 2009 Right to Education Act. In the context of India, open education can be conceptualised within the democratic space of rights-based education.

The 1989 UN Convention on the Rights of the Child (UN, 1989) states that children have the right to be heard and express their opinion. The school and the community, independently, become the site for a child's expression and thought processes. As school alone cannot ensure a child's holistic development, especially for young children, parents and other family members play a vital role in helping children express their views and to protect their children's rights. Moreover, a child coming to school is not a 'clean slate', because children already belong to a family or a community and come equipped with the knowledge, language, experiences and culture of their background. Therefore, parents need to be considered as an equal partner for the holistic development of the child.

Community involvement in improving educational processes rests on the idea of making educational structures accountable to the people who are at the heart of democracy. In this dynamic between a public institution (the school) and the people, government play a supportive role in ensuring the provision of resources, whereas the people create accountability mechanisms for the institution. Community-school relationship has been found as one of the serious factors to ensure enrolment of out-of-school children, especially girls, and to prevent children from leaving school before completing the elementary education (Adangabe, 2020). Strong and sustained community participation in the management of schools can not only enhance transparency and accountability in the education system but also promote a sense of ownership, agency and responsibility for positive change.

National Education Policy 2019 aims to provide many growing developmental essentials of this country on one hand, while creating a just and equitable society on the other. This Policy has proposed to revise and to revamp of all aspects of the education structure, including its regulation and governance, to create new system that is associated with the self-improving goals of 21 st century education. The National Education Policy 2019 sets special importance on the character building along with the development of the innovative faculties of each individual, in all its richness and complexity. For more than six decades, since independence we have been preoccupied largely, with issues of access and equity unfortunately and dropped the batten of with regard to quality of education. The policy claims

implementation of the two previous education policies is still incomplete and hence the unfinished National Policy on education 1986, modified in 1992 is appropriately dealt with in this policy.

As per NEP 2019 following guidelines are provided for quality education in school: -
Special reference to School complexes:

1) Each school complex will have a School Complex Management Committee comprising representatives from all the schools in the complex. Head teacher/principal of the secondary school in the complex and will have the head teachers/principal of altogether schools within the complex as well as one teacher and a civil society member from the SMC's of each of the schools. Besides this, the SCMC will also have membership from all the other institutions that are attached to school complex across the school complex; it might also help to ensure excellent subject distribution of teachers, creating a more vibrant teacher knowledge base.

Teachers at very small schools may not remain out-of-the-way any longer and may become part of work with larger school complex communities, sharing community best practices with each other and working collectively and collaboratively to ensure that all children in the system are learning. School complexes could also share counsellors, technical and repair staff etc. to further support teachers and help create an effective community environment for learning. Administrative structures have not been expanded in accordance with the increases in the number of schools. One possible mechanism for accomplishing the above would be the establishment of school complexes, consisting of one secondary school together with all other schools offering lower grades in its neighbourhood, in a radius of five to ten miles, was first enunciated by the Education Commission (1964–66) but was left unimplemented. This policy strongly endorses the idea of the school complex, wherever possible.

The aim of the school complex will be to:

- a) Build vibrant communities of teachers, school leaders, and other supporting staff;
- b) Better integrate education across all school levels, from early childhood education through Grade 12, as well as vocational and adult education;
- c) Share key material resources such as libraries, science laboratories and equipment, computer labs, Sports facilities and equipment, as well as human resources such as social

workers, counsellors, and specialized subject teachers - including teachers for music, art, languages, and physical education - across schools in the complex; and

d) Develop a critical mass of teachers, students, supporting staff, as well as equipment, infrastructure, etc resulting in greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the schooling system.

The establishment of school complexes and the sharing of resources across complexes will have a number of other benefits as a consequence, such as significantly improved support for children with special needs, more topic-centred clubs and academic / sports / arts / crafts events across school complexes, better incorporation of art, music, language, physical education, and other subjects in the classroom through the sharing of teachers in these subjects, better student support, enrolment, attendance, and performance through the sharing of social workers and counsellors, and School Complex Management Committees (rather than simply School Management Committees) for more robust and improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders.

Building such larger communities of schools, school leaders, teachers, students, supporting staff, parents, and local citizens would energize and enable the schooling system, and in a resource-efficient manner. At the current time, all three main functions of governance and regulation of the school education system - namely, the provision of public education, the regulation of educational institutions, and policymaking - are handled by a single body, i.e., the Department of School Education (DSE) or its arms (e.g., the DSE and its officials such as the DEO, BEO). This leads to harmful conflicts of interest and excessive centralized concentrations of power; it also leads to ineffective management of the school system, as efforts toward educational provision are often diluted by the focus on the other roles, particularly regulation that the DSE must perform.

The three distinct roles of governance and regulation, namely, the provision/operation of education, the regulation of the education system, and policymaking, will be conducted by separate independent bodies, in order to avoid conflicts of interest and concentrations of power, and to ensure due and quality focus on each role. Specifically: a) The educational operations and service provision for the public schooling system of the whole state will be handled by the Directorate of School Education (DSE); it will work to implement policies regarding educational operations and provision, but otherwise will be separated from and work independently of the apex body above. b) An independent, state-wide, regulatory body called

the State School Regulatory Authority (SSRA) will be created for each state. c) The Department of School Education currently acts as the apex state level body in school education and will be the primary institution for overall monitoring and policymaking for continual improvement of the system; however, it will not be involved with the provision and operation of schools or with regulation of the system, in order to eliminate conflicts of interest. d) Academic matters, including standards setting and curricula in the State, will be led by the SCERT (with close consultation and collaboration with the NCERT), which will be reinvigorated as an institution along with the other academic support structures such as the BRCs, BIETs, and DIETs. e) Accreditation and audit will be used to implement these frameworks. Transparent public disclosure of all regulatory information, by the regulatory bodies and by the schools, will be used extensively for public oversight and accountability. e) Right To education Act 2009: Since the RTE Act, 2009 has been the statutory requirement for school regulation and governance for the past decade, it will be reviewed and appropriate modifications made to enable this policy and to incorporate improvements on the basis of the learning's and experiences gained since it was enacted.

In RTE 2009 of 21 clauses provides following specific for framing School management Committee.

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

(2) Provided that at least three-fourth of members of such Committee shall be parents or guardians.

(3) Provided further that proportionate representation shall be given to parents or guardians of the children belonging to disadvantaged group and weaker section.

(4) Provided also that fifty per cent of members of such Committee shall be women.

(5) The School Management Committee shall perform the following functions, namely:

(a) Monitor the working of the school

(b) Prepare and recommend school development plan;

(c) Monitor the utilization of the grants received from the appropriate Government or local authority or any other source and (d) Perform other such functions as may be prescribed: (6) Provided that the School Management Committee constituted under sub-section (1) in respect of a school established and administered by minority whether based on religion or language; and all other aided schools as defined in sub-section (ii) of clause (n) of section 2 shall perform advisory function only.

For constitution of SMC states have already laid guideline, which generally include representation by (1) school teachers, (2) parents of school children, (3) student, and the community (local member educationist/psychologists). This community engagement model of SMC Of RTE 2009 will be extended to School Complex, by the creation of SCMCs in 2019 NEP. • The membership of the SMC could also include local people with expertise in relevant areas of school functioning, and those with exemplary public spirit.

According to 2019 Act this will substantially increase the engagement of the SMC with the school.

- Alumni of the school have greatest involvement in the school and they will try to solve students problem and ready to fulfil all needs of students so they should also become part of SMC which helps to strengthen School governance.

- For to solve grievances IT based platform will be formed which is easily accessible through mobile devices, which will accelerate issues to higher authorities and provide a public scrutiny to solve problem.

- Though teachers are involved in this mechanisms but to develop a sense of deep ownership SMC and SCMC will empower to run school as District School Education would fully responsible for the operations of the public schools and providing them their requirements

- In SMC as per RTE 2009 act 10-12 member are present majority of them are parents of students especially mothers as per NEP 2019 for better Functioning of SMC composition changed as follow:

- 1) Two Teachers along with Head master
- 2) One or more alumni member.
- 3) A member of panchayat or Ward council

4) A local person or social contributor.

- In RTE 2009 Meetings will be organized and processed by Head master of school but NEP2019 suggest meetings will be organized and activity would be followed up by elected chairperson this change will make big change as elected person going to handle issues generated in school and solve student and parent problem.

- In RTE 2009 SMC meetings held at least once in a month NEP 2019 also suggests the same but It suggest to record minutes of meeting and made available to all publically. For increase capacity of member in committee Capacity development program will be run by DSE and its institution as cluster and Block resource Centre and civil Society. For smoothly working of SMC in school local panchayat or ward council will be responsible which helps to prevent exclusive preserve of powerful local interest.

- As per RTE 2009 Financial decision was in the hand of elected chairperson but NEP2019 gives this authority to school head master and thus strengthened school financially and provide autonomy and authority. The financial decisions and flows will be reviewed by the SMC, in addition to oversight by the head of the school complex. There has been far too much asymmetry between the regulatory approaches to public and private schools, even though the goals of both types of schools should be the same: to provide a quality education.

Why do children dropout of the schools?

The reasons for school dropout vary. Some drop out of schools voluntarily while others are forced to do so under terrible circumstances. School dropout is a universal fact. Whatever be the reason, the mere fact that a child is not completing her/his school education is not virtuous. Such children, many a times fail to be an asset for the nation given their inability to contribute in any way. No reason can be big enough and act as a replacement for school education. It forms the base of a person's life making them efficient in all disciplines.

Poverty Accessibility and Availability

Poverty, accessibility and availability are the major reasons of school dropouts in India. For example, most of the Government schools in the coastal areas of Kerala are being used as relief camps during monsoon season. Some people have been living in these camps (schools) for last three years. Government has not made any arrangements to settle these people. Therefore there is no place for the students to study. In some of the schools, students from grade one to seven have just a single classroom and all other class rooms are occupied by the

people. In other parts of the country the schools are too far this leads the dropouts of girls and the primary school children. There are no sufficient transport facilities available in the country and it causes lack to accessibility. Thus all these three aspects affect the education of the students and which leads to dropping out of the schools.

The school and teachers

The schools are toxic to student learning, Students are suspended for minor infractions (such as “talking back to the teacher”), or placed in “remedial classes. For Example Shaji was an above average student from a socially and economically poor family. His father was working for daily wages. While he was studying in grade 8th, he misbehaved with one of the teachers. He was suspended from the school and there after he never went to school. Now he also just like his father works on daily wages. A little humane treatment and understanding about his family background of this child, from teachers could have made shaji’s life better. Thus for retaining the students in the schools school and the teachers have a very important role to play. Many of the schools lack adequate guidance counselling. The curriculum is not relevant to the needs of the students being taught. Passive instructional strategies are being used without regard to individual student learning styles. Teachers are not trained in the latest teaching/learning/technology techniques. The least experienced, least classroom-trained teachers are often assigned to the most difficult schools.

Lack of interest

It is usually found that every class of students has some of those pupils who refuse to show any attention to the subjects being taught. Their lack of interest is caused by their lack of attention in whatever is being taught. It is not that such students do not try. They do try as and when they are forced and pressurized to. It is then that these students prefer going the other way. They prefer dropping out of their school because once and for all they decide that whatever is being taught there barely intrigues them. Thus they decide to suit themselves. The School environment and the teachers should be motivating and caring to create interest among these children.

Excessive academic pressure from school and parents

Many students leave the schools because of the inability to deal with the academic pressure and debilitating anxiety. Many parents have high expectations about their children they never consider the abilities and interests of the children. Children are forced to join the

courses where they have no interest and they never complete the course and most of the time becomes a failure. Some of them end up in alcoholism and substance abuse. Frequent change of schools some students adapt themselves pretty easily irrespective of the number of schools they change. Some students who are not able to cope up even with a single change of school. Not everyone is able to fit in, in different atmospheres.

Frequent change of schools:

Frequent changes causes adjustment problems to children leads to disinterest and they drop out of the schools

Bullying

The fear of being judged and laughed at holds them back from coming in the light. They start making excuses from going to school. It is here that parents need to step in and take full action.

Constant failure

Some students fail repeatedly, be it in class tests or semester examinations. The constant failure causes the lack of self confidence in them. As and when the failure persists, the lack of self-confidence vanishes. In its space emerges a feeling of being least bothered which is more fatal as compared to the former. Once the person starts to feel disinterested in the consequences any more, then she or he goes for what they feel is the best.

Supporting family

It is unfortunate that students have to give up their education in the face of economic reasons. The inability to pay the school fee can be one such reason. Several demanding situations can surface where adolescent children of the family are asked or looked upon as a helping hand to the family. Here, these children are often emotionally led into abandoning their academic life and focus their attention to the family crisis. Most of the girls abandon their studies to attend domestic chores whereas the boy leave their schools to Supplement Household Income.

Delinquency

This is a harsh truth of life. The big bad world out there has several things to offer undoubtedly. Children in their teens, as school students are not well aware of the various facets of the world. They get fascinated by the fancy things that life seems to offer. But every short-

cut taken to acquire all those fanciful things is a step ahead towards delinquency. Sometimes willingly and sometimes unknowingly they get caught in its web.

Education Not Considered Necessary

Many people feel that what to do after studies. They have to do the same job that their parents have been doing. Therefore these children leave the schools during the primary schooling itself. Neither parents nor children consider education as a need. Wrong decisions made by the students themselves they make wrong decisions. They get involved with gangs, drugs/alcohol, and get pregnant and commit crimes. Many have a poor school attitude and are frequently bored by school. They are disconnected to their families, school and life. They do not see the reasons they need to go to school. They are not involved in school activities and lack self-esteem.

The family background of the students

There is often a clash between the family values and those of the school. Frequently, their parents have dropped out of school themselves. The students come from families from low socio-economic backgrounds, where there are many other children. Older children often have to go to work in order to supply the family with much-needed funds for basic family needs or need to stay home to take care of younger siblings so that their parents can work. Many children are products of divorce, separation or, sometimes, family violence.

The community they belong

Many children live on the wrong side of the tracks in places where education is not valued, where drugs, gangs and violence abound. And where schools are low-performing, they often lack community and health support.

Other reasons:

Did not get admission not safe to send girls No proper school facilities for girls No female teacher Child marriage and Pregnancy Physical and other medical problems. Thus the reality of school dropouts is caused by various aspects. Even though the governmental actions have improved the enrolments but none of the action could control the school dropouts.

SCHOOL MANAGEMENT COMMITTEE

When Indian Parliament made education a fundamental right of Indian citizen, it was very much aware of critical role of parents in education of their child as well as in performance of institution for delivering the same, i.e. schools. Accordingly, Section 21 of the Right to Education Act mandated the formation of school management committee with three fourth representations of the parents.

The School Management Committee (SMC), constituted under the Right to Education Act 2009 plays an important role in ensuring accountability in India's education system, especially in Government schools. The Act envisions the SMC as a decentralized governance model which empowers them to keep track and monitor functioning of the schools and oversee that the school grants are used effectively.

The SMCs consist of representatives of the local authority, parents or guardians of students, and the principal and teachers of the school. Three-fourths of SMC members must be parents or guardians and half must be women. SMCs play a pivotal role in developing the tri-annual School Development Plans and annual work plans for the schools in every district and subsequently for every state of India.

The RTE act mandated the formation of School Management Committees (SMC) in every government-funded schools, it was to encourage community and more particularly, parental involvement in school development. To sum up, it can be said that community participation in education through local bodies like the PRIs and a School Management Committees (SMC) has been recognized as very important by most of the policies and recommendations of various committees and commissions in India.

The RTE Act also highlights the critical role of parents as part of SMCs for developing a sense of ownership towards good education of their child and for strengthening and improving performance of schools in India. Overall, SMCs focus on holistic development of the schools, which not only accounts to ensure good school infrastructure, but also supervision/monitoring of finance, management, academic progress of children, with equal participation and say, bringing transparency in India's education system.

School management committees are primarily composed of parents, teachers, head teachers and local authorities. As parents have the highest incentive to demand a better quality of education for their children. The fundamental job of teacher is no longer to distribute facts but to help children learn how to use them by developing their abilities to think critically, solve problems and create knowledge that benefits both the students and society. The schools and community should be under healthy relationship for good education.

The Right to education act provides various opportunities to community members for participation. School Management Committee (SMC) is a form of community interaction and involvement in school functioning. The idea behind the formulation of SMC is to involve communities to take an active role in the planning, implementation and monitoring of developmental programmed for the school. The RTE act set the guideline for composition of school management committees (SMCs).

Children's rights in India were further reinforced with passage of the Right to Education Act (RTE) in 2009, which made it mandatory for all children 6-14 years of age to access and complete free and compulsory education. The RTE Act made all stakeholders, including schools, teachers, parents, community, members of the school management committee and the larger public, accountable for ensuring this mandate. With the implementation of this Act, school management committees (SMCs) became constitutionally mandated structures in all elementary schools across the country, bound by uniform rules. The RTE Act also conferred rights on individuals of the community to effectively participate in educational processes, through school-based management structures.

II Types of formal and informal school-based management structures

Parent-Teacher Association (PTA): This is a school management structure involving parents as the main stakeholder. PTAs are responsible for monitoring the daily activities of the school along with helping in its management. Members include the school principal, teachers and parents of the children who are studying in the school. Selection of the Chairman, Secretary, teachers and parent representatives in a PTA is done through elections. Meetings are held at least once a month. Usually, the class teacher maintains a Suggestion/Complaint Register for the parents of every class. The principal and vice-principal review the Register regularly and take appropriate action on the suggestions and complaints.

School Management Committee (SMC): The SMC is a formal school-based management structure required in every school since the 2009 Right to Education (RTE) Act. The members of a SMC include the parents or guardians of the children in the school, representatives of local authorities and teachers. The members are elected: as stipulated in the RTE Act, three fourths (75%) of its members should be from the community of parents/guardians, and half should be women. There is also a provision for the inclusion of representatives from weaker sections (certain castes and tribes) of the (population. The remaining one fourth (25%) of SMC membership comprises equal numbers of local authorities, teachers and students.

School Management and Development Committee (SMDC): Rashtriya Madhyamik Shiksha Abhiyan (RMSA, Universalization of Secondary Education), launched by the Indian government in 2009, stipulates that School Management and Development Committees should be constituted for secondary and higher secondary schools. Their specific composition may be decided by the states/UTs. SMDCs also include representatives of local authorities, academic staff, and experts in particular fields, officials, representatives of disadvantaged groups, women and parents / guardians of students. SMDCs are assisted by two committees, the School Building Committee and the Academic Committee.

The Ministry of Education has recommended that in the case of composite schools (i. e. schools having primary, upper primary and secondary sections) only one SMC may be constituted. The SMC may also perform the functions of the SMDC as provided for in the RMSA guidelines in addition to its statutory functions mentioned in Sections 21 and 22 of the RTE Act. The suggested composition of SMDCs is not binding. The states/UTs are allowed sufficient flexibility to nominate members according to their local and regional requirements, precedence and practices. The School Management and Development Committee is expected to work closely with the Parents Teachers Association to optimise the functioning of the school.

Mother-Teacher Association (MTA): This is an informal structure constituted for school management and development through the involvement of mothers of children studying in the school.

Women's Associations and Monitoring Groups (WAMG): These are community-based groups that work to improve education through the involvement of mothers and other women in school matters

Right to Education Act (2009) and school management committees: open education in India

Improving quality and enhancing student learning levels are a priority for education systems in developed and developing nations alike. This has required the transfer of decision-making authority from state and district offices to individual schools. New theories and research show that in a decentralised environment, those who are empowered for decision making have more control over their work and remain accountable for their decisions (Murphy, 1991). This strand of thought has given further impetus to the idea of school-based management in alignment with the rationale of educational governance. Explaining the concept of school-based management, Malen et al. (1990) states that ‘school-based management can be viewed conceptually as a formal alteration of governance structures, as a form of decentralisation that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary means through which improvement might be stimulated and sustained.’ Broadly there are four models that typify the various arrangements included in school-based management reforms (Barrera-Orsorio et al., 2009).

- Administrative control, in which decision-making authority is devolved to the school principal;
- Professional control, in which teachers have main decision-making authority and use their knowledge of the school and its students;
- Community control, in which parents have major decision-making authority; and
- Balanced control, in which decision-making authority is shared by parents and teachers.

In the Indian context, school-based management has been conceptualised in the spirit of ‘balanced control’ where decision-making authority is shared by parents and teachers (including the school principal). School based management in India was formally established in the Right to Education Act 2009. This Act came into law almost two decades after the process of decentralisation of education had already been initiated in India. The RTE Act provided legal force to free and compulsory education of children of 6-14 years of age. It is Section 21 of the RTE Act 2009 that mandated the establishment of school-based management structures in all the schools of the country, thus formally creating school management committees (SMCs).

The Act specified the role of the community in school processes, including: improving access and coverage of schools, identifying and taking into account local priorities, developing a relevant curriculum and learning materials, creating an ownership ethos, reaching disadvantaged groups, mobilising additional resources and building institutional capacity (Pailwar and Mahajan, 2005). These school management committees are located inside the school, with members elected from the school and the local community.

School management committee in the education system in India Source:

The RTE Act makes school management committees mandatory in all government, government-aided and special category elementary schools in the country. It states that three fourth (75%) of its members should be from the community of parents/guardians, and that half of the committee's members should be women. There is also a provision to include representatives from disadvantaged populations in the SMC, with participation depending on their proportion of the village/ward population. The remaining one fourth (25%) of SMC membership is distributed in equal parts among local authorities, teachers and students-

The Act also specifies the functions of SMCs in the planning and management of elementary education. The members of the SMC are elected from the representatives of local authority -- parents, guardians and teachers. Schools send a circular to the parents via students or just inform them that if they are interested in nominating themselves as an SMC member, they can come to the school and provide their details. The election is decided by majority count. Voting happens every two years and for a total of 12 to 15 SMC members in most cases. In terms of representation of women and disadvantaged groups, norms are followed. This process may vary from state to state as there are 36 states/UTs in India, however the norms for the constitution of SMCs must be strictly adhered to as they are specified in the Right to Education Act 2009.

When Indian Parliament made education a fundamental right of Indian citizen, it was very much aware of critical role of parents in education of their child as well as in performance of institution for delivering the same, i.e. schools. Accordingly, Section 21 of the Right to Education Act mandated the formation of school management committee with three fourth representations of the parents.

The School Management Committee (SMC), constituted under the Right to Education Act 2009 plays an important role in ensuring accountability in India's education system, especially in Government schools. The Act envisions the SMC as a decentralized governance model which empowers them to keep track and monitor functioning of the schools and oversee that the school grants are used effectively. The SMCs consist of representatives of the local authority, parents or guardians of students, and the principal and teachers of the school. Three-fourths of SMC members must be parents or guardians and half must be women.

SMCs play a pivotal role in developing the tri-annual School Development Plans and annual work plans for the schools in every district and subsequently for every state of India. The RTE Act also highlights the critical role of parents as part of SMCs for developing a sense of ownership towards good education of their child and for strengthening and improving performance of schools in India. Overall, SMCs focus on holistic development of the schools, which not only accounts to ensure good school infrastructure, but also supervision/monitoring of finance, management, academic progress of children, with equal participation and say, bringing transparency in India's education system.

Composition of School Management Committee as per the “Right to Free and Compulsory Education Rules 2010”:

A School Management Committee shall be constituted in every school, other than an unaided school, within its jurisdiction, within six months of the appointed date, and reconstituted every two years.

(ii) Seventy five percent of the strength of the School Management Committee shall be from amongst parents or guardians of children

(iii) Provided fifty percent of committee shall be women.

(iv) Provided further that proportionate representation shall be given to the parents or guardians of the children belonging to disadvantaged group and weaker section.

(v) The remaining twenty five percent of the strength of the School Management Committee shall be from amongst the following persons a) one third members from amongst the elected members of the local authority to be decided by the local authority; b) one third members from amongst teachers from the school, to be decided by the teachers of the school; c) one third from amongst local educationists / children in the school, to be decided by the parents in the Committee.

(vi) To manage its affairs, the School Management Committee shall elect a Chairperson and Vice Chairperson from among the parent members. The Head teacher of the school or where the school does not have a head teacher, the senior most teacher of the school shall be the exofficio Member-Convener of the School Management Committee.

(vii) Where there are two or more schools in a panchayat, the panchayat president will be the member of School Management Committee of one of the school remaining schools shall have ward members as members of the School Management Committee.

(viii) The School Management Committee shall meet at least once a month and the minutes and decisions of the meetings shall be properly recorded and made available to the public.

Functions of School Management Committee:

The School Management Committee shall perform the following functions namely

- Monitor the functioning of the school. B. Preparation, recommendation, implementation and monitoring of the School Development Plan (SDP) C. Monitoring of utilisation of the grants received from the appropriate Government or Local authority or any other source. D. Performance of other function: The School Management Committee shall play such roles and functions as ordered from time to time.

These functions can be further detailed as following: Communicate in simple and creative ways to the population in the neighbourhood of the school, the rights of the child as enunciated in the Act as also the duties of the appropriate government, local authority, school, parents and guardian.

1. Communicate in simple and creative ways to the population in the neighbourhood of the school, the rights of the child as per the right to education Act, as also the duties of the appropriate government, local authority, school, parent and guardian.
2. Ensure the regularity and punctuality in attendance by teachers of the school.
3. Ensure that teachers hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child.
4. Ensure that teachers are not burdened with non-academic duties other than those specified in section 274

5. Ensure that no teacher shall engage himself or herself in private tuition or private teaching activity
6. Ensure the enrolment and continued attendance of all the children from the neighbourhood of the school.
7. Monitor the maintenance of the norms and standards specified in the schedule
8. Bring to the notice of the Local Education Authority any deviation from the rights of the child, in particular mental and physical harassment of the children, denial of admission and timely provision of free entitlements.
9. Identify the needs, prepare a plan, and monitor the implementation of the provisions, where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her Elementary Education, then, he or she shall be admitted in a class appropriate to his or her age.
10. Ensure that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education.
11. Monitor the identification and enrolment of CWSN and mobilize facilities for education of children with disability, as per equal opportunities, protection and full participation Act 1995 and ensure their participation in and completion of Elementary Education.
12. Monitor the implementation of the mid-day meal in the school
13. Prepare an annual account of receipts and expenditure of the school. Any money received by the said committee for the discharge of its functions under this Act, shall be kept in a separate account to be audited annually.
14. The Annual account should be signed by the chairperson or vice – chairperson and convener of the said Committee and make available to the local authority within one month of their preparation
- 15 Every School Management Committee constituted under subsection (1) of section 21 shall prepare a School Development Plan every year in such manner as may be prescribed.
16. The School Management Committee shall prepare a School Development Plan at least three months before the end of the financial year in which it is first constituted under Act.

17. The school development plan shall be a three year plan comprising three annual sub plans and shall contain the following details a) Estimates of class wise enrolment for each year b) Requirement of number of additional teachers calculated as per the norms given in schedule

c) Physical requirements of additional infrastructure and equipment, as per the norms given in schedule d) Assess financial requirement and needs on basis of above, including for providing special training facility specified in section Entitlements of children such as free text books and uniforms, and any other additional requirement for fulfilling the responsibilities of the school under Act.

18. The School Development Plan shall be signed by the Chairperson or vice chairperson and convenor of the School Management Committee and submitted to the local authority before the end of the financial year in which it is prepared.

19. The school management committee shall identify children requiring special training and organize such training in the manner prescribed in the Right to Free and Compulsory Education Rules 2010.

Key roles and responsibilities of School Management Committees:

Policy Formulation: SMCs are involved in the formulation of policies and guidelines for the school. They contribute to decisions related to academic programs, student discipline, and other operational matters.

Budgeting and Financial Oversight: SMCs participate in the budgeting process, ensuring that financial resources are allocated effectively to meet the educational needs of the students. They monitor the school's financial performance and budget.

Infrastructure Development: SMCs are often responsible for overseeing the development and maintenance of school infrastructure. This includes classrooms, laboratories, libraries, and other facilities essential for a conducive learning environment.

Teacher and Staff Appointments: SMCs may be involved in the selection and appointment of teachers and other staff members. They participate in the recruitment process, ensuring that qualified and suitable individuals are hired.

Monitoring and Evaluation: SMCs play a role in monitoring the overall performance of the school. This includes reviewing academic achievements, attendance rates, and the implementation of educational programs.

Parental Involvement: SMCs work to enhance parental involvement in school activities, recognizing the importance of a collaborative effort between parents and the school in the education of children.

- (i) **School management committees and the role of the community in RTE Act 2009 (Relevant Sections)**
- (ii) **Section 21:** A school other than a school specified in sub-clause (iv) of the clause (n) of section 2, shall constitute a school management committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers; Provided that three fourths of the members of such committee shall be parents or guardians; Provided further that proportionate representation shall be given to parents or guardians of children belonging to disadvantaged groups or weaker sections. Provided that fifty percent of Members of such committee shall be women. The school management committee shall perform the following functions, namely: – monitor the working of the school; – prepare and recommend School Development Plans; – monitor the use of the grants received from the appropriate government or local authority or any other source;
- (iii) **Section 22:** – every school management committee constituted under sub-section (1) of section 21 shall prepare a School Development Plan, in such manner as may be prescribed; – the School Development Plan as prepared under sub-section (1) shall be the basis for plans and grants to be made by the appropriate government or local authority, as the case may be; and **Section 24:** – hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child.
- (iv) **Section 35:** The local authority may issue the guidelines and give such directions as it deems fit, to the school management committee regarding implementation of the provision of this Act.

In 2010, an amendment to the RTE Act 2009 specified additional functions to be performed by SMC

Additional functions of a school management committee according to the RTE Act 2010 (Amendment):

- Create awareness in simple and creative ways among the population of the community on the rights and entitlements of the child as described in the Act, and the duties of the

appropriate national government authority, local authorities, schools, parents and guardians.

- Ensure the enrolment and attendance of all children, especially from the disadvantaged and vulnerable and disadvantaged sections of the population.
- Ensure that the disadvantaged and vulnerable populations are not discriminated against.
- Facilitate non-enrolled children's access to and participation in special training
- Monitor the identification and enrolment of children with special needs.
- Ensure that the benefits conferred on children by the RTE Act reach them in a timely manner.
- Prohibit private tuition by teachers of the school.
- Monitor that teachers are not over-burdened with non-academic duties

The school management committees, which consist of parents, teachers and elected representatives, were reconstituted in Tamil Nadu in April 2021 across more than 30,000 government schools in the state to ensure community participation in the functioning of the schools as mandated under the Right to Education Act. Teachers' associations said it is difficult for headmasters to ensure that parents participate in the meeting on a monthly basis.

The Right to Education (RTE) Act stipulates that 75% of the committee members should be parents and it should preferably be led by a woman. The move by the school education department to reconstitute the dysfunctional bodies was widely welcomed by educationalists, although they recommend some fine-tuning to spread more awareness. However, the initiative is currently facing resistance from teachers' associations.

Guidelines for constitution of school management committee (SMC) :

A .Composition of SMC:

The member of the SMC will be selected from the parents/guardians of students from the concerned school. The number of selected parents/guardians must be seven (7) out of which three (3) members will be female and four (4) will be male. To select these seven (7) members, all the parents/guardians of the students should call a meeting in which, the headmaster and community leaders of the school will be the deciding authority on the proceedings of the selection. The parents/guardians mentioned here should be from the concerned school. The school headmaster will automatically be a member of the SMC. In case where the headmaster is not available or there is an acting headmaster, than the teacher who is senior most will be the

SMC member. The SMC will then select a teacher from the concerned school who will take the role of treasurer for this committee. One member from the Local Council or Village Council/court will be selected to be part of the SMC – (Local Council for Urban Areas for Rural Areas). The last member selected must be an educationist/ resourceful person residing in that locality. This educationist does not necessarily have to be a parent/guardian of students from the concerned school. Example: The SMC can appoint any person from that locality, whom they regard as educated, interested in education and also interested in the progress of the school, as a member of the SMC. — From the total number of the SMC members, 50% should be female. This instruction should be followed as much as possible.

B .Office bearers:

• Chairperson: • Vice-Chairperson: The Chairperson and Vice-Chairperson will be elected by secret ballot. The candidates will be the seven (7) parents/guardians selected by the SMC. All members of the SMC will cast vote. • Member – Secretary/Convener: The headmaster will automatically become the ex-officio Member – Secretary/Convener. In the absence or unavailability of the headmaster, it will be the senior most teachers to take up this post. (Since this is an Ex-Officio post, there is no need for election) • Treasurer: The SMC will appoint a teacher from the concerned school to be treasurer. This means there is no need for election. • Members: — Seven parents/guardians will be appointed by the parents/guardians of the students to be members of the SMC. Out of these seven members, two (2) will automatically hold the post of Chairperson and Vice-Chairperson. The remaining five (5) will be members — an educated person, interested in education and the development of quality education in the school will be selected as a member.

C. Term of office:

1. A new SMC will be formed after every two years.
2. All the members of the SMC excluding the headmaster / Ex- Officio Member Secretary/ Convener, will be members for two years.
3. The headmaster and his representatives (senior teacher) will be the Ex- Officio Member Secretary/ Convener as long as he holds office. On the event of his transfer. The new headmaster will automatically take his place.

4. After the two-year term ends, a teacher will be selected to be the treasure of SMC. This teacher could be the same teacher repeatedly.

5. After two years term the parents/ guardians of the students from the concerned school will again appoint seven (7) members to represent them. The same parents/guardian can be selected repeatedly as long as their children attend the school. The school authority will convene this selection.

6. The Chairperson and Vice Chairperson will be elected by the seven (7) parents/guardians representatives. All these seven (7) members are eligible to be candidates. The proceedings of the selection will be by secret ballot.

7. In case the Chairperson/ Vice Chairperson is unable to continue his tenure before the term end, a new Chairperson/ Vice- Chairperson should be selected from among the existing parent/guardian representatives. New SMC members will then be selected from other parent/guardians to fill the vacant post.

8. After the end of the two years term, the local council village council will select one representative to be a member of the SMC. Please note that even though the tenure of the Local Council/Village Council may be more than two years, this cannot be carried over to the SMC. This means that a new member, even if it is the same individual, should be appointed as a member of the SMC after every two years.

9. An educationist/resource person, interested in quality education should be appointed to be a member. This appointment will be for two years after which a new appointment (even if the appointee is the same individual) should be made again.

D. Termination of the membership:

1. Any SMC member, if found to be unfit by his fellow members in the way he/she expresses view especially concerning the rights of children and also is not a team player can and will be removed by the SDEO. Before his/her termination he/she will be given time to explain his/her behaviour.

2. The termination letter will be submitted to the Secretary/ Convener and will be put to effect once it is accepted by the chairperson.

3. If there is a member who has resigned or is terminated, the SMC will select members to fill the vacant post. These newly selected individuals will be confirmed only after the SDEO's acceptance.

4. If the member-secretary/ convener and treasurer either resign or are terminated, his/her replacement will be selected by the SMC. The concerned SDEO will ensure there is smooth transaction between the two parties (i.e. the resigned and newly appointed). The SDEO will make sure that all financial records and funds are transferred and checked. A report of the proceeding of transaction of change will be submitted to the Director, School Education through the SDEO.

E. Proceedings:

1. The SMC will hold one meeting every two months
2. The meeting minutes/decisions should be recorded in writing and should be available for public viewing.
3. The quorum of members should be 2/3 for the meeting to commence.
4. The meeting notification should be given to members at least 5 days prior to the appointed date.
5. Each member will have one vote. When there is a draw the chairperson can have a casting vote
6. A copy of the meeting minute should be submitted to the concerned VEC and SDEO

F. Functions:

- a) Main:
 1. To monitor the school's administration
 2. To prepare the schools development plan and be an advisor
 3. To be aware and monitor the funds that is received from the government or other agencies.

b) General:

1. The SMC will support and ensure the right of children to Free and Compulsory Education. It will also inform the parents/guardians of the students, the community, community leaders and the government of its responsibility.

2. The SMC will monitor the punctuality and attendance of the teachers.

3. The SMC will identify out of school children with special needs. It will also ensure that these children complete at least the elementary level of school education and provide resources or aids necessary for the child's attendance and learning.

4. The attendance and regularity of students present in school will be monitored by the SMC

5. In the event where a student is denied his/her rights or benefits when the school exercises corporal punishment or mental abuse or when a child is denied admission to a school, it is the responsibility of the SMC to inform the higher authority as soon as possible.

6. If the SMC finds the need, it can form other working groups to enhance its functioning

c) Monitoring of teacher by SMC: 1. The completion of coverage of the syllabus within the academic year by a teacher should be monitored by SMC.

2. The teachers are expected to provide co-curricular activities and project to their students. The SMC is responsible in monitoring this.

3. The SMC should be aware of and encourage parents and teachers meeting as frequent as possible. In these meetings, the agenda discussed will be concerned to the students

4. Our rule forbids any kind of tuition fee. SMC should ensure there are no teachers who demand tuition fee from their students. This mean the student must be given quality education so there is no need for additional tuition

5. Teachers tend to be involved in various communal activities. Sometime they are too involved that it reaches a point where they neglect their teaching. The SMC should monitor and inform teachers that is an act of unprofessionalism and that is against their teaching techniques.

6. The SMC will take measures to ensure that all children within their locality attend school regularly

7. They will monitor whether children are given their rights or if their rights are violated by the school or anybody in any manner

8. Inspecting the quality and regularity of mid-day meal

9. The teachers should maintain a detailed record of each and every child in their school. The SMC should be aware of these records

10. The SMC will monitor how a teacher contributes and participates in the development of quality education. Whether the headmaster monitors the implementation of CCE . The headmaster and teachers will discuss their issues and initiative taken on a regular basis.

How CCE is being implemented and whether the guidelines of SCERT is followed d) Maintenance of Accounts by SMC: 1. a detailed record of funds, both received and spent should be maintained every year. (financial year) 2. The SMC accounts will be audited every year by concerned agencies and the SMC is responsible of ensuring that these auditions occur accordingly 3. Any fund received will be deposited into a joint account. MSC is responsible in making sure that this is being done. 4. A joint account will be opened by the chairperson and member- secretary/convener 5. No transactions can be made without the signature of both the chairperson/ice- chairperson and member-secretary/convener 6. The SMC must inform, the local authorities, the account number within a month of opening the account 7.

The SMC must submit the Utilization Certificate within three months from the time funds are received. e) Linkages with Village Education Committee: 1. The SMC will prepare a School Development Plan (SDP) under the guidance of VEC 2. SMC will inform VEC of any funds received for the school development. The VEC in turn will advise the SMC on its utilization 3. The VEC and SMC will have a joint meeting on a regular basis and will make a joint decision on how to utilize funds received. 4. The VEC should have at least one joint meeting every three months with all the SMAs within its jurisdiction 5. The SMC chairperson will be a member of the VEC 6. The SMC and VEC will work hand in hand for the development of schools 7. The VEC will maintain a detailed record of all funds received and this record

should be available for auditing at all-time 8. SMC must submit, to the concerned VEC, any utilization certificate within three months of receiving funds

G) Dissolution of SMC:

If the concerned Sub-Divisional Educational Officer (SDEO) find any discrepancies in the functioning of the SMC with regards to the guidelines of RTE Act/Rules, he/she has the authority to dissolve this committee. Before dissolving it the SDEO will conduct a proper verification and only if a strong evidence to dissolve the committee is found, will the dissolution take place. The SDEO should prepare and submit a detailed report of the dissolution proceedings to the Director, School Education, within a week of the dissolution. Once dissolution occurs. The SDEO will have the authority of the SMC and must form a new SMC within a month of the dissolution. If a new SMC is not formed within the allotted time action will be taken on the SDEO.

Tamil Nadu Elementary Teachers Organisations Joint Action Committee (TETO JAC) had urged the education department to reduce the frequency of SMC meetings as one of their 30 demands during the talks held with the school education officials and minister last week. This demand was accepted and the department assured them that meetings would now be held once every three months instead of every month.

The SLMC will monitor, review and resolve the requirements raised by SMCs under various categories such as infrastructure, teaching-learning, enrolment-retention and school management. It will conduct meetings once in three months or as needed. Earlier, the department had released another government order stating that development activities in schools should be carried out based on the SMC resolutions.

The formation of SMCs in government and aided schools for the purpose of their overall development and monitoring of schools was mandated under the Right of Children to Free and Compulsory Education Act, 2009. In Tamil Nadu, the school management committees were reconstituted in April and July, 2022, as a flagship initiative of the school education department to enhance the participation of the community in the development of schools. Thus, when the community, the parents, the teachers and the management of the school come together, then the systems as envisaged by the architects of the education systems prevalent in the nation become comparable to that of international standards. Hence, the SMC members

must be aware of the laws of the State pertaining to education and must know their rights and duties, their extent of powers.

The 21st century has been categorized by globalization and continuous changes in the work environment and with more flexibility which leads career guidance and counselling to become an important topic (Hughes & Karp 2004). The education system is giving the new entry students the tools and knowledge to plan for their future, which is one of their primary goals. Over the last two decades, education and career guidance and counselling has become more important for students, parents, teachers and career counsellors. A well-planned and high quality career education is important for students and their parents to help them in understanding the changes in education and in the job market (Vintere & Balode 2016). Career development plays an essential role in helping the labour markets and education systems to meet their goals and objectives.

Regardless of the large range of career major choices available for the students, career guidance and counselling are still needed to help the students to choose effectively and this is well-planned in many developed countries (Forawi 2014; Varalakshim & Moly 2009). The development and implementation of career guidance and counselling services has therefore been an important topic of concern in higher education institutions internationally.

Career guidance and counselling has to expanded to students of different academic levels to meet their needs but at the same time it has not be restricted to problem solving but outdated paradigm to prepare the students for making critical career decisions for their study and career development (Educational Commission 2000). Ali and Graham (1996) stated that effective career guidance is a process which aims to equip individuals with a clearer understanding of themselves and their potential for future career development and it helps individuals to assess their career development needs at various points in their lives, understanding the process of effective choice of a career, clarify their objectives for the future and take appropriate action to implement these objectives.

Furthermore, the possible effects of career guidance and counselling could be understood at three different levels: individual, organizational and societal. At the individual level, possible benefits for students could be through being able to manage their choices of learning and be able to have a career decision. At the organizational level, the possible benefits for the learners could be through identifying and entering learning and training programmes that meet their needs and be able to fit themselves in the right career that matches their

requirements. At the societal level, career guidance assists access to learning and work opportunities and enables greater effectiveness in allocating human resources (OECD 2004).

According to Oigo and Kaluyu (2016), one of the challenges of career guidance experts in higher education that this study is focusing on is to find out effective career guidance and counselling services for students, with appropriate career management skills to help the students in their career decision-making. In order to effectively increase the use of the guided curricular pathways, universities and colleges need to renew their concentration on career guidance and counselling programmes that help students to identify and enter the appropriate programme of their interest and goals. Dabula and Makura (2013) agreed that career guidance and counselling programmes should aim to develop students' skills in their study and personal life and implement career education into the curriculum.

A number of research studies show that career guidance and counselling in higher education are important to be implemented for students with appropriate career skills to ensure that they are in the right path of their career decision (Ibrahim, et al. 2013; Lairio & Penttinen 2006; Lugulu & Kipkoech 2011). Moreover, Tambuwal (2010) added that guidance means to assist, lead, direct, plan, manage and interact; while counselling can be seen as the process of helping the person in his or her problem to clarify his or her goals.

Career guidance and counselling can give the right direction and tools for students to set their career goals, providing them with a clear understanding of the education and skills that they need to meet their goals and support them in making good career decisions (Hughes 2004; Zunker 2006). Several influences have been discussed in different literature that have a direct and indirect impact on students' career choice. In the 1990s, Hershey et al. (1999) stated that career development became more widespread in many developed countries, and in higher education, career guidance and counselling are a very important implication for students' future career and life. On the other hand, Leach and Patall (2013) stated in their study that the low level of undecided students on the career major choice results in low motivation, affecting the students' academic performance and their career major decision.

Another study by Khamadi, Bowen & Oladipo (2011) pointed out that low career adolescence levels of students was noted by a lack of preparation for career decision-making, as some of the students selected the career programme/major preferred by their parents rather than selected based on their knowledge of occupations. Career guidance and counselling can give the right direction and tools for students to set their career goals, providing them with a

clear understanding of the education and skills that they need to meet their goals and support them in making good career decisions (Hughes 2004; Zunker 2006).

Understanding the Significance of Career Guidance and Student Counselling:

The United Nations Educational, Scientific and Cultural Organization (UNESCO) elucidates that the career counselling of youth comprises of four main components: (a) providing assistance to the individuals to acquire greater self-awareness in areas such as interests, values, abilities, and personality style, (b) linking individuals to sources so that they can become more well-informed about occupations and professions, (c) involving human beings in the decision-making process so that they can choose a career path that is well suited to their own interests, values, abilities, requirements and personality style, and (d) supporting individuals to be dynamic administrators of their career paths including management of career transitions and balancing various life roles as well as becoming lifelong learners in the sense of professional development over the lifetime . There have been individuals who choose career counselling as a profession and provide guidance and assistance to individuals who need counselling regarding the selection of subjects or programs.

When individuals graduate from high school; they are at times confused between two or more fields or subjects, when they have the required percentage and both engineering as well as medical college offers them admission, then they seek career counselling whether they should choose to become an engineer or a medical doctor. Career counselling and guidance is provided to an individual on the basis of ones interests, abilities, requirements, values and personality traits. It is vital for an individual to learn how to manage ones career management skills; as it has been stated that career is a lifelong objective, a career should never come to a halt and an individual should develop the skills regarding the management of his career. For example, an individual is an educator and has chosen the teaching career, therefore, the management of the teaching career centers upon enhancement of the skills such as having efficient knowledge of the subject that he is teaching, good communication skills, appropriate behavioural traits, proper training strategies, regular attendance and efficient formulation of curriculum and instructional methodologies. In any kind of profession, job or field, it is essential to develop career management skills, hence the areas that should be taken into account are: (Career Development guide,).

1. One should realize that career management is extremely crucial for one's successful living, and should become a possessor of one's career development.

2. Identification of one's career goals and objectives is essential; what one wants to achieve and what are the possible passageways that would lead to the achievement of the desired career goals and objectives.
3. Identification of all the areas that would lead to one's professional development is also regarded to be a vital career management skill; one's professional development and one's career management goes simultaneously.
4. One should formulate a career development plan; in the plan all the areas, requirements, capabilities and interests should be stated that the individual finds best.
5. One should become aware and knowledgeable regarding how to carry out, contribute and get involved in successful career conversations.

The Consequence of Career Guidance and Student Counselling:

Career counselling has transformed considerably since its beginning while preserving most of its essential constituents. This was at first instigated to assist the youth in the process of identifying the work and the kinds of jobs for which they were suited. As the value of this undertaking became widely recognized, vocational guidance units were added to school curriculum and became an essential part of the educational institutions. Vocational guidance served both those who are work bound and those who are college bound, in other words, both the people benefit from this undertaking, those who are working as well as those who are pursuing their higher education. Although, in fact the two groups often received extremely different types of training, and differences between the two groups have yet to be addressed adequately in the field of career guidance and student counselling (Capuzzi & Stauffer, 2012).

The main consequence of the guidance of students in the field of education is that, adequate and professional counselling and guidance of students not just involves communicating to them about the jobs and work opportunities available in accordance to their skills and abilities but it also involves communicating to the students regarding the labour market factors, main aspects of appropriate decision making and even different kinds of unpaid work available, because, people normally do get involved in volunteer jobs which are without pay in order to acquire work experience, because normally all kinds of jobs require either short term or long term work experience. Adequate counselling and guidance of students takes place in all kinds of educational institutions, even in kindergarten schools, counselling and guidance of young students is considered to be a crucial aspect.

Purposes of Counselling and Guidance:

There have been many purposes of counselling and guidance in all aspects; but in this case, the significant purpose has been identified from the perspective of education and the purposes have been stated as follows: (Ojo, 2006).

1. The individuals have to be made aware of their basic personal prerequisites, abilities, assets, liabilities and potentialities; hence they have to be made aware about their own positive points and negative points.
2. Effective, meaningful and significant information has to be provided to them in solution of their problems.
3. The students should learn how to scrutinize their weaknesses and then overcoming them; the role of the counsellor and a guide is to help them how to catch the fish on their own and not catching fish by themselves and giving it to them.
4. Students may also need counselling and guidance services regarding the selection of a career; in this case, they should assist them in making appropriate, satisfying and interesting educational choices.
5. The teachers as well as the parents should also meet with the counsellor or the guide, because it is crucial for them to effectively assist the student who is undergoing counselling and guidance sessions. The parents and the teachers should understand the needs and problems of the students and harsh behaviour or screaming at the student is strictly prohibited.
6. The school authorities or the administrators should be assisted in improving the educational objectives, planning and course curriculum.
7. The school environment should be formed in such a manner that students should feel safe and sound, they should develop proper attitude towards school, teachers, classmates, values, norms, policies, interests, beliefs, discipline and rules.
8. Students should be guided to identify their flaws and inconsistencies in the field of education and improve upon their learning. They should be guided in a manner to promote effectiveness.
9. Students who get addicted to underage drinking and usage of drugs should be shown the right direction and prescribe ways to get rid of such things because they are the major hindrances to one's personal and professional development.

10. It is essential to promote amongst the students a sense of awareness, ability to acquire sufficient knowledge regarding their studies, when studying they should put complete focus, and become more capable and intelligent.

Characteristics of Career Counselling

The following are the characteristics of career counselling: (Soumeli, 2012).

1. Counselling is part of an extensive sector of applied psychology, which has been extended in the structures of career counselling as well as of guidance and sustenance of the individuals during their attempt to practice a career according to their skills and capabilities, or their endeavour to decide upon the psychological problems correlated with their educational and professional life.
2. Education and career decision making is vital for every individual. Especially, in the present existence, in an era, distinguished primarily by the quick transformation and internationalization of labour, determining and managing a career becomes difficult and it is often aggravating. The person is needed to hold upon the knowledge, be familiar with the objectives, values, requirements and functions that are involved. With the new data and information available, one is discussing about a new model for Professional Development which is the model of Personal Career Management. As far this model is concerned, the individual is required to have the opportunity to reassess the connection between the obtained educational qualifications, the jobs and the personal skills and abilities that he possesses, to be organized through a lifelong learning process in order to be forwarded effectively along with the speedy transformations taking place in the labour market.
3. Accordingly, the professional selection is not a single final decision but it is the outcome of a complete sequence of progressive conclusions, a procedure by which a person finds every time, that is vital in his life and recognition of his or her main priorities.
4. Through the development of the above model, one approaches the contemporary and practical measurement of the individual career as a measured, continuing and a complicated process that involves the counselling, the psychological and educational measurement and last but not the least; it also requires the active participation of the students, job seekers and graduates. The model of Personal Career Management is advanced as a regular and multifaceted process that involves the counselling, the psychological and educational measurement and similarly also requires the active participation of the students, job seekers and graduates. The student has already made

a preliminary educational selection. After that, he has to make a professional selection which can either be additional education professional training or organization of seminars, workshops, obtaining a master degree, doctorate and so forth.

The European Commission Council endorsed having high-quality career guidance and counselling to support our students in their career major choice that meets their personality, ambitions and interest, shifting within education or from education to job market and to reduce the dropout from education due to the wrong career decision (Redecker et al. 2011). Redecker et al. (2011) added that having up-to-date and high-quality career guidance and counselling available for students at an early stage is important to help them understand their own strengths, weaknesses, interests, talents, study options and job market opportunities. The career guidance and counselling services help students by ensuring that they are on the right path and most likely to be engaged to achieve their potential. From there they can move forward to their chosen destinations in their education and in their future work as well.

Career Guidance and Counselling refers to a comprehensive & developmental approach. This assists individuals in making & implementing informed educational and occupational choices. It is an established scientific practice. It is based on making well-informed choices with respect to a student's transition. Career Guidance is a counselling programme designed to help students choose the right career path based In India, awareness, and information about various career options available to students passing out of school are limited. The culture of going to a career advisor is almost non-existent.

Career guidance plays an important role in helping product markets work and education systems to meet their goals. Because the choice of a career is undeniably one of the most crucial decisions one makes in life. The irony is that such an important decision is often made quite early in the life of an individual and is sometimes made without giving much thought to it. A career should be chosen with utmost care, thought, and planning. Individual have different innate capacities and abilities and hence aptitudes for different kind of work. The purpose of Career Guidance is to match the individuals and the occupation optimally for mutual benefits. It also promotes equity. Recent evidence suggests that social mobility relies on wider acquisition not just of knowledge and skills, but also understanding how to use them.

Career Guidance and Education in Schools:

In compulsory school Level - The general features of career self-management skills like, decision making, self-awareness, self-confidence are started from an early age. Where career guidance and education help in primary school students to explore qualities made for his/her systematic life.

It helps to select good and proper way to meet life achievement as per his/her ability. And these choices that they make this time have major implications for the next stage of education and work options. Because career guidance needs to be part of the process that helps them to transition life smoothly. In current days career education is important to present in the curriculum at the lower secondary school level, either as a separate subject. That is to meet the goal of school students and developing their future careers. But it is often seen that career education has few connections to the wider school curriculum. In lower secondary school level personal career guidance is to help students to decision making points for choosing subjects, transition the knowledge and understanding to the next level. However, it is used through personal interviews for selected on the basis of well-defined need, ex: low vocational maturity; readiness for decision making.

In secondary school level - It is very important in secondary students, where they are cannot choose their specific education and careers. Here we can be assumed, this is especially made for school students to select vocational education pathways. In many countries where they are received significantly this career assistance way for students achievement. This is taken for increasing flexibility that included in secondary vocational education programs, or meets the wide range of career options and jobs that can possible through training. In general education, career guidance spends substantial time preparing students to choose and compete for tertiary education. It can also help to meet the occupational and product market consequences of particular tertiary education choices. The career guidance help and identity, motivate of under-achieving student for significantly down the drop-out rates and to attract disaffected young for back into education and training.

Additionally, there should be a positive interaction between students' career planning, knowledge of the world of work, career exploration, knowledge of occupations and career decision-making to be truly ready to make their career major choice and this can happen if there is effective intervention, such as career training, availability of career guidance materials, and career counselling services (Sultana & Watts 2008).

Students in every country face challenges when deciding on their career path. Through education and changes in the labour market, students need to know more about their country's economic growth and changes at the local and national levels that influence jobs. The crucial difference between career guidance and counselling systems in different countries can be related to economic, political, social and cultural factors, to education and training systems and 58 to organizational structures (Watts 1999).

Nan Mudhalavan scheme –courses, Eligibility, Documents, College & Benefits

The Tamil Nadu government introduced the Naan Mudhalvan Scheme to help the young individuals of the state to upscale their skills. It will help them get better career opportunities and secure their life. Read this article to learn all about the Naan Mudhalvan Scheme.

Naan Mudhalavan programme

The Naan Mudhalvan scheme is a skill development initiative launched by the Tamil Nadu government to provide free training to unemployed youth in the state. The scheme aims to create a skilled workforce and increase employment opportunities. It allows online study access to different foundation courses. This scheme will let the students of Tamil Nadu to go for higher studies as well as to apply for any skilled courses without any worry of financial circumstances. This scheme identifies the gifted students in state-run and government –run educational institutions and to offer them academic and career guidance. Students in Tamil Nadu will get the chance to participate in this programme and obtaining training that will develop their independence. The kalloori kunawa initiative has been launched under Naan Madhalvan program in order to provide guidance to the students to opt for courses and select colleges, entrance exams, educational loans, and scholarships.

The “Naan Mudhalvan” launched by the Hon'ble Chief Minister in March 2022, aims to Drive the Gross Enrolment Ratio of Tamil Nadu into Higher Education from 47% to 100% in a few years with the joint effort of the School Education and Higher Education Department. The program ensures that every student is motivated to pursue higher education and is well supported by Teachers, Alumni, SMC, and College NSS volunteers to choose a course and college of their choice. It is a dedicated initiative to provide effective and comprehensive guidance to government school students on career development and higher education. The Tamil Nadu government further launched the Naan Mudhalavan up skilling platform to develop skills and provide dynamic information to college students on various course and industry – specific skills. This programme assists Tamil Nadu students in getting training in their preferred field of interest, which will help them achieve their career objectives.

Vision

- ❖ Increase the number of students pursuing and completing higher education of their choices.
- ❖ Provide required life skills and soft skills for all the students starting from class 9 to 12.
- ❖ Drive the Gross Enrolment Ratio of Tamil Nadu into Higher education from 47% to 100% over the next few years

Program Highlights

UMIS-EMIS Data Reconciliation as on (25.03.2024) AY 2022-2023, CG Book Distribution

Classroom transactions, Email Id Creation, Exposure Visit, Entrance Exam, Career Guidance Stalls, Teacher Counsellors Assessment, CG Assessment for Class 11 & 12 students, Palli Parvai assessment, NSS G.O & Supplementary, Takkal G.O, 14417 Outbound calls - NSS, 11 & 12 Board Exam absentees, SMS/Voice Blast, CG Training Programs -STUs, District CG Cell Training, Upcoming Training, NSS Volunteers in Career, Guidance Cell AY 2023-2024 Govt. HSS, PR & Media.

UMIS-EMIS Data Reconciliation As on (23.06.2024) AY 2022-2023

As per UMIS data reconciliation report, Out of 3,99,938 class 12 students from Government Schools, 2,47,732(63%) of class 12 students have joined higher education. 1,52,206 (38%) of the students are yet to enroll in higher education.

Career Guidance Classroom transactions Academic Year 2023-2024 for Class 11 & 12n was 7.5 Hrs Academic Year 2023 - 24 career guidance session ,1.5Hrs Per Month Academic Year 2023 - 24 Career Guidance Session Aug, Sep, Oct, Nov& Dec

Communication channels- SMS blast, Voice blast, WhatsApp blast

Government orders : 01 G.O.(Ms). No.78, dated: 13:09:2023 to contribute their 20 hours in supporting Class 12 students of Government Higher Secondary Schools for their higher education.

02: G.O. No. 63, dated: 04.03.2024 Cancellation of Tatkal amount and extension of application from 7days to 15 days.

Convergence: 1. Internal: All Children in School (Acis), School Management Committee (SMC), Alumni, Inclusive Education (IE), Student Helpline-14417.

2. External: The National Service Scheme (NSS),Tamil Nadu Skill Development Corporation (TNSDC),Higher Education Department,TNEGA,ADW & Tribal Welfare, Kallar Welfare, Welfare of Differently Aabled, Social Welfare, Directorate of Collegiate Education

School Career Guidance Cell:

Career Guidance Cell members to be active through the year and play their roles by participating in motivating students to aspire various career and courses

1. HM &Teacher Counsellors: ORGANISE- Apply & Track Higher education Application status Of the students.

2.5 Alumni Members: SENSITIZE- Motivate the Parents & students enrolling to higher Education

3. SMC, Chair-Person, Vice-Chair-Person,Educationist,Resource Person: CONNECT- Strengthen the Community Involvement, & House visits.

4.2 NSS Volunteers: volunteer support- Apply for higher Education through hi- Tech lab at schools, House visits, & Community engagement

Manarkeni App : 1. A learning resource for students, teachers and the public

2. Video lessons help understand concepts through a structured learning path

3. Each concepts explained through RBCs (Related Basic Concepts) which strengthens the foundational understanding.

Palli Parvai Assessment: Major Observations 1. Status of UyarKalvi Vazhikaati book No of students not received UyarKalvi Vazhikaati book 2. 3. 14417 helpline Career Guidance cell in the government higher secondary schools 4. 5. Uyarkalvi Vazhikatti classes 6. Email ID of class 12 students Number of Teacher Counsellors in the school 7. Students attended the Uyarkalvi Vazhikatti assessment last month

Proposed plan For Academic Year 2024-2025

1. Finalization of Teacher Counsellors for each school (HS & HSS) CG e-content available in the hi-tech labs / CG Book Distribution.

2. Baseline Assessment on CG for students from classes 9 to 12 4 hours of CG classes per month through Hi-Tech labs (1 hour per month) Assessment for CG Training for Teacher Counsellors of Classes 9 to 12.

3. Online Certificate Courses for students classes 9 to 12 by TNSDC CG Book Assessment for students from classes 9 to 12 Email Id creation for class 12 students Group Preferences Survey for class 10 students.

4. Higher Education Preferences Survey for class 12 students Live and Recorded sessions on various higher education streams and courses Endline Assessment on CG for students from classes 9 to 12 "Know your EMIS ID" campaign through NM Portal Chabot / SMS / Posters.

5. District level in person training for Teacher Counsellors Exposure Visits for class 12 students District level in person training for Career Guidance Cell members Career Guidance Cell Meeting at schools.

6. Workshop on various higher education streams Quad Certificate Camp District level training for Career Guidance Cell members Career Guidance Camp.

Benefits and features of Tamil Nadu Naan Mudhalvan scheme

- The Naan Mudhalvan scheme aims to offer skill training to 10 lakh students annually to help them develop their talent.
- It offers academic counselling to selected students at government educational institutions.

- It helps students improve their spoken English so they can communicate effectively.
- Through this scheme, the students can develop their skills to get better jobs in the future.
- It offers students of Tamil Nadu training in robotics and coding
- It offers online and offline Training to eligible students
- Every institution under this scheme must establish proper guidance for executing it.
- The alumni of these educational institutions can run mentorship programmes
- Students in their higher secondary education level can continue sessions in a diversified curriculum.
- Under this scheme, students can also avail foreign language teaching to up skill their vocabulary to get jobs in foreign nations.
- It facilitates building separate training facilities for college and district levels.
- At the district level, a collector will lead a committee to oversee this project, and it will work directly under the chief minister.

Naan Mudhalvan courses

The students studying in the below streams can avail of training under different courses of the Naan Mudhalvan scheme like Engineering, Arts and Science, Polytechnic, ITI , Pharmacy and Medical sciences . The courses under which training is provided for Engineering stream students are - Information technology, Emerging technology, Personality Development, Competitive Exams, Civil Engineering, Mechanical, Manufacturing, Banking and Finance, Languages and Green energy, Chemical, Logistics , Electrical, Electronics, Media and Management.

The courses under which training is provided for Arts and Sciences streams students are as follows- Information Technology, Emerging technology, Personality Development, Competitive Exams, Banking and Finance, Languages, Logistics, , Media and Management. The courses under which training is provided for polytechnic stream students are Information Technology, Emerging technology, Personality Development, Competitive Exams, Civil Engineering, Mechanical, Manufacturing, Languages, Electrical, Electronics, Media and Management. The courses under which training is provided for ITI and Pharmacy and Medical

sciences stream are as follows- Information Technology, Emerging technology, Personality Development, Civil Engineering, Languages, Media and Management.

Naan Mudhalvan Scheme UPSC Exam – Under the Naan Mudhalvan scheme, the Tamil Nadu government is helping civil servant aspirants to access better coaching facilities and minerals to appear for the UPSC exam. The Tamil Nadu Government announced that they will shortlist 1000 civil services aspirants each year through this scheme. They will do it by conducting a test and will provide them with Rs 7500 per month for 10 months to help them prepare for the UPSC Preliminary examination.

The Naan Mudhalvan scheme is a great initiative for the Tamil Nadu Government to help students upscale their talents and skills. It will help students prepare for higher studies and apply for various skilled courses in different fields.

CHAPTER II

REVIEW OF LITERATURE

The review of literature is an integral part of any educational research. Number of studies has been carried out by hundreds of educational researcher in respect of educational planning and administration across the globe. At the same time many studies have also been done on school education and the quality of education.

Grotberg (1971) found out that closer contact between parents and teachers gave each a more complete picture for the child's abilities and improve consistency in working towards desired goals. On the whole the role of parents in schools differs from school to school whether the school is primary, junior secondary or senior secondary school.

Seinfeld (1985) suggested that parent's involvement should include decision on budget, selection of staff and general operating procedures, and thus given credence to the invaluable contribution of parent's bodies in school management. The school and the community need to work closely together for each other's benefit.

According to the Ghana Education Service Head teachers' Handbook (1994) the head teacher, should identify those individuals or organizations with whom he could co-operate. The Head teachers Handbook states that both teachers and pupils should be engaged in activities which are seen to help those around them. The community leaders should play a leading role in mobilizing and masses to participate more effectively in school projects. It is also important for the schools to take active part in communicate programmes and developing projects.

Robbins and Alvy (1995) parents may play traditional roles of attending school open days and parent conferences to serving on school board and making general policy decision to becoming a member of site-based management team, involved in the everyday running of schools? In addition, they stated that some teachers and heads are reactive to parents' involvement in school management

According to the Ghana Education Service, Information, Education and Communication (IEC) Messages and Training Manual (1998) states that an important strategy for giving every Ghanaian child good quality basic education is to support and empower all stakeholders especially communities and parents to own and participate in the management of basic schools in their communities. In addition the IEC Messages and Training Manual continue 31 that parents are to participate in school meetings to assess the needs of the schools and provide

funding where possible. Community development spirit should be revived and rekindled in support of better school management. Education is a right to the child so it is very important to embrace it by sending the children to school.

Pope et al. (1998) stated that in Asian countries, students regularly choose their career based on their parent's criteria and they found in their study that Asian students really need help through career guidance and counselling services.

Hershey et al. (1999) stated that career development became more widespread in many developed countries, and in higher education, career guidance and counselling are a very important implication for students' future career and life.

In Canada, Hartman (1999) states that career counsellors facilitate and provide help and support for their students and families outside if they need it, while in Botswana, they provide individuals with career guidance and counselling services based on value, respect and dignity, and provide them with evaluation services through questionnaires, interviews, and observations (UNESCO 2000).

Leung (1999, 2000) claimed that even while career guidance and counselling services in Hong Kong become more vital with large scale programmes, they still face a problem with the career counsellors themselves. The career counsellors are often full-time teachers with little time for career counselling programmes and an inability to follow up with students.

According to Oгода (2000) and Wambu and Fisher (2015), there are no career guidance and counselling services in the Kenyan education system, which has created a lot of college and university dropouts affecting students' skills, as they are not aware about the job market needs.

Mehralizadeh Y, Sepace H & Atashfeshan F. Betageri (2003) in his study of "Role and functioning of VEC and SDMC in Karnataka with special reference of Dharwad District" observed that there is a wide gap between the role performed by the School Betterment Committee (SBC) and Village Education Committee (VEC) members. Role and functions were not known to all the members. However he concluded that there is gestation period of few years, a phase of trial and error experimentation process for the SDMC to gain roots.

Kantha & Narain (2003) too reviewed the dynamics of community mobilization in Bihar state. They explored the nature, level and conditions of community participation in different programme and project for elementary education.

Patil (2004) in his Doctoral Research entitled “Role of Gram Shikshan Samiti (GSS) in Universalization of Primary Education” found that the GSS members participated in enrolment scheme; GSS members promoted education by checking attendance registers of centers after every three months, GSS members also faced some difficulties while conducting the survey; in convincing illiterate persons or due to non-availability of parents. However he has concluded that GSS understands its role in bringing about universalization of Primary Education, but still far very few GSS had actually performed quality work.

The case study of Mali by Joseph Estefan (2004) shows that community schools worked well under management of School management committees (SMC) made up of locally selected community members. Not only were the community schools effective at increasing access to basic education and raising the completion rate, but also students from community managed schools as well as in traditional public school performed better than traditional schools on language and mathematics test scores.

Watts and Sultana (2004) stated that career guidance and counselling are well developed in high-income countries, unlike in the Middle East, North Africa and in many developing countries

Anton (2005) in his study “Improving the quality of education through School-Based Management: Learning from International Experiences” found that School-Based Management is being increasingly advocated as shortcut to more efficient management and quality improvement in education.

Bazik (2005) in his research entitled “Role and functioning of School Committees in Improving Elementary Education-A study of Mayurbhanj District in Orissa” has observed that school committees work more effectively in areas where PRIs were more active.

Sharif Khan (2006) Studied shown research that school management committee plays a key role in strengthening relationship between the school and local communities. Having an interest to know more about the role of school management committee school improvement, he conducted a study of an economically marginalized community. His findings conferred that SMC can bring about positive changes in the school through commitment a consensus data from District Report cards survey conducted in 2011 used two variables to test of more community participation reads to better school performance. In this survey, he had SMCs meet and how it is functioning comparative analysis of DISE Data shown varies component

regarding facilities available in the school, school particulars, school categories, enrolment of students, disable students, CCE and teacher in position school management committee.

Yadav (2006) in his study on the role and performance of Village Education Committees in Haryana recommended to nominate only at least matriculate candidates as members during constitution of the VEC and there must be a definite period for each member.

A study carried out by Chirese (2006) in Zimbabwe stated that the effective career guidance and counselling services components provided include policy statement, services planning, peer counselling and services evaluation. A close combination of those factors will likely result in the desired level of career guidance and counselling performance in the countries discussed above. Alternatively, successful implementation of career guidance and counselling services could use policy statements, service planning and services evaluation as core features before investing in other services, and results would still be within a reasonable range (Chirese 2006, UNESCO 2000).

Yirang (2007) In his study entitled “Impact of SSA on community participation in school management at primary level in the District of lower Dibang valley of Arunachal Pradesh” observed that contribution of the community is not up to the mark as perceived in the mission of SSA; the basic foundation for the achievement of SSA is community participation but the necessary initial step for creation of community awareness of SSA was not followed at right time.

Jones Lytikainen, Mukherjee & Reddy (2007) studied the VECs and MCs (Mother Committees) in Andhra Pradesh. Committees were found to have increased public participation and brought about some improvement in service quality, also identified some deficiencies and obstacles like illiteracy, socio- economic inequalities and lack of skill and resources on the part of community members.

Sharma (2008) studied “ Structures and Mechanisms of Community Participation in School Management” to Realizing that community involvement is vital for quality improvement, the government of Nepal decided to transfer the school management authority to the community as a reform measure for school improvement. But the teaching force, one of the important segments of the community is opposing the government’s strategies. The author attempts to discuss significance and importance of transferring management responsibility to the community from the perspective of theory and practice and highlights the benefit and prerequisites based on the review of international practices.

Cheung & Kan (2009) study the aims of finding out teachers' perceptions of the newly proposed school management system and whether they are willing to participate in Incorporated Management Committees (IMCs) as a form of School- Based Management in Hong Kong.

Chikoko (2009) done a qualitative research work to note the experiences of the Stakeholders (members of school development committee i.e. teacher, headmaster & parent governor) regarding decentralized decision making in area of school finance, human resources and curriculum in Zimbabwean schools.

Rao (2009) studied about the working of the school education management committee in a tribal area of east Godavari district of Andhra Pradesh. The study found that more than 67% of all categories of the respondents were aware of SSA. And 17% of SMC members suggested that creating awareness among the tribal parents would enable them to participate in school related activities. The other suggestions were the provision of mid-day meal programme on a daily basis in the schools, facility of drinking water should be available in the premises, use of teaching learning materials by teachers, provisions of better infrastructure schools and so.

Cheung & Kan (2009) study the aims of finding out teachers' perceptions of the newly proposed school management system and whether they are willing to participate in Incorporated Management Committees (IMCs) as a form of School- Based Management in Hong kong.

Rosenberg et al. (2009) found that in South Africa few teachers had been trained in life orientation and the content of careers in order to be ready to help learners, while other teachers already have knowledge and experience about this.

Duwarah (2010) conducted a study on the “Effect of Community Participation on Elementary Education in Assam” to find out the effect of Village Education Committee (VEC) on elementary education of Assam. The study highlighted that VECs play an important role with improving infrastructure and other essential aspects of the school, increasing enrolment and attendance of the children, etc. for the entire development of the schools.

Chen (2011) examines the key aspects of the practices of school-based management in Indonesia, and its effect on education quality. Using a conceptual framework of an accountability system of public service delivery, the paper explores the relations among Indonesian parents, school committees, schools, and government education supervisory bodies from three tenets: participation and voice; autonomy; and accountability.

Another study by Khamadi, Bowen & Oladipo (2011) pointed out that low career adolescence levels of students was noted by a lack of preparation for career decision-making, as some of the students selected the career programme/major preferred by their parents rather than selected based on their knowledge of occupations.

Prabhakar, P. N (2011) conduct a study on “School Based Management: An analysis of the Planning Framework and Community Participation”. The findings of the study reveal that the planning framework seems to be weak in public schools while in private schools it is well built. Though in private school parents or community is not involved in establishing planning framework but still it is well built. The parent/community participation is true to the spirit of public schools where the planning framework is ascertained. The study suggests that the policy makers should stress on conductive framework for micro planning in public schools and thrust upon parent/community participation in achieving efficient and effective planning system.

Owusu & Sam (2012) conducted a study sought to assess the role of School Management Committees (SMCs) in improving quality teaching and learning in Ashanti Mampong, Ghana (West Africa) Municipal Township Basic Junior High Schools through the views of head teachers, teachers and SMC Members.

Kernel Teron (2012) in his study “To study the functioning of SMCs in Golaghat District of Assam” found that SMCs were formed as per guidelines, regular meetings were conducted, training was imparted to SMC members regarding their roles and functions and SMCs were serious about their meetings. Thus the present study was selected to know the status of the awareness level of the SMCs about their roles and functions and also to fill the gaps in the available researches on community participation in elementary education.

Oye et al. (2012) added that career guidance and counselling are like a process, and techniques are used by career counsellors to help students to cope with their problems either in their career path or in their life, so that the students can become more active and useful in their society.

Nwangwa & Omotere (2013) studied the School Management Team (Principal, Deputy Principals, and HODs) need to understand the new roles of school managers in managing the changes in Nigerian schools. This study investigated the emerging roles that members of the School Management Team play in their efforts to manage the on-going educational changes in schools. Since the present educational system in Nigeria is characterized by a variety of changes, school managers were not only expected to understand the changes but also to be able to manage them effectively.

Fitriah et al. (2013) investigated parental participation in the context of education decentralisation with regard to the changing situation in which the Indonesian government provides sufficient funds for school operational costs. Using a qualitative inquiry, researchers collected data through document analyses, questionnaires and interviews with stakeholders of two public primary schools in Depok, Indonesia. The study found that prior to the Free School Program, parental participation was limited to parents' financial contribution and associated matters.

Dabula and Makura (2013) agreed that career guidance and counselling programmes should aim to develop students' skills in their study and personal life and implement career education into the curriculum. A number of research studies show that career guidance and counselling in higher education are important to be implemented for students with appropriate career skills to ensure that they are in the right path of their career decision (Ibrahim, et al. 2013; Lairio & Penttinen 2006; Lugulu & Kipkoech 2011).

On the other hand, Leach and Patall (2013) stated in their study that the low level of undecided students on the career major choice results in low motivation, affecting the students' academic performance and their career major decision.

Rout (2014) explored the role of School Management Committees (SMCs) in rural elementary schools pertaining to the different variables under investigation, e.g. enrolment, utilization of allotted funds and development of infrastructures. One district was selected for case study. The study reveals many facts pertaining to the different areas under study that have important implications for the major stakeholders of elementary education and revealed the SMC discharged its role actively for achieving universal enrolment by checking the attendance and absenteeism of the learners. It also showed that interest in developing the infrastructure and the SMC.

Yau & Fongcheng (2014) studied aims to examine the perceptions of a sample of Hong Kong principals and teachers of the extent to which school-based management (SBM) has been effectively implemented in primary schools. More specifically, it was studied to investigate the following research questions, as perceived by principals and teachers: (1) Which features of SBM are being implemented in Hong Kong primary schools; (2) To what extend are they being implemented? (3) What are the difference between the perceptions of teachers and principals towards SBM? The features of school-based management implemented in Hong Kong primary

schools include (1) leadership competence and work relationships, (2) staff coordination and effectiveness, (3) financial planning and control, and (4) resources and accommodation.

Kumar (2016) conducted a case study to understand the structure of SMC in Himachal Pradesh. The author studied the awareness level of Heads of elementary school, Chairman of SMC and SMC members, parents and teachers about their role & function in the school education as per RTE-2009 provisions in District Kullu in Himachal Pradesh. Local bodies and SMC have been given higher responsibilities and functions as cent per cent enrolment, enrolment of out of school children, retention till completion of elementary education, monitoring of school activities and preparation of school development plan.

Vintere and Balode (2016) stated that career guidance and counselling services in these countries are measured through three different kinds, including career education, career counselling and career information. Each of the three facets of counselling targets a particular aspect of an individual's existence and his or her relation to the economic performance of the countries in the Baltic region. The need for conformity to the three services is higher in these countries since they are the blueprint for future implementations and improvements that could affect the economy in the long-term.

According to Oigo and Kaluyu (2016), one of the challenges of career guidance experts in higher education that this study is focusing on is to find out effective career guidance and counselling services for students, with appropriate career management skills to help the students in their career decision-making. In order to effectively increase the use of the guided curricular pathways, universities and colleges need to renew their concentration on career guidance and counselling programmes that help students to identify and enter the appropriate programme of their interest and goals.

Poisson (2019) describes open government as 'the opening up within the education sector of government data, processes, decision and control mechanisms to public involvement and scrutiny with a view to ensuring inclusive and equitable quality education'. Open education (i.e. open government in the field of education) is an innovative approach to educational planning and citizen involvement resting on the principles of transparency, accountability and citizen engagement. It favours participatory policy processes, which are an effective method for restructuring a decentralised and people-centred governance structure. In line with the objectives of the project on open government, this study seeks to formulate what is meant by open government in the education sector in India while exploring perceptions of open

government approaches in education among all stakeholders. For a better understanding of the concept of open government in the context of education.

CHAPTER III

METHODOLOGY

3.1 Introduction

This Chapter describes the procedures that will be followed in conducting the study. The chapter entails; research design, study population, determination of the sample size, sampling techniques and procedure, data collection methods and instruments. It will also describe; pretesting, procedure of data collection and data analysis.

3.2 Research Design

The researcher intends to use a cross sectional survey design based on both qualitative and quantitative research approaches, because according to Fraenkel and Wallen (1996), cross sectional research describes an existing relationship between variables. It is also encouraged by Amin (2005) for studies that involve collecting data from a large population. This design is also appropriate as it involves analysis of respondents from across a wide spectrum, it also act as the best design to decipher the required study findings and also use of qualitative method helps one to yield more information, Vessels and Huitt (2005). Based on the explanations, this design will be employed during the study as it will suit the proposed study since it will involve across of respondents and aims at establishing the relationship between School Management Committees and academic achievement.

3.3 Study population

Mugenda and Mugenda (2003) describe study/target population as the population to which a researcher wants to generalize the results of a study and should be defined according to the study. The researcher will use cross sectional survey of the population that will include: School Management Committee (SMC) members of the selected higher secondary schools in the three Udumalpet, Madathukulam, and Gudimangalam blocks in Tiruppur district. One member of SMC will be interviewed in each of the selected schools that will constitute at total of 16, 16 SMC Presidents, 16 SMC Vice-presidents, 16 CG-PG teachers and the 16 Head-teachers of the all selected will be involved in this study. All together the population will add to: 80 respondents.

3.4 Determination of the sample size

To discord unguided generalization, a sample (accessible population) will be used as suggested by Amin (2005) that sampling is vital in selecting elements from a population in such a way that the sample elements selected represent the population. The sample size will be selected from the members of the School management committees, head-teachers, teachers and officials from the District Education Office.

Methodology

The researcher has chosen Survey method for the study

3.5 Survey Method

The survey method is the technique of gathering data by asking questions to people who have thought to have deserve information. A formal list of questionnaire is prepared. Generally a non-distinguished approach is used. The respondents are asked questions on their demographic interest opinion.

3.6 Data Analysis

The investigator selected sample of 60 teachers from 3 Educational blocks (Udumalpet, Dharapuram and Tiruppur Educational district) in Tiruppur District by using Multi-stage random sampling. The investigator used percentile analysis and differential analysis method for the study. The tabulation and statistical calculations were made for analysis and interpretation of data. The t-test were employed for the comparison of groups.

3.7 Need for the study

Numerous programmes for skill development are run by both the federal and state governments. These strategies are put in to action to carry out various skill - development projects. Through participation in this programmes students and young people can develop their skills. This initiative will provide academic counselling to gifted kids at state and government – run educational institutions. This programme will help students their skills and give them training that will eventually enable them to obtain better job. The 'Naan Mudhalvan' scheme is being implemented with the objective of ensuring that every Government School student gets Higher Education and Employment as per the student ability and preference. Each school will also establish a guidance office with members from Illam Thedi Kalvi, and presidents and vice presidents of school management committees, concerned school teachers

in guiding the students to carry out this initiative. For students in classes 11 and 12, there will be continuing sessions with a diversified curriculum offered.

3.8 Objective of the study:

- To know the active participation of SMC in school career guidance cell.
- To assess the role of SMC in promoting Higher education among higher secondary students.
- To find out the involvement of SMC in helping drop-out and failed students at school level.

Methodology:

3.9 Hypothesis:

- There is a significant difference in the active participation of SMC in school career guidance cell among higher secondary schools with respect to locality.
- There is a significant difference in the active participation of SMC in school career guidance cell among higher secondary schools with respect to age group.

3.10 Sample of the study: GHSS school in Udumalpet Educational District

3.11 Tool: Questionnaire, Interview schedule with SMC members as well as with respective school teachers.

3.12 Delimitations of the Study

The study is confined to school management committee President, vice-president, the concerned higher secondary school HMs and CG-PG school counsellor's only. The study is confined to educational blocks in Tiruppur district.

The table shows the summary of the sample size which will be considered in the study

TABLE 1

S.no	Category	Sample size	Sampling method
01	School HMs	16	Purposive
02	PC-CG Counsellor teachers	16	Purposive
03	SMC Presidents	16	Purposive
04	SMC Vice-Presidents	16	Purposive
05	SMC Members	16	Random
	Total	80	

3.13 Sampling techniques and procedure

Sampling is the act, process or techniques of selecting a suitable sample for the purposes of determining the characteristics of the whole population. Koul (1990) stated that the simplest and most common system of allocating of sample units among strata is in proportion of size of the strata. Kombo and Tromp (2006) stated that stratified random sampling involves dividing your population into homogenous sub groups and taking a simple random sample in each sub group.

The researcher intends to use the simple random sampling and purposive sampling. The simple random sampling refers to a process of selecting in such a way that all individuals in the defined population have an equal and independent chance of being selected. The purposive sampling will be used to select the 16 head-teachers, 16 SMC presidents, and vice-presidents. This technique, according to Gay (1996) though may not necessarily be a representative sample; but enables the research to acquire an in depth understanding of the problem. The purposively selected sample is a rich source of data of interest.

The research intends to use purposive sampling of the School management committee members in each of the schools. The Chairperson of SMC in each of the school will be selected because they are the head of the committee. The head-teachers of the selected schools will be respondents for the study as they are directly in-charge of the school administration and the SMC. The head-teachers are essential in this research study as they will grant the researcher permission to carry out the research and at the same time provide some of the documents to be reviewed by the research in the course of the research study. Career guidance PG teacher will

be selected from the twenty sampled schools as they are key counsellor in career guidance cell in the school system.

Data Collection Methods

3.14 Questionnaire surveys

These will involve preparing open and close ended questions which will be sent to the head teachers and teachers. The researcher will design the close ended; close ended, the answers will be provided for the respondents to choose from.

3.15 Interview

This will involve face-to-face interactions between the researcher and the respondents through question and answer. It will involve the researcher preparing interview schedule and use it to orally ask respondents questions. This has been chosen because the responses are on spot during interviews. This is also based on the fact that the technique of face to face treats the interview as a pipeline for extracting and transmitting information from the interviewee to the interviewer and are also very necessary in strengthening the clause of confidentiality (De Vos, 2001)

TABLE 2**LIST OF CAREER GUIDANCE PG TEACHERS LIST FROM MADATHUKULAM,
GUDIMANGALAM, UDUMALPRT BLOCKS**

S.NO	BLOCK NAME	SCHOOL NAME	PG- CG TEACHER NAME
01	MADATHUKULAM	GHSS KOMARALINGAM	MAHUDEESWARAN
02		GHSS MADATHUKULAM	GOLDA MOLLYS
03		GHSS KARATHOLUVU	P.SANTHI
04	GUDIMANGALAM	GHSS GUDIMANGALAM	M.JEEYAREEGAN
05		GHSS RAMACHANDRAPURAM	T.VASANTHAKUMARI
06		GHSS POOLAVADI	G.S.BINTHU
07		GHSS PEDAPAMPATTI	R.S.KURALARASAN
08	UDUMALPET	GHSS JALLIPATTI	C.KARTHICK
09		GGHSS DEVANURPUDUR	C.SUBATHRA
10		GHSS PERIYAVALLAVADI	BALASUBRAMANIAN.K
11		BCGGHSS UDUMALPET	A .THILAIAMMAL
12		GBHSS UDUMALPET	P.SURESHKUMAR
13		GHSS UDUKAMPALAYAM	THIRUMURUGAN.C
14		PMGHSS PULANKINAR	SARAVANAN
15		SNVGHSS ELAYAMUTUR	A.RAFIQ SAIT
16		GHSS RAJENDRA ROAD	R.PALANISAMY

TABLE 3**LIST OF HMs FROM MADATHUKULAM, GUDIMANGALAM, UDUMALPRT BLOCKS**

S.NO	BLOCK NAME	SCHOOL NAME	HMs NAME
01	MADATHUKULAM	GHSS KOMARALINGAM	V. MARIYAPPAN
02		GHSS MADATHUKULAM	M.RATHINASAMY
03		GHSS KARATHOLUVU	K.SOUNDIRARAJAN
04	GUDIMANGALAM	GHSS GUDIMANGALAM	R.PALANISAMY
05		GHSS RAMACHANDRAPURAM	MANONMANI M P
06		GHSS POOLAVADI	SHEELAFATHIMA R
07		GHSS PEDAPAMPATTI	S.KARTHIKAYAN
08	UDUMALPET	GHSS JALLIPATTI	K.PALANICHAMY
09		GGHSS DEVANURPUDUR	G.B.SATHYA BAMA
10		GHSS PERIYAVALLAVADI	A.JAYALAKSHMI
11		BCGGHSS UDUMALPET	P.VIJAYA
12		GBHSS UDUMALPET	ABDULKADHAR
13		GHSS UDUKAMPALAYAM	CHANDRAN
14		PMGHSS PULANKINAR	N.GANESAN
15		SNVGHSS ELAYAMUTUR	P.GEETHA
16		GHSS RAJENDRA ROAD	A.JEYALATHA

TABLE 4
LIST OF SMC PRESIDENT FROM MADATHUKULAM, GUDIMANGALAM,
UDUMALPRT BLOCKS

S.NO	BLOCK NAME	SCHOOL NAME	PRESIDENTS NAME
01	MADATHUKULAM	GHSS KOMARALINGAM	DHANALAKSHMI
02		GHSS MADATHUKULAM	C.KAVITHA
03		GHSS KARATHOLUVU	AMUTHARANI
04	GUDIMANGALAM	GHSS GUDIMANGALAM	ANITHA
05		GHSS RAMACHANDRAPURAM	SUDHA
06		GHSS POOLAVADI	KOTHAINAYAGI A
07		GHSS PEDAPAMPATTI	THULASIMANI
08	UDUMALPET	GHSS JALLIPATTI	S. INDIRANI
09		GGHSS DEVANURPUDUR	CHITRA
10		GHSS PERIYAVALLAVADI	SINDHU
11		BCGGHSS UDUMALPET	G.KRISHNAVENI
12		GBHSS UDUMALPET	MUBEENA
13		GHSS UDUKAMPALAYAM	K LATHA
14		PMGHSS PULANKINAR	DHANALAKSHMI
15		SNVGHSS ELAYAMUTUR	VIJAYALAKSHMI
16		GHSS RAJENDRA ROAD	P.CHITRA

TABLE 5**LIST OF SMC -VICE PRESIDENT FROM MADATHUKULAM, GUDIMANGALAM, UDUMALPRT BLOCKS**

S.NO	BLOCK NAME	SCHOOL NAME	VICE- PRESIDENTS NAME
01	MADATHUKULAM	GHSS KOMARALINGAM	A.SHARMILA
02		GHSS MADATHUKULAM	M.JANAKI
03		GHSS KARATHOLUVU	ARUKKANI
04	GUDIMANGALAM	GHSS GUDIMANGALAM	K.MALA
05		GHSS RAMACHANDRAPURAM	P.VASANTHI
06		GHSS POOLAVADI	RANI
07		GHSS PEDAPAMPATTI	SUDHA
08	UDUMALPET	GHSS JALLIPATTI	KARTHIKA
09		GGHSS DEVANURPUDUR	DHANALAKSHMI
10		GHSS PERIYAVALLAVADI	SHABEENA
11		BCGGHSS UDUMALPET	SHANTHA
12		GBHSS UDUMALPET	MENAKA
13		GHSS UDUKAMPALAYAM	SUMATHI
14		PMGHSS PULANKINAR	MANIMEKALAI
15		SNVGHSS ELAYAMUTUR	GANGADEVI
16		GHSS RAJENDRA ROAD	VANITHA

TABLE 6**LIST OF SMC MEMBER FROM MADATHUKULAM, GUDIMANGALAM, UDUMALPRT BLOCKS**

S.NO	BLOCK NAME	SCHOOL NAME	MEMBER NAME
01	MADATHUKULAM	GHSS KOMARALINGAM	S.RAJESHWARI
02		GHSS MADATHUKULAM	BINDHU
03		GHSS KARATHOLUVU	ANITHA
04	GUDIMANGALAM	GHSS GUDIMANGALAM	KAVITHA.K
05		GHSS RAMACHANDRAPURAM	SANGEETHA
06		GHSS POOLAVADI	KARTHEKANI.V
07		GHSS PEDAPAMPATTI	UMA.P
08	UDUMALPET	GHSS JALLIPATTI	VINOTHINI.G
09		GGHSS DEVANURPUDUR	PARVATHI.D
10		GHSS PERIYAVALLAVADI	BUVANEESWARI.T
11		BCGGHSS UDUMALPET	PUSHPALATHA
12		GBHSS UDUMALPET	NAGAJOTHI.S
13		GHSS UDUKAMPALAYAM	PARAMESWARI.C
14		PMGHSS PULANKINAR	VINOTHINI.R
15		SNVGHSS ELAYAMUTUR	PRIYA.L
16		GHSS RAJENDRA ROAD	HEMALATHA.S

3.16 Validity of the Tool:

The research tool prepared by the investigator was validated by Dr.S.Sivaraman K.S.R College of Education, Thiruchengodu. He opined that the prepared tool had face validity and content validity. Result of the reliability of the tool shows that mentioned in the above table shows that the dimensions of questionnaire prepared for the study was reliable.

3.17 Data Gathering Procedure

The investigator adapted the validated tools to head-teachers, SMC presidents, vice-presidents, members, Career guidance, PG counsellor teachers Udumalpet, Madathukulam, Guidmangalam Educational district in Tiruppur district for this study. The investigator gave a brief introduction about this research to the selected samples and also provides an outline to fill up the tools. After completing the tools by the selected teachers, the investigator collected the data carefully. All these data were subjected to scoring based on scoring procedure.

3.18 Analysis and Interpretation of Data:

Analysis of the data collected will be based on the purpose and the objective of the research study. The researcher will use both qualitative and quantitative methods to answer the research of the study. Quantitatively data obtained from closed ended questions derived from the questionnaires will be analysed. Tables, bar graphs will be used to present data. Qualitative data generated from open ended questions in the research instruments will be organized in themes and patterns, categorized through content analysis and then tabular forms accompanied with narratives. For the analysis of the data the following statistical methods were used; 1. Mean 2. Standard Deviation 3. Percentile analysis and t-test.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

“The whole purpose of education is to turn mirrors into windows.” - Sydney J. Harris
“Classrooms don’t need tech geeks who can teach. We need teaching geeks who can use tech.” – David Geurin

4.1 Introduction

Data analysis is very imperative fragment of the research. There are several habits and procedures to analysis the data. Mainly the appropriate technique depends on the nature of data and purpose of the research.

Data analysis is a process for collecting raw data for the study and converting the data into information useful for research study. Data is collected and analysed to test hypotheses, to answer research questions and to accept or reject the research hypotheses. The chapter includes the statistical analysis of collected data during the research work. For the current research investigator set certain objectives to be realized during and after the research. Data interpretation refers to the process of using diverse analytical methods to review data and arrive at relevant conclusions. The interpretation of data helps researchers to categorize, manipulate, and summarize the information in order to answer critical questions. The importance of data interpretation is evident, and this is why it needs to be done properly. Data is very likely to arrive from multiple sources and has a tendency to enter the analysis process with haphazard ordering. Data analysis tends to be extremely subjective

Data analysis is considered to be important step and heart of the research in research work. After collection of data with the help of relevant tools and techniques, the next logical step, is to analyse and interpret data with a view to arriving at empirical solution to the problem. The data analysis for the present research was done quantitatively with the help of statistics. The statistical techniques like mean, standard deviation and ‘t’-value and ‘f’ Test were used during data analysis. The analysis and the interpretation of the data are presented here in the tabular and graphic section wise.

When interpreting data, an analyst must try to discern the differences between correlation, causation, and coincidences, as well as many other biases – but he also has to consider all the factors involved that may have led to a result. There are various data interpretation types and methods one can use to achieve this. The interpretation of data is designed to help people make sense of numerical data that has been collected, analysed, and presented. Having a baseline method for interpreting data will provide your analyst teams with a structure and consistent foundation.

The researcher of this research work had discussed the research design and methodology, origin of the study, sampling, tools of the study, data collection, techniques used for data processing, etc. in her research work. The analysis of the data and the detailed results of the study are presented in this chapter, for this purpose, School Management committee president ,vice president ,members ,HMs, Career guidance counsellor teachers Madathukulam, Udumalpet, Gudimangalam Block in Tiruppur District have been taken.

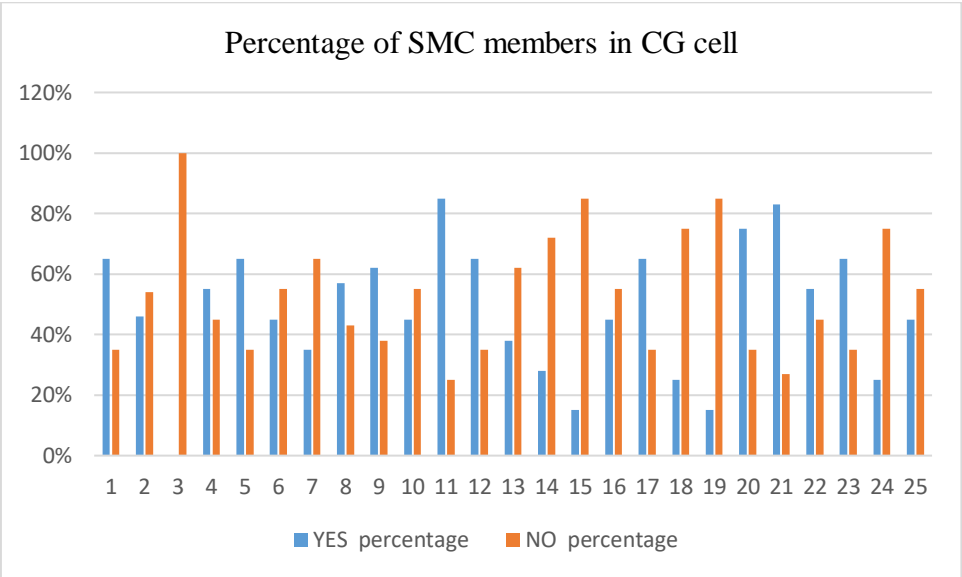
Assessment of SMC members in Career guidance cell

S.NO	QUESTIONS	YES percentage	NO percentage
01	Is it the first time you are elected an SMC president/ vice-president/ member?	65%	35%
02	Is there any orientation program arranged for you to work efficiently?	46%	54%
03	Did you attend the orientation program?	0%	100%
04	Do you attend SMC meetings	55%	45%
05	Do you think there should be more SMC meetings?	65%	35%
06	As a SMC president/ vice-president/ members I often visit school	45%	55%
07	Asapresident/vice-president/members know the other members in the SMC	35%	65%
08	Most of the SMC members are well aware of the post and positions held by them in the SMC	57%	43%
09	Attended the SMC meeting regularly and discussed about drop-out students with the HM?	62%	38%
10	SMC members are aware of their roles and responsibilities in guiding students in perusing higher education	45%	55%
11	The meeting of SMC holds periodically	85%	25%
12	SMC ensures enrolment of non-enrolled students	65%	35%
13	SMC ensures regularity of attendance of children in the school and give proper guidance to parents and students.	38%	62%
14	Finding out the parents of drop-out children and giving them guidance and counselling.	28%	72%

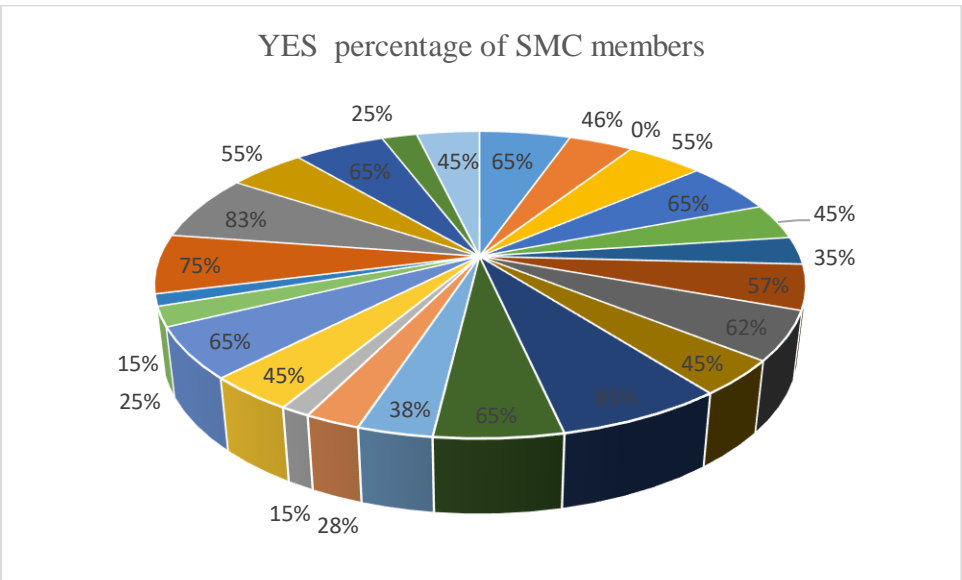
15	In person organise any awareness programme for students enrolment in higher Education	15%	85%
16	Involved in the process of improving the performance level of students	45%	55%
17	Aware of weekly classes in schools for 9 th to 12th standard regarding career guidance	65%	35%
18	Discuss with the HM and other volunteer members regarding CG cell members	25%	75%
19	Discuss with the parents and other NSS volunteers in my locality about their Higher Education support	15%	85%
20	Giving moral support to the concern HM and CG teachers	75%	35%
21	Career guidance cell members like alumini joint with SMC activities towards higher education	83%	27%
22	SMC educational volunteers should create awareness among parents towards higher education in the Nan muthalvan scheme	55%	45%
23	Giving awareness to the girl child and their parents regarding Pudhumaipen scheme	65%	35%
24	Boys scholarship through nanmudhalvan scheme	25%	75%
25	Aware about voice plast / SMS regarding career guidance class to the students or parents	45%	55%
	TOTAL	48.96%	52.24%

The role of 20 School Management Committee President is analysed and about 48.96% of SMC president were aware of the YES statements and nearly 52.24% responses were NO to the statements.

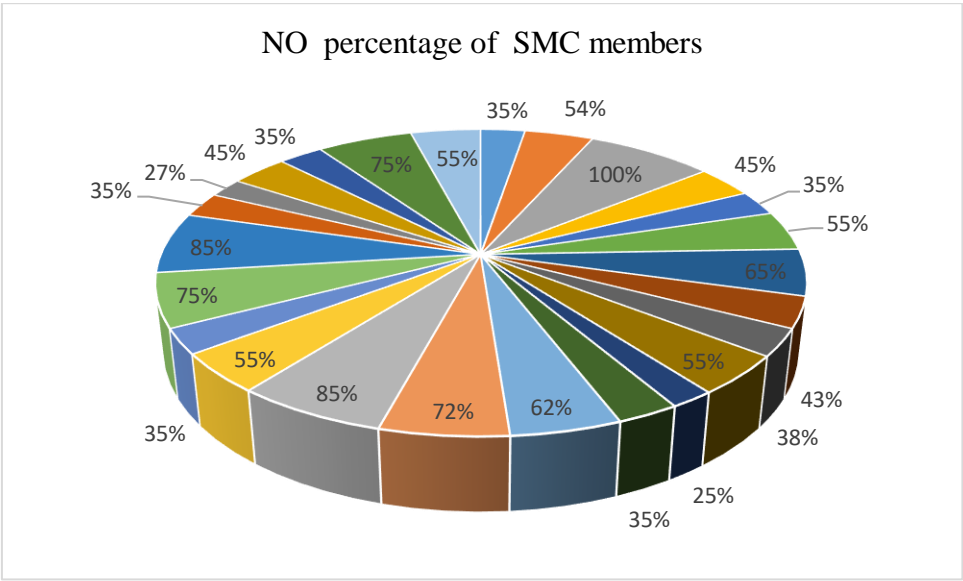
GRAPH: 1 Assessment of SMC members in Career guidance cell



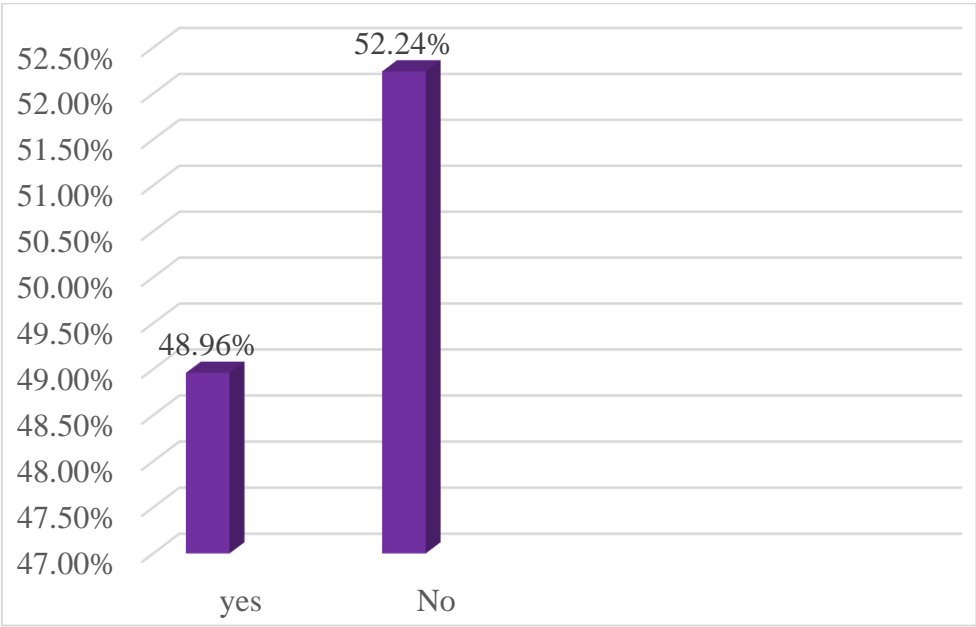
GRAPH: 2 Percentage of SMC members accepts the statement



GRAPH: 3 Percentage of SMC members rejects the statement



GRAPH: 4 Average percentage of SMC members



Assessment of SMC members in Career guidance cell

The investigator prepared questionnaire for assessing the role of SMC Presidents/vice presidents , members from the three selected blocks from Tiruppur District , ie Udumalpet Block, Madathukulam Block and Gudimangalam Block. The opinion tool has 25 statements SMC members are aware of their roles and responsibilities in guiding students in perusing higher education, ensures regularity of attendance of children in the school and give proper guidance to parents and students. The investigator used the research tool for collecting data from the respondents.

- 65% of the SMC president/ vice-president/ member were elected for the first time and around 35% were already be member of the SMC committee and around 54% accept that they have no orientation programme regarding their roles and responsibilities and no orientation programme were not arranged so far to make them understand their roles and responsibilities.
- Around 55% of them attend SMC meetings regularly and 45% of them are of the opinion that the meeting days affect their regular job and most often unable to visit the school regularly.
- Less interaction between President / Vice-president and the members because they never try to know each other though they attend the meeting regularly.
- SMC members who attend the meeting regularly were well aware of their roles and responsibilities and among them only know about the drop-outs in the school and then along with the concerned school HM and PG- counsellor teachers and try to bring back the regular absentees and drop-outs to the main stream by interacting with the parents of the particular students.
- Most of the them around 75% of them though they attend the meeting never ensures regularity of attendance of children in the school and give proper guidance to parents and students and finding out the parents of drop-out children and giving them guidance and counselling.
- Around 35% of them only aware of the weekly classes conducted in the school regarding higher education.
- About 75% to 85 % of them are not much aware of other volunteer members regarding Career Guidance cell and only few of them discuss with the other parents and other NSS volunteers in their locality about their Higher Education support.

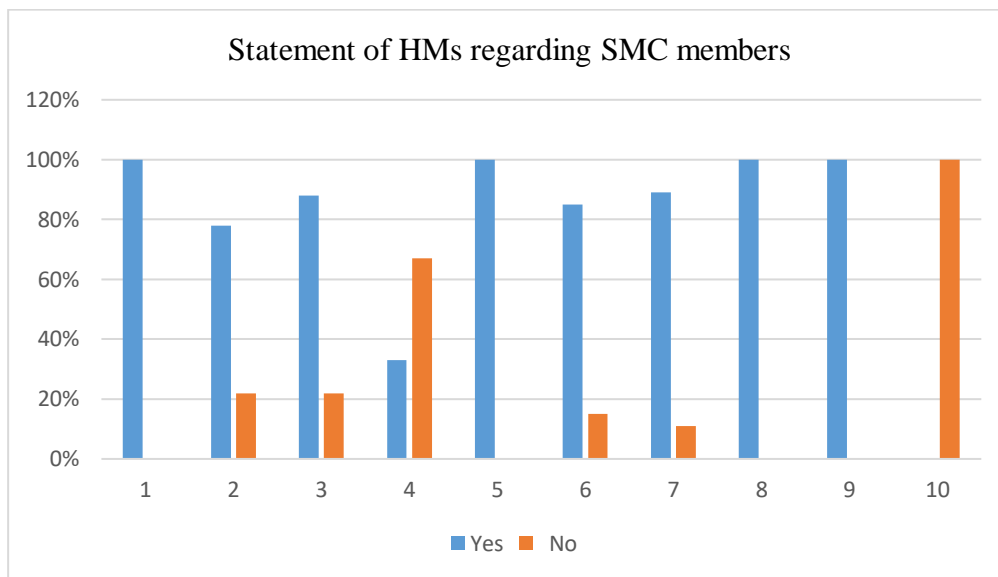
- 55% of the members expect volunteers support in creating awareness among parents towards higher education in the Nanmuthalvan scheme.
- About 65% of the SMC members only know about the Pudhumaipen scheme and giving awareness to the girl child and their parents.
- Only few percent are aware of the voice plast / SMS regarding career guidance class to the students or parents.

**Statement for HMs regarding School management committees role in assessment
of SMC members in Career guidance cell**

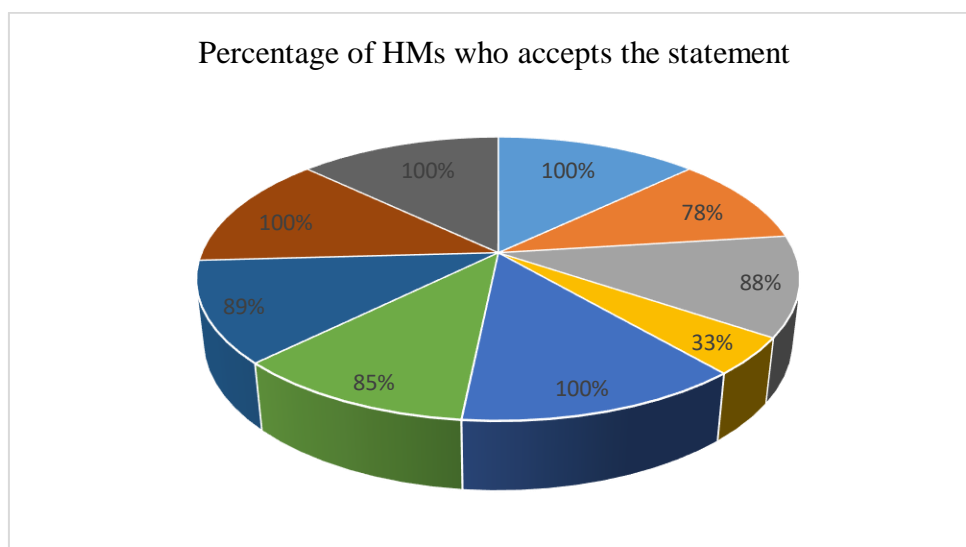
S.NO	Statement	Yes	No
01	SMC meeting was conducted regularly regarding Nan muthalvan	100%	-
02	SMC members attend the meeting and support school in students higher education	78%	22%
03	All the students were guided to persuade higher education during 2023-2024 academic year	88%	22%
04	Do SMC members have frequent contact with the alumini /volunteers of the school	33%	67%
05	Did you discuss with the smc members regarding continuous absentees	100%	-
06	Whether SMC members are cooperative and support in this career guidance / nan muthalvan	85%	15%
07	Whether they are aware of the different training given related to Nan muthalvan and schemes for girls and boys through career guidance	89%	11%
08	Whether smc members are aware of out of school children	100%	-
09	SMC President/ vice-president Support to bring back out of school children to main stream	100%	-
10	Whether SMC Members support financially for students admission in higher education	-	100%
	TOTAL	77.3%	23.7%

The role of 20 School Management Committee is analysed through HMs of the concerned school and about 77.3% of HMs respond to the YES statements and nearly 23.7% responses were NO to the statements.

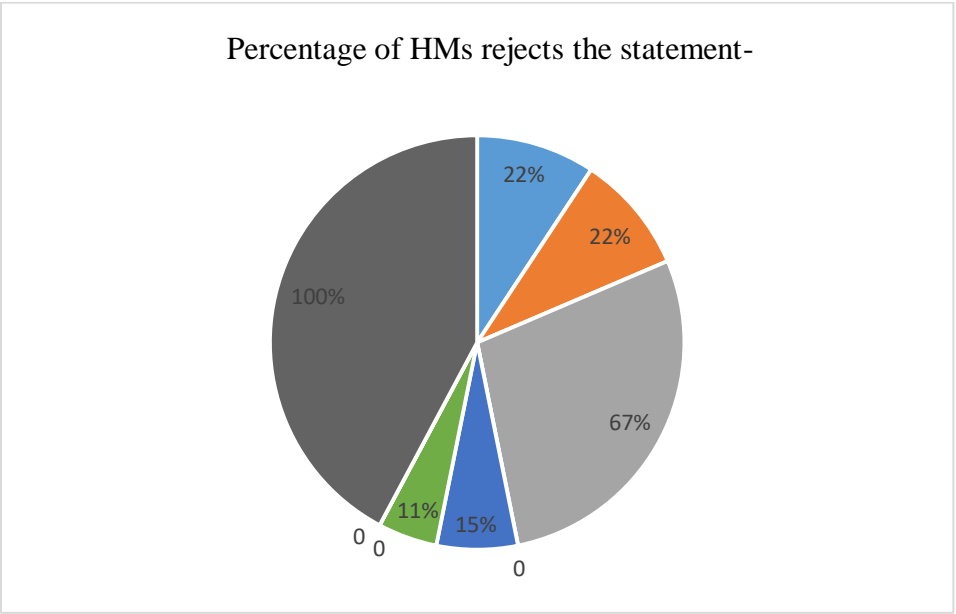
GRAPH: 5 HMs opinion regarding SMC role in Career Guidance cell



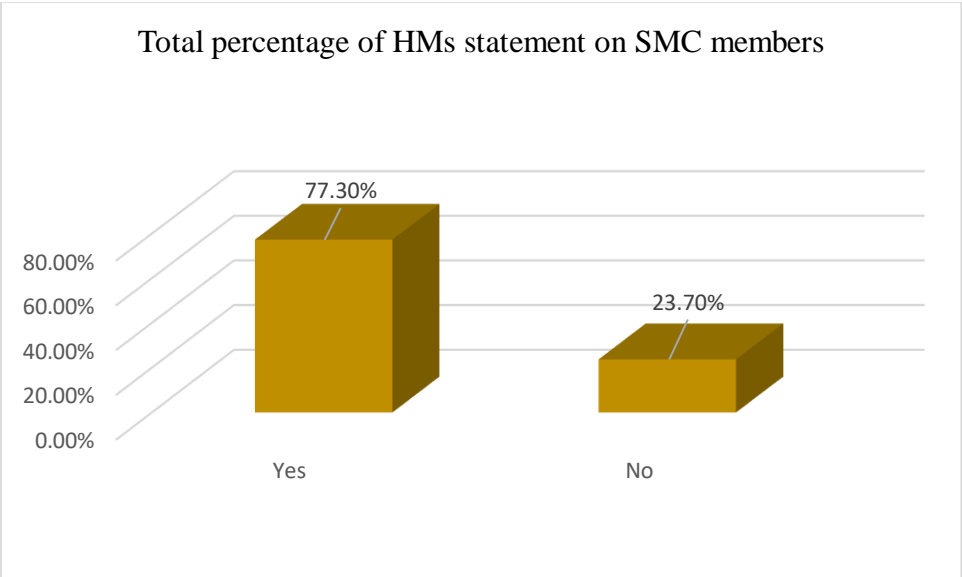
GRAPH: 6 Percentage of HMs who accepts the statement



GRAPH: 7 Percentage of HMs rejects the statement



GRAPH: 8 Total percentage of HMs statement on SMC members



HMs regarding School management committees role in assessment of SMC members in Career guidance cell

The investigator prepared questionnaire to concerned school HMs for assessing the role of SMC Presidents/vice presidents , members from the three selected blocks from Tiruppur District , ie Udumalpet Block, Madathukulam Block and Gudimangalam Block. The opinion tool has 10 statements like SMC members attend the meeting and support school in students higher education, Whether they are aware of the different training given related to Nan muthalvan and schemes for girls and boys through career guidance, Whether smc members are aware of out of school children, SMC President/ vice-president Support to bring back out of school children to main stream etc. The investigator used the research tool for collecting data from the respondents and the HMs opinion are as follows.

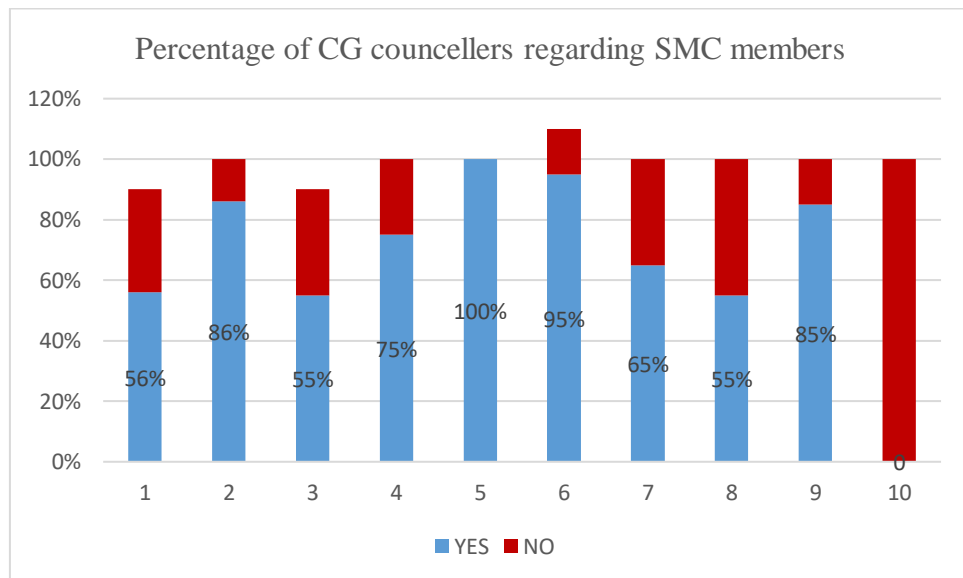
- As per the survey conducted in almost all the Government Higher secondary schools undertaken for the research SMC meeting was conducted regularly regarding Nan muthalvan.
- Around 78% of the SMC members who attend the meeting and support school in student's higher education and the school HMs are of opinion that the SMC members may have no frequent contact with the alumini /volunteers of the school and this may be due to their job nature.
- During regular meeting HMs discuss with the President/ Vice-president and with the members regarding continuous absentees and they also reveals that the SMC members are cooperative and support in this career guidance / Nan muthalvan and also helpful in bringing back out-of school children to the main stream.
- Whether they are aware of the different training given related to Nan muthalvan and schemes for girls and boys through career guidance and HMs cannot get financial support from the smc members because of their financial background.

Statement for PG Career Guidance councillors regarding School management committees role in Career guidance cell

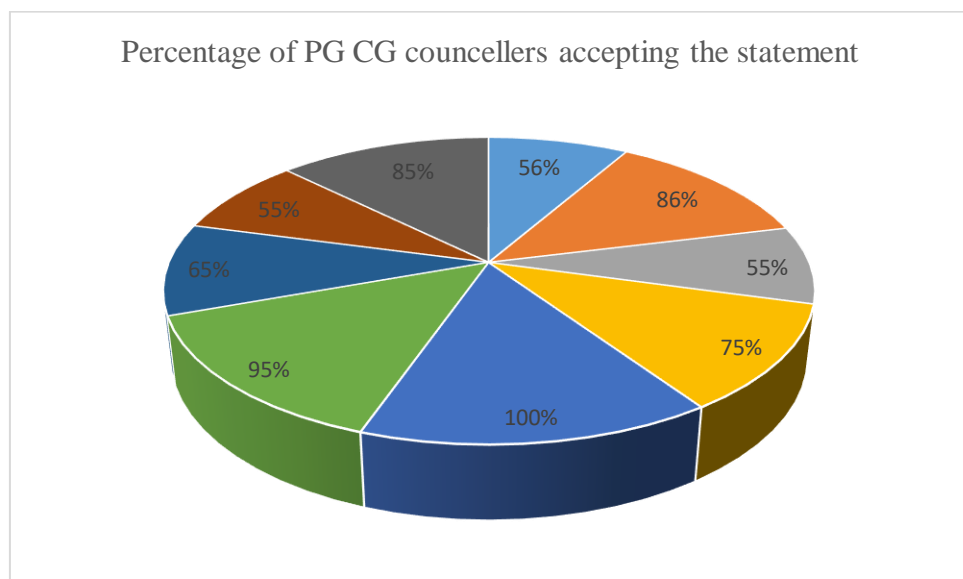
S.NO	STATEMENT	YES	NO
01	The majority of SMC members mostly visit schools when they have been called for meetings by the head-teacher	56%	34%
02	There is a strong working relationship between SMC and teachers	86%	14%
03	Has SMC in your school been of any help in enhancing academic performance?	55%	35%
04	Do you discuss with SMC members regarding different monitory schemes of government regarding Nan muthalvan	75%	25%
05	Career guidance programme increased awareness about higher education among students.	100%	-
06	NSS volunteer support the career guidance program.	95%	15%
07	Whether SMC members can understand their roles and responsibilities	65%	35%
08	Do SMC members have frequent contact with the alumini /volunteers of the school	55%	45%
09	SMC President/ vice-president Support to bring back out of school children to main stream	85%	15%
10	Whether SMC Members support financially for students admission in higher education	-	100%
	TOTAL	67.2	31.8%

The role of 20 School Management Committee is analysed through PG Career guidance counsellors of the concerned school and about 67.2% of HMs respond to the YES statements and nearly 31.8 % responses were NO to the statements.

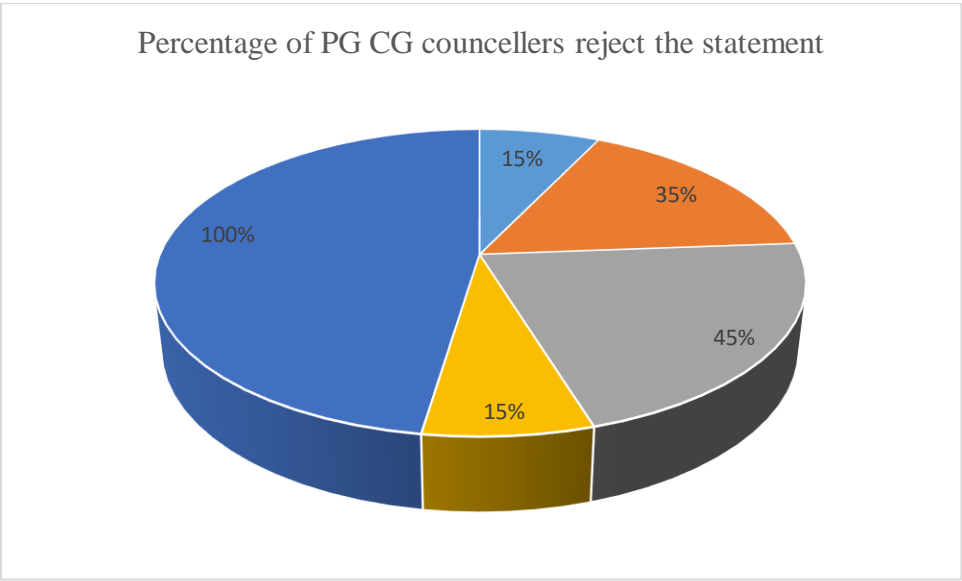
GRAPH: 9 PG Career Guidance counsellors opinion regarding School management committee's role in Career guidance cell



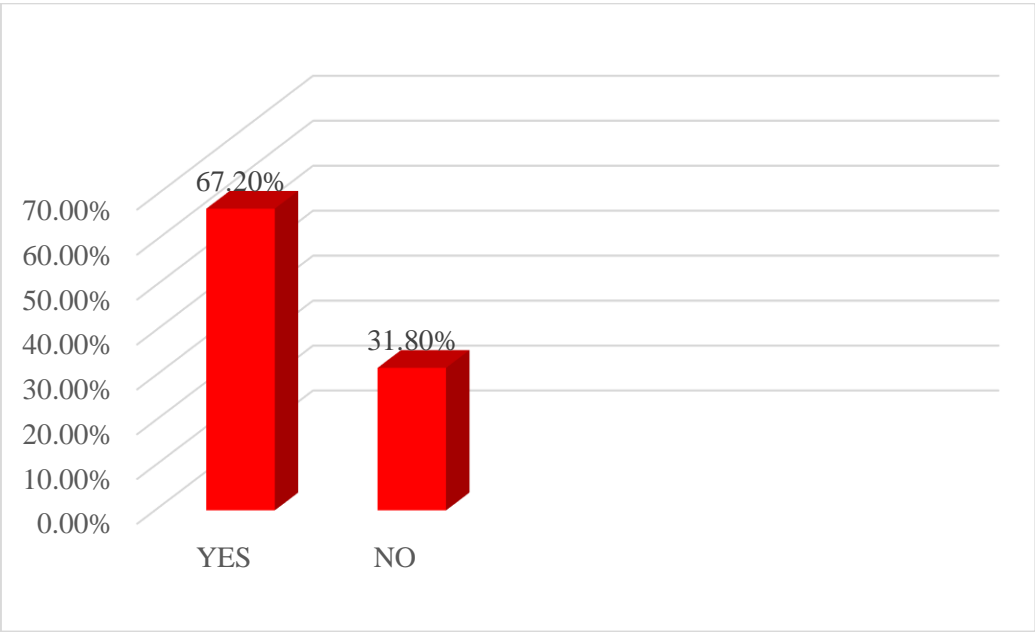
GRAPH: 10 Percentage of PG Counsellors accepting the statement



GRAPH: 11 Percentage of PG Counsellors rejects the statement



GRAPH: 12 Total average percentage of PG CG counsellors



Statement for PG Career Guidance councillors regarding School management committees role in Career guidance cell

The investigator prepared questionnaire to concerned school PG Career guidance counsellor for assessing the role of SMC Presidents/vice presidents , members from the three selected blocks from Tiruppur District , ie Udumalpet Block, Madathukulam Block and Gudimangalam Block. The opinion tool has 10 statements like SMC members attend the meeting and support school in students higher education, Whether they are aware of the different training given related to Nan muthalvan and schemes for girls and boys through career guidance, Whether smc members are aware of out of school children, SMC President/ vice-president Support to bring back out of school children to main stream etc. The investigator used the research tool for collecting data from the respondents and the HMs opinion are as follows.

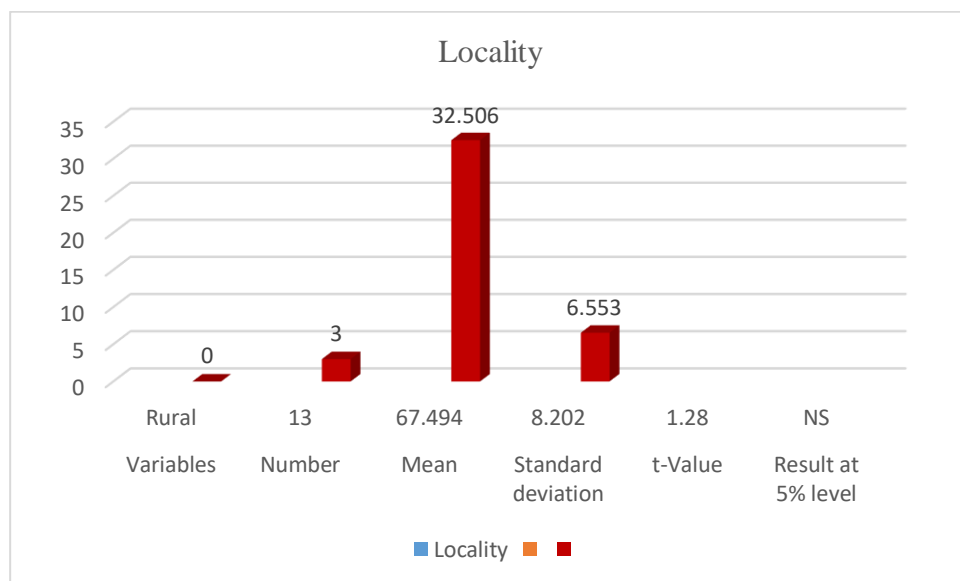
- The majority of SMC members mostly visit schools when they have been called for meetings by the head-teacher and there is a strong working relationship between SMC and teachers.
- Most often whenever meetings were conducted PG career guidance teachers discuss with SMC members regarding different monitory schemes of government regarding Nanmuthalvan.
- Mostly all the teachers are of the same opinion that Career guidance programme increased awareness about higher education among students and NSS volunteers involved in supporting the student higher education. They are helpful in bring back the out-of school children to main stream.
- Financial support from the SMC President/ Vice-president, members are very rare.

Hypothesis: 1

- There is a significant difference in the active participation of SMC in school career guidance cell among higher secondary schools with respect to locality.

	Variables	Number	Mean	Standard deviation	t-Value	Result at 5% level
Locality	Rural	13	67.494	8.202	1.28	NS
	Urban	03	32.506	6.553		

- It is inferred from the above table that the calculated t-value (1.28) is less than the table value (1.96) at 5% level of significance. Hence there is no significant difference in the active participation of SMC in school career guidance cell among higher secondary schools with respect to locality.

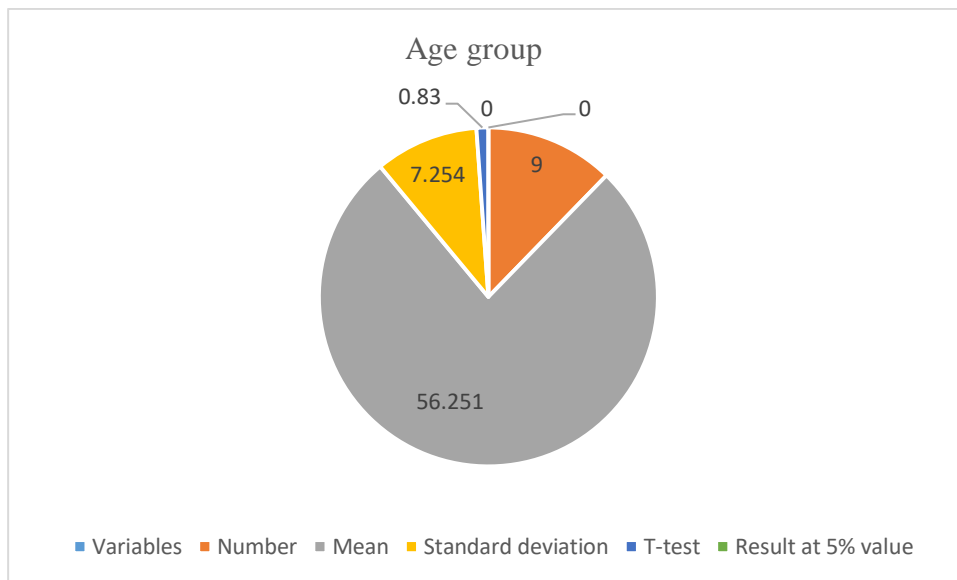


Hypothesis: 2

- There is a significant difference in the active participation of SMC in school career guidance cell among higher secondary schools with respect to age group.

	Variables	Number	Mean	Standard deviation	T-test	Result at 5% value
Age group	Between 25-35	09	56.251	7.254	0.83	NS
	Between 35-45	07	43.746	5.521		

- It is inferred from the above table that the calculated t-value (0.83) is less than the table value (1.96) at 5% level of significance. Hence there is no significant difference in the active participation of SMC in school career guidance cell among higher secondary schools with respect to age group.



CHAPTER V

SUMMARY AND CONCLUSION

SUMMARY

Once the SMC members clearly understand their roles and responsibilities, it is the extent of their participation in meetings that decides how effective their contribution will be. Even so, several groups were still left behind: parents, due to their low literacy levels (Vaijayanti and Mondal 2015), and women (even committee chairpersons) whose participation was passive rather than active (Kumar, 2012). This lack of interest among parents was perceived as a major problem (Bhattacharya and Gowramma, 2018).

The study collected information from head teachers, teachers, chairpersons and SMC members through personal interviews and questionnaires. It found that the composition of SMCs was as per the mandate the RTE Act. Nevertheless, despite 40% of chairpersons being women, their participation was not active. A study undertaken by the Indian Institute of Education (Pune, 2006) investigated school dropout in primary education. It identified a cultural gap between parents and teachers, which might account for their reluctance to participate more actively in school planning and management. Parent members also reported a lack of information about SMC meetings (National Coalition for Education, 2017).

Citizen engagement, point towards SMC members being involved in enrolment drives and efforts towards ensuring regular attendance of students. In some instances, SMC members are actively engaged in monitoring student absenteeism and probing into learning problems faced by students. However, active involvement of SMCs in the full range of school activities remained less than optimum. More than a decade has already passed since the RTE Act 2009 mandated school-based management structures, and made space for women and disadvantaged sections of the population to become partners in school development, and in the learning of their children.

SMCs were created specifically to give disadvantaged groups agency to raise their voices concerning their needs and expectations for their children's schooling. However, the success is only partial because though SMC meetings were usually conducted as per schedule less frequently and the representation and participation of women was less than stipulated. Thus, SMCs are functional, but in the majority of cases, members are either not involved in

decision-making processes, or their say is not included in the developmental process of the school, often due to the attitudes of school functionaries. Despite this, considering that steps towards open governance are nascent, efforts are being made to involve community members in schooling processes and in a few instances, SMCs are actively engaged in the planning and implementation of school activities. This implies that when school heads consider that engagement with SMC members is beneficial for the holistic development of the child, SMCs do contribute in a positive way. This message needs to be heard by all the schools, and capacity building of SMCs should be made a priority.

SMC meetings were held once or twice a month, as needed, although teachers represents low attendance of members. Both teachers and parents admitted that teachers performed all the work, and that SMC parent members only came in order to sign the attendance register. Parents said their low participation was due to scheduling overlap with their work.

FINDINGS:

- As per the survey conducted in almost all the Government Higher secondary schools undertaken for the research SMC meeting was conducted regularly regarding Nan muthalvan.
- Most of the SMC president/ vice-president/ member were elected for the first time and that they have no orientation programme arranged so far to make them understand their roles and responsibilities.
- Majority of them are of the opinion that the meeting days affect their regular job and most often unable to visit the school regularly and there was less interaction between President / Vice-president and the members because they never try to know each other though they attend the meeting regularly.
- Only few SMC members attend the meeting regularly and know about the drop-outs in the school and then along with the concerned school HM and PG- counsellor teachers they try to bring back the regular absentees and drop-outs to the main stream by interacting with the parents of the particular students.
- Only few of them aware of the weekly classes conducted in the school regarding higher education and only few percent are aware of the voice plast / SMS regarding career guidance class to the students or parents.

- Most of them are not much aware of other volunteer members regarding Career Guidance cell and only few of them discuss with the other parents and other NSS volunteers in their locality about their Higher Education support.
- Most often whenever meetings were conducted PG career guidance teachers discuss with SMC members regarding different monitory schemes of government regarding Nanmuthalvan.
- Mostly all the teachers are of the same opinion that Career guidance programme increased awareness about higher education among students and NSS volunteers involved in supporting the student higher education. They are helpful in bring back the out-of school children to main stream.
- Financial support from the SMC President/ Vice-president, members are very rare.
- For more involvement of the community in general and School Management Committee in particular frequent supervision and inspection of schools should be done
- SMCs need resources to build capacity and awareness among members to help them assess needs and requirements for effective learning.

MAJOR FINDINGS:

Career guidance programme helps the students to understand the different courses available for them related to their group. The HM/Carrier guidance Teacher guide and give awareness to the parents about the importance of pursuing higher education and encourage, motivate the students to join the courses in higher studies. Based on this research teacher guide the students to watch the demo videos given by subject experts from the concerned subjects made the students to join the courses. Apart from that the students belong to Alumini Associations have come forward to the school to share their achievement in higher studies.

CONCLUSION

India is considered to be one of the youngest countries in the world. With rich demographic dividends and a thriving democracy, the country looks up to its younger generation as pointing the way to a future of social, economic and cultural development. A vast majority of India's population has access to elementary education in the public sector, thus positioning India's government as a key player in deciding what educational opportunities will be available to children. However, despite phenomenal strides in quantitative expansion of the school system at elementary level, uneven quality is still a major concern for educational planners and administrators. In the 1980s, one of the main obstacles to providing quality

education was seen as stemming from a highly centralised structure and the government's application of top-down approaches, without account of the local context. In response, various government reports and policies started advocating for and supporting an education system that was more responsive and accountable to the community. How to empower communities and increase community participation became a major agenda item and priority in the mid-1980s, along with efforts to reform education through decentralisation.

Some of the notable decentralisation reforms included: the 1986 National Education Policy, the 1992 Programme of Action, the 73rd and 74th Constitutional Amendment Acts in 1992 and 1993, and the 1993 recommendations of the Central Advisory Board of Education (CABE) Committee on Decentralised Management. These created a context for reforming the education system by empowering the community to locally generate and implement institutional practices to support the school. Policy documents were explicit about the need to empower communities because they are one of the crucial stakeholders whose interests are to be protected.

Despite on-going efforts, however, it was clear by the end of the 1990s that the hoped-for community participation and improved quality of education was not yielding the desired results. This led to a policy shift to school-based management, with the creation of structures like SMCs/SDMCs at school level that became responsible for the formulation and implementation of school-based plans. One of the biggest challenges in promoting community participation was to ensure that the marginalised and the disadvantaged were also involved in the process (Botes and Van Rensburg, 2000; White, 1996), which meant that these structures were expected to include representation from these communities.

EDUCATIONAL IMPLICATIONS:

Career maturity was found low among low achievers. The school HM should allow the students to watch the Alumni portal in EMIS and there should be a follow up. This study will be useful to the HMs, teachers and parents in providing guidance to improve the level of Career immaturity among these students. The role of family and parental influence on career decision making has been a significant finding in this research. If parents attend the meetings regularly conducted they can discuss the problems of their children in the meeting and get assistance to solve the problems and support HMs in career guidance programmes.

Suggestion for further improvement/strengthening of SMCs

1. Roles and responsibilities should be made clear to all the SMC members.
2. Some incentives should be given to the committee members for encouraging their effective participation, first in the trainings of SMC and then in the management of elementary education.
3. There should be effective convergence and collaboration with other SMCs at block and district level.
4. There should be visits for the SMCs to other schools where the SMCs are doing exceptionally good so that they can learn from their experiences.
5. For more involvement of the community in general and School Management Committee in particular frequent supervision and inspection of schools should be done.
6. School management committees should focus on tracking every child's progress and continuously monitor the school development.
7. SMC members should drive a wedge between attending meetings and the quality of outcomes in the school.
8. The SMC members should be provided some financial incentives or rewards. These rewards and incentives can be helpful in providing positive motivation to SMC members and can boost the morale of these members and develop a feeling of belongingness among them.
9. Since as per guidelines periodic trainings are an important component of capacity building of SMC members hence such trainings are very important for increasing the awareness of the members on procedures followed for formations, nominations and functions of SMCs.

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ANNEXURE

**DISTRICT INSTITUTE OF EDUCATION AND TRAINING
THIRUMOORTHY NAGAR, TIRUPPUR DISTRICT**

**ASSESSMENT OF SMC INVOLVEMENT IN SCHOOL LEVEL CAREER
GUIDANCE CELL IN UDUMALPET EDUCATIONAL DISTRICT IN TIRUPUR
DISTRICT**

NAME OF THE INVESTIGATOR: DR.V.KOWSALYA DEVI , LECTURER

QUESTIONNAIRE FOR HM

NAME OF THE HM: -----

AGE : ----- GENDER: MALE / FEMALE

QUALIFICATION : -----

NAME OF THE SCHOOL: -----

DATE OF JOINING IN THIS SCHOOL:-----

LOCATION OF THE SCHOOL : RURAL / URBAN

TOTAL NO OF STUDENTS IN 11TH / 12TH STANDARD:-----/ -----

**THIS QUESTIONNAIRE IS PURELY FOR RESEARCH PURPOSE ONLY AND I
ASSURE YOU THIS WILL BE KEPT CONFIDENTIAL**

S.NO	Statement	yes	No
01	SMC meeting was conducted regularly regarding Nan muthalvan		
02	SMC members attend the meeting and support school in students higher education		
03	Number of students guided to persuvade higher education during 2023-2024 academic year		
04	Do SMC members have frequent contact with the alumini /volunteers of the school		
05	Did you discuss with the smc members regarding continuous absentees		
06	Whether SMC members are cooperative and support in this career guidance / nan muthalvan		
07	Whether they are aware of the different training given related to Nan muthalvan and schemes for girls and boys through career guidance		
08	Whether smc members are aware of out of school children		
09	SMC President/ vice-president Support to bring back out of school children to main stream		
10	Whether SMC Members support financially for students admission in higher education		

DISTRICT INSTITUTE OF EDUCATION AND TRAINING
THIRUMOORTHY NAGAR, TIRUPPUR DISTRICT

**ASSESSMENT OF SMC INVOLVEMENT IN SCHOOL LEVEL CAREER
GUIDANCE CELL IN UDUMALPET EDUCATIONAL DISTRICT IN TIRUPUR
DISTRICT**

NAME OF THE INVESTIGATOR: DR.V.KOWSALYA DEVI , LECTURER

QUESTIONNAIRE FOR CAREER GUIDANCE COUNSELLER

NAME OF THE CG PC TEACHER : -----

AGE : -----

GENDER : MALE / FEMALE

QUALIFICATION : -----

NAME OF THE SCHOOL: -----

DATE OF JOINING IN THIS SCHOOL:-----

LOCATION OF THE SCHOOL : RURAL / URBAN

TOTAL NO OF STUDENTS IN 11TH / 12TH STANDARD:-----

**THIS QUESTIONNAIRE IS PURELY FOR RESEARCH PURPOSE ONLY AND I
ASSURE YOU THIS WILL BE KEPT CONFIDENTIAL**

S.NO	STATEMENT	YES	NO
01	The majority of SMC members mostly visit schools when they have been called for meetings by the head-teacher		
02	There is a strong working relationship between SMC and teachers		
03	Has SMC in your school been of any help in enhancing academic performance?		
04	Do you discuss with SMC members regarding different monitory schemes of government regarding Nan muthalvan		
05	Career guidance programme increased awareness about higher education among students.		
06	NSS volunteer support the career guidance program.		
07	Whether SMC members can understand		
08	Do SMC members have frequent contact with the alumini /volunteers of the school		
09	SMC President/ vice-president Support to bring back out of school children to main stream		
10	Whether SMC Members support financially for students admission in higher education		

DISTRICT INSTITUTE OF EDUCATION AND TRAINING

THIRUMOORTHY NAGAR, TIRUPPUR DISTRICT

**ASSESSMENT OF SMC INVOLVEMENT IN SCHOOL LEVEL CAREER
GUIDANCE CELL IN UDUMALPET EDUCATIONAL DISTRICT IN TIRUPUR
DISTRICT**

NAME OF THE INVESTIGATOR: DR.V.KOWSALYA DEVI , LECTURER

TOOL FOR SMC MEMBERS

1. Name of the school: _____
2. Gender of the respondent: Male { } female { }
3. Age: _____
4. Occupational status: _____
5. Level of Education: Primary { } Secondary { } University { } others [specify]

6. State position of employment (a) Self Employed [] (b) Unemployed [] (c) Part-time
Employed [] (d) Retired [] (e) Government employed []
7. Position: a) President b) Vice-President c) Member

**THIS QUESTIONNAIRE IS PURELY FOR RESEARCH PURPOSE ONLY AND I
ASSURE YOU THIS WILL BE KEPT CONFIDENTIAL**

Please put a TICK for your chosen answer for the following:

S.NO	QUESTIONS	YES	NO
01	Is it the first time you are elected an SMC member?	YES	NO
02	Is there any orientation program arranged for you to work efficiently?	YES	NO
03	Did you attend the orientation program?	YES	NO
04	How many SMC meetings do you attend in a month?	YES	NO
05	Do you think there should be more SMC meetings?	YES	NO
06	As a SMC president/ vice-president/ members I often visit school	YES	NO
07	Asapresident/vice-president/members know the other members in the SMC	YES	NO
08	Most of the SMC members are well aware of the post and positions held by them in the SMC	YES	NO
09	Attended the SMC meeting regularly and discussed about drop-out students with the HM?	YES	NO
10	SMC members are aware of their roles and responsibilities in guiding students in perusing higher education	YES	NO
11	The meeting of SMC holds periodically	YES	NO
12	SMC ensures enrolment of non-enrolled students	YES	NO
13	SMC ensures regularity of attendance of children in the school and give proper guidance to parents and students.	YES	NO
14	Finding out the parents of drop-out children and giving them guidance and counselling.	YES	NO
15	In person organise any awareness programme for students enrolment in higher Education	YES	NO
16	Involved in the process of improving the performance level of students	YES	NO
17	Aware of weekly classes in schools for 9 th to 12th standard regarding career guidance	YES	NO
18	Discuss with the HM and other volunteer members regarding CG cell members	YES	NO
19	Discuss with the parents and other NSS volunteers in my locality about their Higher Education support	YES	NO
20	Giving moral support to the concern HM and CG teachers	YES	NO
21	Career guidance cell members like alumini joint with SMC activities towards higher education	YES	NO

22	SMC educational volunteers should create awareness among parents towards higher education in the Nan muthalvan scheme	YES	NO
23	Giving awareness to the girl child and their parents regarding Pudhumaipen scheme	YES	NO
24	Boys scholarship through nanmudhalvan scheme	YES	NO
25	Aware about voice plast / SMS regarding career guidance class to the students or parents	YES	NO

ஐந்து மையங்களில், கரணங்கள் ஆகியவை கல்வித்துறை அதிகாரி பங்கேற்றனர்.

உயர்கல்விக்கு உதவ தொழில் துறையினர் தயார்!

- நமது நிருபர் -

"பிளஸ் 2 முடித்து உயர்கல்வி பயில் வசதியில்லாதவர்களுக்கு உதவ, தொழிற்துறையினர் தயாராக உள்ளனர்" என, கலெக்டர் கிறிஸ்துராஜ் தெரிவித்தார். 'ஆரம்பக் கல்வியை அனைவரும் கட்டாயம் பெற்றிருக்க வேண்டும்' என்ற அரசின் அறைகூவல் இன்றைய குழுவில் காலவதியாகிவிட்டது என்றே சொல்லலாம்.

பொருளாதாரம், தொழில், தொழில்நுட்பம் ஆகியவை அதிவேகமாக வளர்ந்து வரும் நம் நாட்டில், அடிப்படை கல்வி

ஆலோசனை கூட்டத்தில் கலெக்டர் தகவல்

என்பது, பட்டப்படிப்பு, அதையும் தாண்டி சென்றுக் கொண்டிருக்கிறது. 'பள்ளி படிப்பை கடந்து உயர்கல்வி என்பது தான், வாழ்க்கை பயணத்துக்கான ஏணிப்படி' என்பதை, அரசு உரக்க வலியுறுத்தி வருகிறது. இதனால் தான், கல்லூரி அளவில் 'நான் முதல் வன்' என்ற திட்டத்தை துவக்கி, கல்லூரி படிப்பு முடிந்தவுடன், எதிர்கால பொருள் ஈட்டலுக்கான வேலை வாய்ப்புக்கு வழி

காட்டுதல் வழங்கப்பட்டு வருகிறது. ஒவ்வொரு மாணவ, மாணவியரும், 'முதல் வர்களாக, கல்லூரி படிப்பு அவசியம்' என்பதை உணர்த்த, 'கல்லூரி கனவு' என்ற திட்டத்தையும் மாநில அரசு அறிவித்திருக்கிறது. அதன்படி, பிளஸ் 2 முடித்த மாணவ, மாணவியரில் ஒருவர் கூட விடுபடாமல் உயர்கல்வி கற்க வேண்டும் என்பதே இதன்

நோக்கம். அவர்களுக்கு வழிகாட்ட, கல்வி அதிகாரிகள் உள்ளிட்ட அரசுத்துறை சார்ந்த அதிகாரிகள் அடங்கிய குழுவை அமைத்திருக்கிறது, மாவட்ட நிர்வாகம். மாவட்ட கலெக்டர் கிறிஸ்துராஜ் தலைமையில், திருப்பூர் ஏற்றுமதியாளர்கள் சங்கம், சாய ஆலைகள் சங்கம் மற்றும் தொழிற்சாலைகள் சங்கம் உட்பட தொழில் துறையினர் பங்கேற்ற உயர்கல்வி

வழிகாட்டுதலுக்கான கூட்டம், கலெக்டர் அலுவலகத்தில் நடந்தது. இதில், கலெக்டர் பேசியதாவது: குடும்பத்தில் நிலவும் நிதி நெருக்கடி, மாணவர்கள் மீதான குடும்பச் சூழல், உயர்கல்வி படிப்பில் ஆர்வமில்லாமல் இருப்பது, உயர்கல்வி பயில் பெற்றோர் அனுமதிக்காதது, தங்கள் குடியிருப்பின் அருகே கல்லூரிகள் இல்லாதது என்பது போன்ற காரணங்

கள் தான், 12ம் வகுப்பு முடித்தவர்கள், உயர்கல்விக்கு செல்லாமல் இருக்க காரணம்.

இப்பிரச்சனைகளில் இருந்து மீள்வது குறித்த ஆலோசனையை வழங்கி, மாணவ, மாணவியரின் கல்வியை நனவாக்க வேண்டும். பிளஸ் 2 தேர்ச்சியடைந்த மாணவ, மாணவியர், உயர்கல்வி பயில் வதற்கு தேவையான வழங்க, முழு ஒத்துழைப்பு வழங்குவதாக தொழில் துறையினர் தெரிவித்துள்ளனர். இவ்வாறு, அவர் பேசினார்.

பள்ளி மேலாண்மை புதிய குழு அமைகிறது

உடுமலை, ஜூலை 11- ஜூலை இறுதி அல்லது ஆக., துவக்கத்துக்கு முன்பாக பள்ளிகளில் புதிய மேலாண்மை குழுக்கள் அமைவவுள்ளது.

அரசு பள்ளிகளில் வளர்ச்சி மற்றும் மேம்பாட்டிற்கு உதவும் வகையில், மேலாண்மை குழுக்கள் அமைக்க அரசு வலியுறுத்தியது.

அவ்வகையில், அரசு பள்ளியில், பெற்றோர், ஆசிரியர், உள்ளாட்சி பிரதிநிதிகள் மற்றும் கல்வியாளர்களை உள்ளடக்கிய, 20 உறுப்பினர்களை கொண்ட எஸ்.எம்.சி., (பள்ளி மேலாண்மை

குழு) செயல்பட்டு வருகிறது. ஒவ்வொரு மாதமும் வெள்ளிக்கிழமை இக்குழு கூட்டம் நடக்கும்.

பள்ளியில் கற்றல், கற்பித்தல், மாணவர் சேர்க்கை, மேலாண்மை உள்ளிட்ட பணி தொடர்பாக விவாதிக்கப்படும். கடைசியாக, இக்குழு கடந்த, 2022ல் மறுகட்டமைப்பு செய்யப்பட்டது. ஜூலையுடன் பள்ளிகளில் தற்போதுள்ள குழுவின் பதவிக்காலம் முடிகிறது.

இதனால், 2024 - 2026ம் ஆண்டுக்கான பள்ளி மேலாண்மை குழுவுக்கு, புதிய உறுப்பி

னர்களை தேர்வு செய்ய பள்ளிகல்வித்துறை உத்தரவிட்டுள்ளது. முதன்மை கல்வி அலுவலர், பள்ளி தலைமை ஆசிரியர்களுக்கு வழிகாட்டுதல்களை வழங்கியுள்ளது.

குழுவுக்கு பெற்றோர் ஒருவர் தலைவராகவும், தலைமை ஆசிரியர் ஒருங்கிணைப்பாளராகவும் செயல்பட வேண்டும்.

பெற்றோர், ஆசிரியர், உள்ளாட்சி பிரதிநிதிகள், கல்வியாளர்கள், சய உதவிக்குழு உறுப்பினர், முன்னாள் மாணவர்கள் என மொத்தம், 24 பேர் குழுவில் இடம் பெற

வேண்டும்.

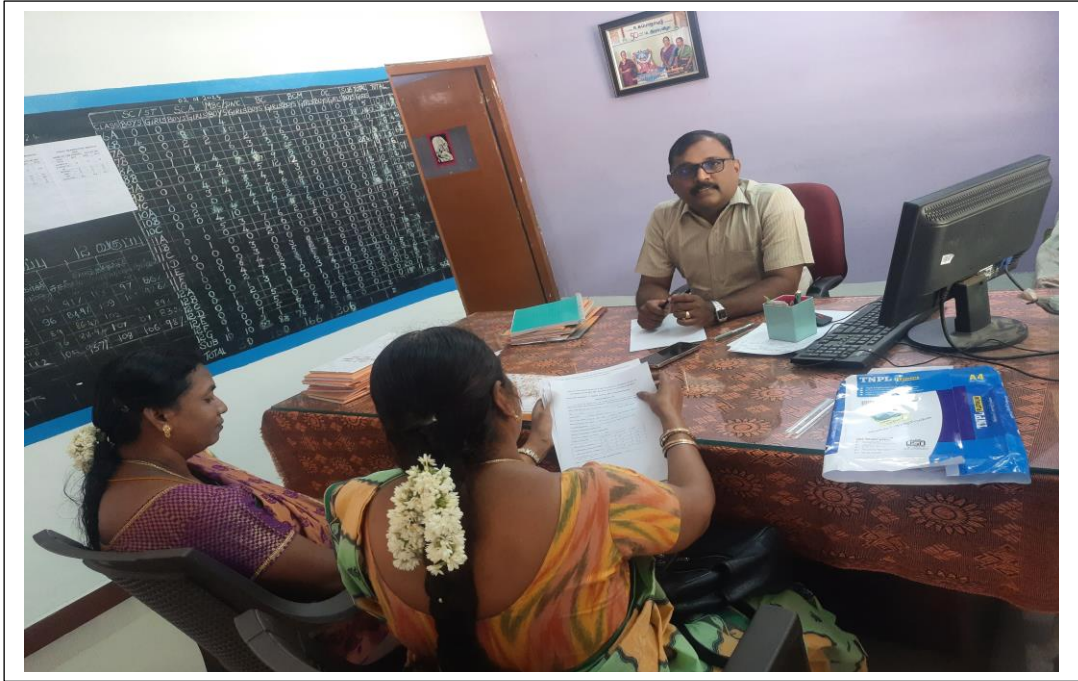
இதில், 18 பேர் பெற்றோராகவும், மொத்த உறுப்பினர்களில், 12 பேர் பெண்களாகவும் இருக்க வேண்டும்.

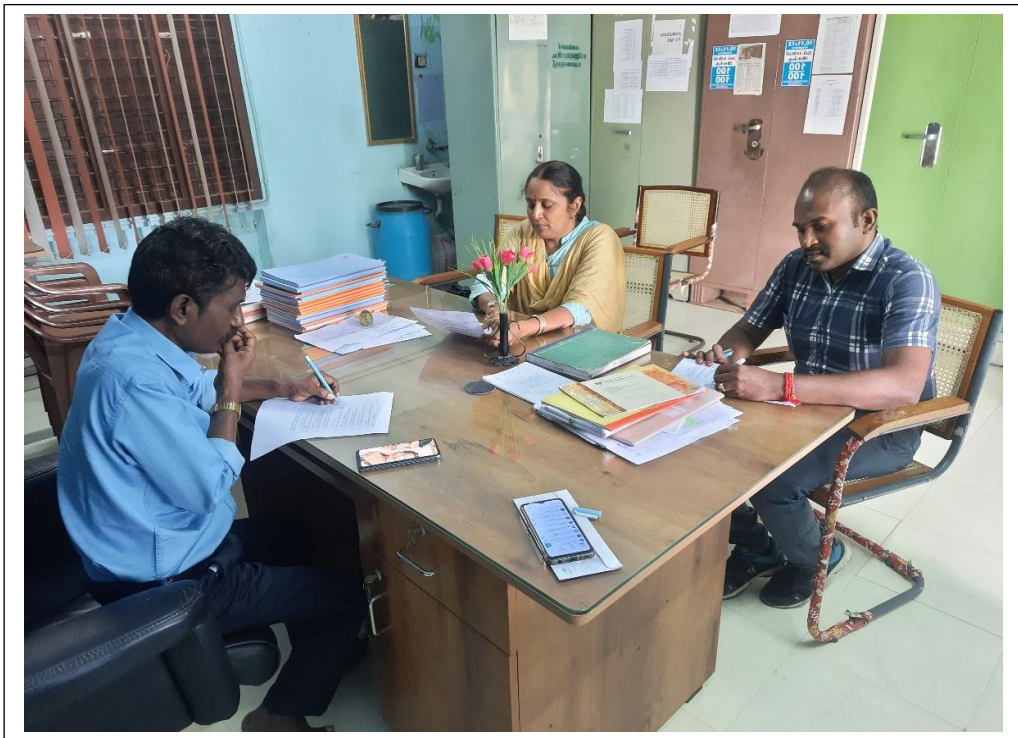
ஒருங்கிணைப்பாளர் என்ற முறையில் பள்ளி தலைமை ஆசிரியர் உறுப்பினரை தேர்வு செய்யும் அலுவலராக செயல்பட வேண்டும்,' என தெரிவிக்கப்பட்டுள்ளது.

இதனை அடிப்படையாகக்கொண்டு ஜூலை இறுதி அல்லது ஆக., துவக்கத்துக்கு முன்பாக பள்ளிகளில் புதிய மேலாண்மை குழுக்கள் அமையும்.

TOOL ADMINISTRATION PHOTOS









**ஒருங்கிணைந்த பள்ளிக் கல்வி, திருப்பூர் மாவட்டம்
முதன்மைக் கல்வி அலுவலரின் செயல்முறைகள்**

நக.எண்: 28/A11/பமேகு/ஒபக/2024

நாள்: 01/07/2024

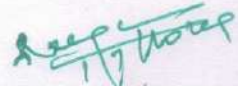
பொருள்: பள்ளிக் கல்வி - பள்ளி மேலாண்மைக் குழு - 2024-2026
ஆண்டுகளுக்கான பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு - 2024 -
ஆம் ஆண்டு ஜூலை மற்றும் ஆகஸ்ட் மாதத்தில் அனைத்து வகை
அரசுப் பள்ளிகளில் மேலாண்மைக் குழு மறுகட்டமைப்பு
நடைமுறைகளை மேற்கொள்ளுதல் மற்றும் வழிகாட்டு
நெறிமுறைகள் - சார்பு.

பார்வை: பள்ளிக் கல்வித் (அகஇ2) துறை - அரசாணை (நிலை) எண்:144,
நாள்:28/06/2024.

XXXXXXXXXXXX

ஒருங்கிணைந்த பள்ளிக் கல்வி திருப்பூர் மாவட்டத்தில் உள்ள அனைத்து
அரசுப்பள்ளிகளிலும் ஜூலை மற்றும் ஆகஸ்ட் மாதங்களில் பள்ளி மேலாண்மை குழு மறு
கட்டமைப்பு செய்வதற்கான அரசாணை பெறப்பட்டுள்ளது. அதன் அடிப்படையில் அரசின்
மறு கட்டமைப்பு நடைமுறைகள் மற்றும் வழிகாட்டு நெறிமுறைகள் அடங்கிய அரசாணை
இத்துடன் அனுப்பப்பட்டுள்ளது. அனைத்து அரசுப்பள்ளி தலைமை ஆசிரியர்களும் எந்த ஒரு
புகாருக்கும் உட்படாத வண்ணம் அரசாணையில் உள்ள அனைத்து வழிமுறைகளையும்
கடைபிடித்து சிறப்பான முறையில் பள்ளி மேலாண்மை குழுவை தங்களுடைய பள்ளிகளில்
மறு கட்டமைப்பு செய்ய அறிவுறுத்தப்படுகிறது.

இணைப்பு: பள்ளிக் கல்வித் (அகஇ2) துறை - அரசாணை (நிலை) எண்:144, நாள்:28/06/2024.


முதன்மைக்கல்வி அலுவலர்காக,
01/07/24 திருப்பூர் மாவட்டம்.

பெறுநர்: அனைத்து அரசு பள்ளித் தலைமையாசிரியர்கள், திருப்பூர் மாவட்டம்.

தகவலுக்காகவும் கண்காணிப்பு மேற்கொள்வதற்காகவும்

1. மாவட்டக்கல்வி அலுவலர்(இடைநிலை), திருப்பூர் மாவட்டம்.
2. மாவட்ட தொடக்கக் கல்வி அலுவலர்கள்,(திருப்பூர் மற்றும் தாராபுரம்).
3. அனைத்து வட்டாரக்கல்வி அலுவலர்கள், திருப்பூர் மாவட்டம்.
4. அனைத்து வட்டார வளமைய மேற்பார்வையாளர்கள்(பொ), திருப்பூர் மாவட்டம்.



சுருக்கம்

பள்ளிக் கல்வி - பள்ளி மேலாண்மைக் குழு - 2024-2026 ஆண்டுகளுக்கான பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு - 2024-ஆம் ஆண்டு ஜூலை மற்றும் ஆகஸ்ட் மாதத்தில் அனைத்து வகை அரசுப் பள்ளிகளில் மேலாண்மைக் குழு மறுகட்டமைப்பு நடைமுறைகளை மேற்கொள்ளுதல் மற்றும் வழிகாட்டு நெறிமுறைகளுக்கு அனுமதி அளித்தல் - ஆணை வெளியிடப்படுகிறது.

பள்ளிக் கல்வித் (அகஇ2) துறை

அரசாணை (நிலை) எண். 144

நாள்: 28.06.2024

திருவள்ளூர் ஆண்டு 2055

குரோதி வருடம், ஆனி - 14

படிக்கப்பட்டவை:

1. அரசாணை (1டி) எண்.64, பள்ளிக்கள்ளித் (அகஇ2)துறை, நாள் 29.02.2024.
2. உறுப்பினர் செயலாளர், தமிழ்நாடு மாதிரிப் பள்ளிகள், Roc. No. SMC/MS/1059/2023, நாள் 12.06.2024.

ஆணை :-

மேலே ஒன்றாவதாகப் படிக்கப்பட்ட அரசாணையில், தமிழ்நாடு இலவச கட்டாய கல்வி உரிமை விதிகள், 2011-இல் விதி 14(1)ஐ தளர்வு செய்து, 2022-2024 ஆண்டிற்கான தொடக்க, நடுநிலை மற்றும் மேல்நிலைப் பள்ளிகளின் பள்ளி மேலாண்மைக் குழு உறுப்பினர்களின் பதவிக் காலத்தை நீட்டித்து ஆணைகள் வெளியிடப்பட்டுள்ளன.

2. மேலே இரண்டாவதாகப் படிக்கப்பட்ட கடிதத்தில், 2024-2026 ஆண்டுகளுக்கான பள்ளி மேலாண்மைக் குழு மறு கட்டமைப்பு தேர்தல் நடைமுறைகள் சார்ந்து உறுப்பினர் செயலாளர், தமிழ்நாடு மாதிரிப் பள்ளிகள் கீழ்க்கண்ட விவரங்களை தெரிவித்துள்ளார்.

- i. குழந்தைகளின் இலவச மற்றும் கட்டாயக் கல்வி உரிமைச் சட்டம், 2009 மற்றும் தமிழ்நாடு குழந்தைகளின் இலவச மற்றும் கட்டாயக்

கல்வி உரிமை விதிகள், 2011 அடிப்படையில் பள்ளி மற்றும் குழந்தைகளின் மேம்பாட்டிற்காக பள்ளியில் படிக்கும் மாணவர்களின் பெற்றோர்கள், தலைமையாசிரியர், ஆசிரியர், கல்வியாளர் மற்றும் உள்ளாட்சிப் பிரதிநிதிகளை உள்ளடக்கிய பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு செய்யப்பட்டு அரசு தொடக்க, நடுநிலை, உயர்நிலை மற்றும் மேல்நிலைப் பள்ளிகளில் 2022-ஆம் ஆண்டு முதல், மாவட்டங்களிலுள்ள உண்டு உறைவிட பள்ளிகள் (NSCBV / KGBV) பள்ளிகள் / பழங்குடியினர் நலத்துறை பள்ளிகள்/ வனத் துறை பள்ளிகளில் பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு செய்யப்பட்டு 2023-ஆம் ஆண்டு முதல் நடைபெற்று வருகிறது.

- ii. 2022 - 2024 ஆண்டுகளில் தமிழ்நாடு முழுவதும் அனைத்து அரசுப் பள்ளிகளிலும் நடைபெற்ற பெற்றோர்களுக்கான பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு விழிப்பணர்வுக் கூட்டங்களில் பள்ளியில் படிக்கும் மாணவர்களின் பெற்றோர்கள் 23.2 இலட்சம் பெற்றோர்கள் பங்கேற்றுள்ளனர்.
- iii. 2022 ஜூலை முதல் 2024 மே மாதம் வரை நடைபெற்ற 16 பள்ளி மேலாண்மைக் குழு கூட்டங்களில் ஒவ்வொரு மாதமும் முதல் வெள்ளிக் கிழமை சராசரியாக 78.8 சதவீதம் உறுப்பினர்கள் பங்கேற்றுள்ளனர். மேலும், சராசரியாக 80 சதவீதப் பள்ளிகள் உறுப்பினர்களின் வருகையை பெற்றோர் செயலி வாயிலாகப் பதிவு செய்துள்ளனர்.
- iv. பள்ளி மேலாண்மைக் குழுக் கூட்டத்தில் நிறைவேற்றப்படும் தீர்மானங்கள் இதற்கென உருவாக்கப்பட்டுள்ள தமிழ்நாடு பள்ளிக் கல்வித் துறையின் பெற்றோர் செயலியில் (TNSED Parent App) பள்ளித் தலைமையாசிரியர் மற்றும் தலைவரால் பதிவேற்றம் செய்யப்படுகிறது.
- v. செப்டம்பர் 2022-ஆம் ஆண்டு முதல் மார்ச் 2024-ஆம் ஆண்டு வரை பெற்றோர் செயலியில் பதிவேற்றம் செய்யப்பட்ட தேவைகளை வகைப்படுத்தி உள்கட்டமைப்பு சார்ந்து 2,34,650 கற்றல் சார்ந்து 57,955 சேர்க்கை & தக்கவைத்தல் சார்ந்து 52,674 மற்றும் மேலாண்மை சார்ந்து 26,450 தீர்மானங்கள் என மொத்தம் 3,71,729 தீர்மானங்களில் 75,863 தீர்மானங்கள் பள்ளி மேலாண்மைக் குழு

உறுப்பினர்கள், தனிநபர்கள், கொடையாளர்கள், முன்னாள் மாணவர்கள் மற்றும் சார்ந்த அரசின் துறைகள் மூலமாக நிறைவேற்றப்பட்டுள்ளன.

- vi. இதில், அரசின் பிற துறைகளால் நிறைவேற்றப்பட வேண்டிய பள்ளியின் தேவைகள் செப்டம்பர் 2022 முதல் அக்டோபர் 2023 வரை தொகுக்கப்பட்டு மொத்தம் 9,655 தீர்மானங்கள் (மாவட்ட வாரியாக) கல்வித் துறைச் செயலர் மூலமாக மாவட்ட ஆட்சியர்களுக்கு அனுப்பப்பட்டு நடவடிக்கைகள் மேற்கொண்டதில் 8,311 தீர்மானங்கள் நிறைவேற்றப்பட்டுள்ளன.
- vii. இந்நிலையில், உறுப்பினர்களின் பதவிக் காலம், 2024 ஏப்ரல், மே மற்றும் ஜூலை மாதங்களில் நிறைவடைகிறது. எனவே, 2024-2026 ஆண்டுகளுக்கான பள்ளி மேலாண்மைக் குழுவின் புதிய உறுப்பினர்களைத் தேர்ந்தெடுக்கும் மறுகட்டமைப்பு நடைமுறைகளை 2024 ஜூலை மற்றும் ஆகஸ்ட் மாதத்தில் நடத்திட கீழ்காண் முன்மொழிவு கால அட்டவணைப்படி நடத்திடத் திட்டமிடப்பட்டுள்ளது.

2024 - 2026 ஆண்டுகளுக்கான பள்ளி மேலாண்மைக் குழுவின் புதிய உறுப்பினர்கள் தேர்வு - கால அட்டவணை

அரசுப் பள்ளிகளின் வகைப்பாடு	முன்மொழிவு கால அட்டவணை
நடுநிலைப் பள்ளிகள்	2024 ஜூலை 3-வது வாரம்
50% தொடக்கப் பள்ளிகள்	2024 ஜூலை 4-வது வாரம்
மீதமுள்ள 50% தொடக்கப் பள்ளிகள்	2024 ஆகஸ்ட் முதல் வாரம்
உயர்நிலை மற்றும் மேல்நிலைப் பள்ளிகள்	2024 ஆகஸ்ட் 2-வது வாரம்

3. மேலும் உறுப்பினர் செயலாளர், தமிழ்நாடு மாதிரிப் பள்ளிகள், மேலே பத்தி 2 (vii)-இல் குறிப்பிடப்பட்டுள்ள கால அட்டவணையின் படி 2024-ஆம் ஆண்டு ஜூலை மற்றும் ஆகஸ்ட் மாதத்தில் அனைத்து வகை அரசுப் பள்ளிகளிலும் 2024-2026 ஆண்டுகளுக்கான பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு நடைமுறைகளை மேற்கொள்ள அனுமதியும் பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு வழிகாட்டு நெறிமுறைகளுக்கு ஒப்புதல் வழங்கவும் அரசைக் கோரியுள்ளார்.

4. தமிழ்நாடு மாதிரிப் பள்ளிகள், உறுப்பினர் செயலாளரின் கருத்துருவினை கவனமாக பரிசீலனை செய்த அரசு அதனை ஏற்று, 2024-ஆம் ஆண்டு ஜூலை மற்றும் ஆகஸ்ட் மாதத்தில் அனைத்து வகை அரசுப் பள்ளிகளிலும் 2024-2026 ஆண்டுகளுக்கான பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு நடைமுறைகளை கீழ்க்கண்ட கால அட்டவணைப்படி நடத்திட தமிழ்நாடு மாதிரிப் பள்ளிகள், உறுப்பினர் செயலாளருக்கு அனுமதி வழங்கி ஆணையிடுகிறது.

2024 - 2026 ஆண்டுகளுக்கான பள்ளி மேலாண்மைக் குழுவின்
புதிய உறுப்பினர்கள் தேர்வு - கால அட்டவணை

அரசுப் பள்ளிகளின் வகைப்பாடு	கால அட்டவணை
நடுநிலைப் பள்ளிகள்	2024 ஜூலை 3-வது வாரம்
50% தொடக்கப் பள்ளிகள்	2024 ஜூலை 4-வது வாரம்
மீதமுள்ள 50% தொடக்கப் பள்ளிகள்	2024 ஆகஸ்ட் முதல் வாரம்
உயர்நிலை மற்றும் மேல்நிலைப் பள்ளிகள்	2024 ஆகஸ்ட் 2-வது வாரம்

5. மேலும், இவ்வரசாணையின் இணைப்பில் கண்டுள்ள பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு வழிகாட்டு நெறிமுறைகளுக்கு ஒப்புதல் வழங்கப்படுகிறது.

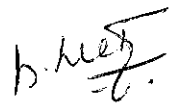
(ஆளுநரின் ஆணைப்படி)

ஜெ. குமரகுருபரன்
அரசு செயலாளர்.

பெறுநர்

உறுப்பினர் செயலாளர், தமிழ்நாடு மாதிரிப் பள்ளிகள், சென்னை - 6.
மாநிலத் திட்ட இயக்குநர், ஒருங்கிணைந்த பள்ளிக் கல்வி, சென்னை - 6.
பள்ளிக் கல்வி இயக்குநர், சென்னை - 6.
தொடக்கக் கல்வி இயக்குநர், சென்னை - 6.
இருப்பு கோப்பு / உதிரி நகல்.

// ஆணைப்படி அனுப்பப்படுகிறது //


பிரிவு அலுவலர்.

இணைப்பு

**2024-2026-ஆம் ஆண்டிற்கான பள்ளி மேலாண்மைக் குழு
மறுகட்டமைப்பு - வழிகாட்டு நெறிமுறைகள்**

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1. அறிமுகம்

2024-2026 ஆண்டுகளுக்கான பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு நடைமுறைகளை பள்ளியில் செயல்படுத்தும் பணியில் ஈடுபட்டுள்ள பள்ளித் தலைமையாசிரியர் மற்றும் ஆசிரியர்களுக்கு பள்ளிக் கல்வித் துறையின் வாழ்த்துகள்.

குழந்தைகளின் இலவச மற்றும் கட்டாயக் கல்வி உரிமைச் சட்டம், 2009, Chapter-IV, பிரிவுகள் 21, 22 மற்றும் தமிழ்நாடு குழந்தைகளின் இலவச மற்றும் கட்டாயக் கல்வி உரிமை விதிகள், 2011, Part-V, பிரிவு 14, 15 அடிப்படையில் பள்ளியின் மேம்பாட்டிற்காகவும், குழந்தைகளின் கல்வி வளர்ச்சிக்காகவும் பள்ளியில் படிக்கும் மாணவ, மாணவியரின் பெற்றோர்களை உள்ளடக்கி அவர்களின் பங்கேற்போடு அனைத்து வகை அரசுப் பள்ளிகளிலும் பள்ளி மேலாண்மைக் குழு உருவாக்கப்பட்டு செயல்பட்டு வருகிறது. பள்ளி மேம்பாடு சார்ந்து சிறப்பாக செயல்பட பெற்றோர்களின் உள்ளார்ந்த விருப்பமும், ஈடுபாடும், போதிய நேரம் ஒதுக்குவதும் மிகவும் அவசியமாகும்.

மாநிலம் முழுவதும் உள்ள அனைத்து வகை அரசுப் பள்ளிகளிலும் படிக்கும் குழந்தைகளின் பெற்றோர்களால் உறுப்பினர்கள் தேர்ந்தெடுக்கப்பட்டு 2022-2024 ஆண்டுகளுக்கான பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு செய்யப்பட்டு உறுப்பினர்களின் பதவிக் காலம் நிறைவடையும் நிலையில் உறுப்பினர்களின் பதவிக் காலத்தை நீட்டிப்புச் செய்து அரசாணை பிறப்பித்துள்ளது.

இதன்படி, மாநிலத் திட்ட இயக்குநர் அவர்களின் 19.07.2023 தேதியிட்ட செயல்முறைகள்படி மாவட்டங்களிலுள்ள உண்டு உறைவிட பள்ளிகள் (NSCBV/KGBV) பள்ளிகள் / பழங்குடியினர் நலத்துறை பள்ளிகள் / வனத் துறை பள்ளிகளில் 19.08.2023 அன்று பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு செய்யப்பட்ட பள்ளிகள் தவிர ஏனைய அனைத்துவகை அரசுப் பள்ளிகளிலும் 2024-ஆம் ஆண்டு ஜூலை மற்றும் ஆகஸ்ட் மாதத்தில் 2024-2026 ஆண்டுகளுக்கான பள்ளி மேலாண்மைக் குழுவானது புதிய உறுப்பினர்களைக் கொண்டு மறுகட்டமைப்பு செய்யப்படுகிறது.

எனவே, பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு நடைமுறைகளை பதவிவழி தலைமையேற்று மேற்கொள்ளவிருக்கும் பள்ளித் தலைமையாசிரியர், ஆசிரியர் மற்றும் பார்வையாளர்களின்

பொறுப்புகள் ஆற்ற வேண்டிய பணிகள் குறித்த வழிகாட்டுதல்கள் இக்கையேட்டில் வழங்கப்பட்டுள்ளது.

2. மறுகட்டமைப்பு நிகழ்வு - கால அட்டவணை

(மறுகட்டமைப்பு நடைமுறைகளை பள்ளித் தலைமையாசிரியரே வழிநடத்த வேண்டும்.)

வ. எண்.	நிகழ்ச்சி நிரல்/ நடைமுறைகள்	பயன்படுத்த வேண்டிய படிவம்	கால அளவு
1	<p>பெற்றோரை வரவேற்று வருகையைப் பதிவு செய்தல்</p> <ul style="list-style-type: none"> வருகைப் பதிவு செய்வதற்கு வசதியாக மாணவர்கள் மற்றும் பெற்றோர்கள் பெயர் பட்டியலை EMIS இலிருந்து பதிவிறக்கம் செய்து வகுப்பு வாரியாக படிவம்-1ல் பெற்றோர்களின் கையொப்பம் பெற வேண்டும். வகுப்பு வாரியாக அல்லது இரண்டு மூன்று வகுப்புகளை சேர்த்து பதிவு செய்ய வசதி ஏற்படுத்த வேண்டும். பள்ளி வளாகத்தினுள் திறந்த வெளியில் நிழல் பந்தலின் கீழ் அல்லது இடவசதியுடைய அறையில் பெற்றோரை அமரவைக்க வேண்டும். அதிக எண்ணிக்கையிலான பெற்றோர் இருந்தால் அவர்களை வகுப்பு வாரியாக அதாவது 1-5, 6-8, 9-10, 11-12 என தனித்தனி வகுப்பறையில் அமரவைத்து விகிதாச்சார பிரதிநிதித்துவத்தின்படி மறுகட்டமைப்பு செயல்முறையை நடத்தலாம்.) 	படிவம்-1	30 நிமிடங்கள்
2	<p>வரவேற்பு மற்றும் நோக்கவுரை நிகழ்த்துதல்</p> <ul style="list-style-type: none"> பள்ளித் தலைமையாசிரியர் அனைவரையும் வரவேற்று மறுகட்டமைப்பு முறையை விளக்க வேண்டும். 		20 நிமிடங்கள்

	<ul style="list-style-type: none"> பள்ளி மேலாண்மைக் குழு உறுப்பினர்களின் கடமைகளையும் பொறுப்புகளையும் விளக்க வேண்டும். 		
3	<p>பள்ளி மேலாண்மைக் குழு பெற்றோர் உறுப்பினர்கள் 18 நபர்களை (சுய உதவிக் குழு உறுப்பினர் மற்றும் முன்னாள் மாணவர் உறுப்பினர்கள் உட்பட)</p> <ul style="list-style-type: none"> விகிதாச்சாரப் பிரதிநிதித்துவத்தின்படி (வகுப்பு வாரியாக அதாவது 1-5, 6-8, 9-10 மற்றும் 11-12) உறுப்பினர் தேர்வுக்கு முன்மொழியவும், வழிமொழியவும் முன்வருமாறு பெற்றோருக்கு அழைப்பு விடுக்க வேண்டும். முன்மொழியப்பட்டவர்களை மேடைக்கு அழைத்து அவர்களை அறிமுகம் செய்துவைக்க வேண்டும். முன்மொழியப்பட்ட ஒவ்வொரு பெற்றோருக்கும் தனித்தனியே தங்கள் ஆதரவை தெரிவித்துக் கையை உயர்த்தும் பெற்றோர்கள் எண்ணிக்கை விவரங்களை படிவத்தில் குறித்துக்கொள்ள வேண்டும். அதிக எண்ணிக்கையில் ஆதரவுபெற்ற பெற்றோர்கள் பள்ளி மேலாண்மைக் குழு உறுப்பினர்களாக தெரிவு செய்யப்படுவார்கள். 	படிவம்-2 & படிவம்-3	45 நிமிடங்கள்
4	<p>பள்ளி மேலாண்மைக் குழுத் தலைவரை தேர்வு செய்தல் (முன்னுரிமை - பெண்)</p> <ul style="list-style-type: none"> பள்ளி மேலாண்மைக் குழு தலைவர் பொறுப்புக்கு உறுப்பினர்களை முன்மொழியவும் வழிமொழியவும் முன்வருமாறு பெற்றோருக்கு அழைப்பு விடுக்கவேண்டும். முன்மொழிபவர் வழிமொழிபவர் பெயர்களை படிவத்தில் பதிவு செய்ய வேண்டும். முன்மொழியப்பட்டவர்களை மேடைக்கு அழைத்து அவர்களை அறிமுகம் செய்ய வேண்டும். 	படிவம்-4	25 நிமிடங்கள்

	<ul style="list-style-type: none"> • முன்மொழியப்பட்ட ஒவ்வொரு உறுப்பினருக்கும் தனித்தனியே தங்கள் ஆதரவை தெரிவித்து கை உயர்த்தும் உறுப்பினர்கள் எண்ணிக்கை விவரங்களை படிவத்தில் குறித்துக்கொள்ள வேண்டும். • அதிக ஆதரவுபெற்ற உறுப்பினர் பள்ளி மேலாண்மைக் குழு தலைவராக தேர்வு செய்யப்பட வேண்டும். 		
5	<p>பள்ளி மேலாண்மைக் குழு துணைத் தலைவரை தேர்வு செய்தல் (முன்னுரிமை - பெண்)</p> <ul style="list-style-type: none"> • பள்ளி மேலாண்மைக் குழு துணைத் தலைவர் பொறுப்புக்கு உறுப்பினர்களை முன்மொழியவும் வழிமொழியவும் முன்வருமாறு பெற்றோருக்கு அழைப்பு விடுக்க வேண்டும். • முன்மொழிபவர் வழிமொழிபவர் பெயர்களை படிவத்தில் பதிவு செய்ய வேண்டும். • முன்மொழியப்பட்டவர்களை மேடைக்கு அழைத்து அவர்களை அறிமுகம் செய்ய வேண்டும். • முன்மொழியப்பட்ட ஒவ்வொரு உறுப்பினருக்கும் தனித்தனியே தங்கள் ஆதரவை தெரிவித்து கை உயர்த்தும் உறுப்பினர்கள் எண்ணிக்கை விவரங்களை படிவத்தில் குறித்துக்கொள்ள வேண்டும். • அதிக ஆதரவுபெற்ற உறுப்பினர் பள்ளி மேலாண்மைக் குழு துணைத் தலைவராக தேர்வு செய்யப்பட வேண்டும். 	படிவம்-5	15 நிமிடங்கள்
6	<p>பள்ளி மேலாண்மைக் குழு தலைவர் மற்றும் துணைத் தலைவரைப் பள்ளி வளர்ச்சி குறித்த தங்களின் நோக்கம்/ பார்வை குறித்துப் பெற்றோர்களிடம் பேச அழைக்க வேண்டும். (ஒரு நபருக்கு 5 நிமிடம் வீதம்)</p>		10 நிமிடங்கள்

7	பள்ளி மேலாண்மைக் குழு உறுப்பினர்கள் அனைவரும் கூட்டப் பதிவேட்டில் கையொப்பமிடுதல்.		15 நிமிடங்கள்
8	உறுப்பினர்கள் அனைவரும் பள்ளித் தலைமையாசிரியர் தலைமையில் உறுதிமொழி எடுத்துக்கொள்ளுதல்.		5 நிமிடங்கள்
9	உறுப்பினர்களுக்கு சான்றிதழ் வழங்குதல்		5 நிமிடங்கள்
10	உறுப்பினர்கள் குழுப் புகைப்படம் எடுத்தல்		10 நிமிடங்கள்

அனைத்து நடைமுறைகளும் நிறைவுபெற்றபின் பள்ளி மேலாண்மைக் குழு கூட்டப் பதிவேட்டில் மறுகட்டமைப்பு நிகழ்வுகளை தலைமையாசிரியர் பதிவுசெய்ய வேண்டும்.

3. பள்ளி மேலாண்மைக் குழு உறுப்பினர் விவரம்

[அரசாணை (நிலை) எண்.42, பள்ளிக் கல்வித் துறை, நாள் 06.03.2019 மற்றும் அரசாணை (நிலை) எண்.39, பள்ளிக் கல்வித் துறை, நாள் 09.02.2024]

(அட்டவணை-1)

வ. எண்	உறுப்பினர் வகை	எண்ணிக்கை	பதவி	முன்னுரிமை (பொது/ முன்னாள் மாணவர்)
1	பெற்றோர் பிரதிநிதி	1	தலைவர்	பெண்
2	பெற்றோர் பிரதிநிதி (பின்வரும் நபர்களில் ஒருவர்) <ul style="list-style-type: none"> பள்ளியில் படிக்கும் மாற்றுத் திறனாளி மாணவரின் பெற்றோர், பள்ளியில் படிக்கும் மாணவர்களின் பெற்றோர்களாக உள்ள தூய்மைப் பணியாளர்கள், SC/ST வகுப்பைச் சார்ந்த குழந்தையின் பெற்றோர்கள் பள்ளியில் படிக்கும் மாணவர்களின் பெற்றோர்களாக உள்ள எய்ட்ஸ் தொற்றால் 	1	துணைத் தலைவர்	

	பாதிக்கப்பட்டுள்ள பெற்றோர்கள் • பள்ளியில் படிக்கும் மாணவர்களின் பாதுகாவலராக உள்ள திருநர்கள்			
3	தலைமையாசிரியர்	1	ஒருங்கிணைப்பாளர் (Convenor)	தலைமையாசிரியர் மற்றும் ஆசிரியர் ஆகிய இருவரில் ஒருவர் பெண்ணாக இருக்க வேண்டும்.
4	ஆசிரியர் பிரதிநிதி	1	உறுப்பினர்	பெண்கள்-7
5	பெற்றோர் பிரதிநிதிகள் (வாய்ப்பு மறுக்கப்பட்ட (SC, ST) மற்றும் நலிவடைந்த பிரிவினரிலிருந்து)	12	உறுப்பினர்	பெண் - 1
6	உள்ளாட்சிப் பிரதிநிதிகள்	2	உறுப்பினர்	இப்பிரிவில் முன்னாள் மாணவர் இருப்பின் முன்னுரிமை வழங்கப்பட வேண்டும் அல்லது இல்லம் தேடிக் கல்வித் தன்னார்வருக்கு முன்னுரிமை வழங்கப்பட வேண்டும்.
7	கல்வியாளர்-ITK Volunteer/ அரசு சாரா அமைப்பினர்/ஓய்வு பெற்ற ஆசிரியர்	1	உறுப்பினர்	பெண்-1
8	சுய உதவிக் குழு உறுப்பினர் (பெற்றோர்)	1	உறுப்பினர்	பெண்-2
9	முன்னாள் மாணவ உறுப்பினர் ** (பெற்றோர்கள்)	3	உறுப்பினர்	
10	முன்னாள் மாணவர் (பொது)	1	உறுப்பினர்	
	மொத்த உறுப்பினர்கள்	24 ***		

** அரசாணை (நிலை) எண்.39, பள்ளிக் கல்வித் துறை, நாள் 09.02.2024, *** மொத்த உறுப்பினர்களில் 75%, அதாவது 18 உறுப்பினர்கள் பெற்றோர்களாக இருக்க வேண்டும். மேலும், மொத்த உறுப்பினர்களில் குறைந்தபட்சம் 12 பெண்கள் கட்டாயமாக இடம் பெற்றிருக்க வேண்டும்.

1. பெற்றோர் உறுப்பினர்கள் (18):

சார்ந்த பள்ளியில் படிக்கும் மாணவர்களின் பெற்றோர்கள் மட்டுமே பள்ளி மேலாண்மைக் குழுவில் பெற்றோர் உறுப்பினராக இடம்பெற முடியும். பெற்றோர்களின் பிரதிநிதித்துவம் அனைத்து சமுதாய மக்களையும் உள்ளடக்கியதாக இருக்க வேண்டும்.

2. கூட்ட அழைப்பாளர் (Convenor) (1):

- பள்ளியின் தலைமையாசிரியர் பள்ளி மேலாண்மைக் குழுவில் பதவி வழி உறுப்பினராக இடம்பெறுவார். பள்ளி மேலாண்மைக் குழு கூட்டங்களை ஒருங்கிணைப்பவராகவும், கூட்ட அழைப்பாளராகவும் (Convenor) செயல்படுவார்.
- பள்ளியின் தலைமையாசிரியர் இல்லாத நேர்வுகளில் பள்ளியின் மூத்த ஆசிரியர்களில் ஒருவர் பள்ளி மேலாண்மைக் குழுக் கூட்டங்களை ஒருங்கிணைப்பவராகவும், கூட்ட அழைப்பாளராகவும் (Convenor) செயல்படுவார்.

3. ஆசிரியர் பிரதிநிதி (1):

ஆசிரியர் பிரதிநிதி அரசாணை எண்.213, பள்ளிக் கல்வித் துறை, நாள்.26.12.2011-ன்படி அந்தப் பள்ளியிலுள்ள ஆசிரியர்களால் தீர்மானிக்கப்படுவார்.

4. உள்ளாட்சி பிரதிநிதிகள் (ஆண்-1, பெண்-1):

- உள்ளாட்சிப் பிரதிநிதி என்பவர் மக்களால் தேர்ந்தெடுக்கப்பட்ட மாநகராட்சி, நகராட்சி, பேரூராட்சி, ஊராட்சி மன்ற உறுப்பினர்கள் ஆவர்.
- அரசாணை எண்.213, பள்ளிக் கல்வித் துறை, நாள்.26.12.2011-ன்படி உள்ளாட்சி மன்றத்தால் தீர்மானிக்கப்படுவார்.
- ஊராட்சிப் பகுதிகளில் அமைந்துள்ள பள்ளிகளின் பள்ளி மேலாண்மைக் குழுவில் இடம்பெறும் மக்களால் தேர்ந்தெடுக்கப்பட்ட மக்கள் பிரதிநிதிகள் கீழ்க்கண்ட அட்டவணையில் உள்ளவாறு தேர்ந்தெடுக்கப்பட வேண்டும். இதற்கான இவர்களது தெரிவை ஊராட்சி மன்றம் தீர்மானிக்கும்.

அட்டவணை-2

பள்ளிகளின் எண்ணிக்கை	உள்ளாட்சி பிரதிநிதி எண்ணிக்கை	உறுப்பினர் விவரம்
ஊராட்சியில் ஒரு பள்ளி மட்டும் இருப்பின்	2	<p>1. ஊராட்சித் தலைவர்</p> <p>2. அந்தப் பள்ளி அமைந்துள்ள பகுதியின் ஊராட்சி வார்டு உறுப்பினர் அல்லது அந்த பள்ளியில் படிக்கும் பெரும்பான்மையான மாணவர்களின் இருப்பிடம் சார்ந்த வார்டு உறுப்பினர் அல்லது பள்ளியில் படிக்கும் மாணவரின் பெற்றோர் வார்டு உறுப்பினராக இருக்கும் பட்சத்தில் அவருக்கு முன்னுரிமை அளிக்கலாம்.</p>
ஒரு ஊராட்சியில் ஒன்றுக்கு மேற்பட்ட பள்ளிகள் இருப்பின்	2	<p>நிகழ்வு-1(முதல் பள்ளியில்)</p> <p>1. ஊராட்சித் தலைவர்</p> <p>2. அந்தப் பள்ளி அமைந்துள்ள பகுதியின் ஊராட்சி வார்டு உறுப்பினர் அல்லது அந்தப் பள்ளியில் படிக்கும் பெரும்பான்மையான மாணவர்களின் இருப்பிடம் சார்ந்த வார்டு உறுப்பினர் அல்லது பள்ளியில் படிக்கும் மாணவரின் பெற்றோர் வார்டு உறுப்பினராக இருக்கும் பட்சத்தில் அவருக்கு முன்னுரிமை அளிக்கலாம்.</p> <p>நிகழ்வு-2(இரண்டாவது பள்ளியில்)</p> <p>1. அந்தப் பள்ளி அமைந்துள்ள பகுதியின் ஊராட்சி வார்டு உறுப்பினர்.</p> <p>2. அந்தப் பள்ளியில் படிக்கும் பெரும்பான்மையான</p>

		<p>மாணவர்களின் இருப்பிடம் சார்ந்த வார்டு உறுப்பினர் அல்லது பள்ளியில் படிக்கும் மாணவரின் பெற்றோர் வார்டு உறுப்பினராக இருக்கும் பட்சத்தில் அவருக்கு முன்னுரிமை அளிக்கலாம்.</p> <p>**இரண்டிற்கும் மேற்பட்ட பள்ளிகள் இருந்தால் இதே முறையைப் பின்பற்ற வேண்டும்.</p>
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பெருநகர மாநகராட்சி, மாநகராட்சி, நகராட்சி மற்றும் பேரூராட்சிப் பகுதிகளில் அமைந்துள்ள பள்ளிகளின் பள்ளி மேலாண்மைக் குழுவில் இடம்பெறும் மக்களால் தேர்ந்தெடுக்கப்பட்ட மக்கள் பிரதிநிதிகள் கீழ்க்கண்ட அட்டவணையில் உள்ளவாறு தேர்ந்தெடுக்கப்பட வேண்டும். இதற்கான தேர்வை உள்ளாட்சி மன்றம் தீர்மானிக்கும்.

அட்டவணை-3

பள்ளிகளின் எண்ணிக்கை	உள்ளாட்சி பிரதிநிதி எண்ணிக்கை	உறுப்பினர் விவரம்
மாநகராட்சி, நகராட்சி மற்றும் பேரூராட்சி பகுதிகளில் ஒரு பள்ளி மட்டும் அமைந்து இருந்தால்	2	1. அந்தப் பள்ளி அமைந்துள்ள பகுதியின் உள்ளாட்சி வார்டு உறுப்பினர்
		2. அந்தப் பள்ளியில் பயிலும் பெரும்பான்மையான மாணவர்களின் இருப்பிடம் சார்ந்த வார்டு உறுப்பினர் அல்லது பள்ளியில் பயிலும் மாணவரின் பெற்றோர் வார்டு உறுப்பினராக இருக்கும் பட்சத்தில் அவருக்கு முன்னுரிமை அளிக்கலாம்.
மாநகராட்சி, நகராட்சி மற்றும் பேரூராட்சி	2	3. அந்தப் பள்ளி அமைந்துள்ள பகுதியின் உள்ளாட்சி வார்டு உறுப்பினர்

<p>பகுதிகளில் ஒன்றுக்கு மேற்பட்ட பள்ளி அமைந்து இருந்தால்</p>		<p>4. அந்தப் பள்ளியில் பயிலும் பெரும்பான்மையான மாணவர்களின் இருப்பிடம் சார்ந்த வார்டு உறுப்பினர் அல்லது பள்ளியில் பயிலும் மாணவரின் பெற்றோர் வார்டு உறுப்பினராக இருக்கும் பட்சத்தில் அவருக்கு முன்னுரிமை அளிக்கலாம்.</p>
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5. கல்வியாளர் (இல்லம் தேடி கல்வி) - ITK Volunteer/ அரசு சாரா அமைப்பினர்/ ஓய்வு பெற்ற ஆசிரியர் (1):

- ITK தன்னார்வலர், கல்வியாளர், அரசு சாரா அமைப்பினர், ஓய்வு பெற்ற ஆசிரியர் என்பவர் கற்றலை மேம்படுத்தும் இல்லம் தேடிக் கல்வித் திட்டத்தில் சிறப்பாக செயல்படுபவராகவும் மாணவர்களின் நலனில் அதிக அக்கறை கொண்டவராகவும் மற்றும் பள்ளி அமைந்துள்ள அதே பகுதி குடியிருப்புகளில் வசிப்பவராகவும் இருக்க வேண்டும்.
- ஒன்றுக்கும் மேற்பட்ட இல்லம் தேடிக் கல்வித் தன்னார்வலர்கள் உறுப்பினராகச் செயல்பட விருப்பம் தெரிவிக்கும் தூழலில் பெரும்பான்மையான பெற்றோர்கள் தேர்வு செய்யும் தன்னார்வலர் உறுப்பினராகலாம்.
- கல்வியாளர், அரசு சாரா அமைப்பினர், ஓய்வு பெற்ற ஆசிரியர் இவர்களில் ஒருவர் மட்டுமே பள்ளி மேலாண்மைகுழு உறுப்பினராக இருக்கலாம். மேலும், இப்பிரிவில் முன்னாள் மாணவர் இருப்பின் முன்னுரிமை வழங்கப்பட வேண்டும் அல்லது இல்லம் தேடிக் கல்வித் தன்னார்வலருக்கு முன்னுரிமை வழங்கப்பட வேண்டும்.

6. சுய உதவிக்குழு உறுப்பினர் (பெற்றோர்) (1):

- சுய உதவிக்குழுக்களில் இடம்பெற்றுள்ள, பள்ளியில் படிக்கும் மாணவர்களின் பெற்றோர்களில் ஒருவர் பள்ளி மேலாண்மைக்குழுவின் உறுப்பினராகத் தேர்வு செய்யப்படுவார். சுய உதவிக்குழுவின் ஊக்குநர், தலைவர், ஊராட்சி அளவிலான

கூட்டமைப்பு உறுப்பினர்களுக்கு (Members of the Panchayat Level Federation) முன்னுரிமை அளிக்கலாம்.

- ii. சுய உதவிக் குழுக்களில் இடம்பெற்றுள்ள, பள்ளியில் பயிலும் மாணவர்களின் பெற்றோர்களில் ஒன்றுக்கும் மேற்பட்டவர்கள் பள்ளி மேலாண்மைக் குழுவின் உறுப்பினராக விருப்பம் தெரிவிக்கும் நேர்வுகளில் பெரும்பான்மை பெற்றோரின் விருப்பப்படி தேர்வு செய்யப்படுவார்.

7. முன்னாள் மாணவர் உறுப்பினர் (பெற்றோர்-3 நபர்கள்):

- i. நான்கு முன்னாள் மாணவ உறுப்பினர்களில் 3 உறுப்பினர்கள் அப்பள்ளியில் படிக்கும் மாணவர்களின் பெற்றோர்களாக (தாய் / தந்தை / காப்பாளர்) இருக்க வேண்டும். (ஒருவர் மட்டும் பெற்றோராக இல்லாத முன்னாள் மாணவர்)
- ii. குறைந்தபட்சம் இரண்டு ஆண்டுகள் தமிழ்நாட்டிலுள்ள ஏதேனும் ஒரு அரசுப் பள்ளியில் பயின்ற பெற்றோர்களே “பெற்றோர் முன்னாள் மாணவர்கள் (3 பேர்)” (Parent Alumni) பிரிவின் கீழ் உறுப்பினராகத் தேர்ந்தெடுக்கப்படவேண்டும்.
- iii. பெற்றோர் முன்னாள் மாணவர் (3 பேர்) பிரிவில் உறுப்பினராக போட்டியிட யாரும் முன்வராத மற்றும் அப்பிரிவில் யாரும் இல்லை என்றால் இப்பதவி காலியாக இருப்பதாக அறிவிக்கப்பட வேண்டும்.

8. முன்னாள் மாணவர் உறுப்பினர் (பொது-1 நபர்):

- i. அரசுப் பள்ளியில் குறைந்தபட்சம் இரண்டு ஆண்டுகள் பயின்ற முன்னாள் மாணவராக இருக்க வேண்டும்.
- ii. பள்ளி அமைந்திருக்கும் குடியிருப்புப் பகுதியில் வசிப்பவராக இருக்க வேண்டும்.
- iii. குறைந்தபட்சம் பள்ளிப் படிப்பை (8ஆம் வகுப்பு) முடித்த திருநர், பெண், ஆண் ஆகியோரில் ஒருவர் பொதுப் பிரிவின் கீழ் “முன்னாள் மாணவர் உறுப்பினராக” (Alumni Member) தேர்ந்தெடுக்கப்பட வேண்டும். (பட்ட படிப்பினை முடித்தவர்களுக்கு முன்னுரிமை அளிக்க வேண்டும்.)

- iv. முன்னாள் மாணவர் உறுப்பினர் பொதுப் பிரிவில் உறுப்பினராக போட்டியிட யாரும் முன்வராத மற்றும் அப்பிரிவில் யாரும் இல்லை என்றால் இப்பதவி காலியாக இருப்பதாக அறிவிக்கப்பட வேண்டும்.

9. ஏற்கனவே உள்ள 20 நபர்களில் முன்னாள் மாணவருக்கான முன்னுரிமை:

- i. மேற்காண் 4 முன்னாள் மாணவர்கள் தவிர, மக்களால் தேர்ந்தெடுக்கப்பட்ட பிரதிநிதி / கல்வியாளர் / இல்லம் தேடிக் கல்வி தன்னார்வலர் / தொண்டு நிறுவனத்தினர் / ஓய்வு பெற்ற ஆசிரியர் இவர்களில் ஒருவர் அரசுப் பள்ளி முன்னாள் மாணவராக இருப்பின் "முன்னாள் மாணவர்" (Alumni Member) முன்னுரிமை அடிப்படையில் தேர்ந்தெடுக்கப்பட வேண்டும்.

4. மறுகட்டமைப்பு நாளுக்கு முன்னதாகச் செய்ய வேண்டியவை

(அ) முன்திட்டமிடல் - விழிப்புணர்வுக் கூட்டம் நடத்துதல்

2024-2026 ஆண்டுகளுக்கான பள்ளி "மேலாண்மைக் குழு மறுகட்டமைப்பிற்கான பெற்றோர்கள் விழிப்புணர்வு முன்திட்டமிடல் கூட்டமானது பள்ளி மேலாண்மைக் குழுவின் உறுப்பினர்கள், பள்ளி ஆசிரியர்கள், மாவட்ட ஒருங்கிணைப்பாளர்கள், வட்டார வளமைய ஆசிரியர் பயிற்றுநர்கள் மற்றும் மாநில, மாவட்ட மற்றும் ஒன்றியக் கருத்தாளர்கள் இணைந்து பள்ளியின் தலைமையாசிரியர் தலைமையில் அனைத்து வகைப் பள்ளிகளிலும் நடத்தப்பட வேண்டும்.

இக்கூட்டத்தில் பள்ளி மேலாண்மைக் குழு பொறுப்பில் உள்ள உறுப்பினர்களுக்குக் கடந்த ஆண்டுகளில் முன்னெடுத்த நடவடிக்கைகள் குறித்துப் பகிர்ந்துகொள்ள வேண்டும். மேலும், நடைபெறவிருக்கும் 2024-2026 ஆண்டிற்கான புதிய உறுப்பினர்கள் தேர்வு நடைமுறைகளை மேற்கொள்ள ஒத்துழைப்பினை கோர வேண்டும்.

(ஆ) பெற்றோர்களுக்கான அழைப்பு

- i. பெற்றோர்கள் விழிப்புணர்வுக் கூட்ட அழைப்பினை பள்ளியில் படிக்கும் மாணவர்களின் மூலம் அவர்தம் பெற்றோர்களுக்குத் தலைமையாசிரியர் அனுப்பிவைக்க வேண்டும். (இணைப்பு-1: கூட்ட அழைப்பிதழ் மாதிரி)

- ii. வகுப்பாசிரியர்கள் தங்கள் வகுப்பில் படிக்கும் மாணவர்களின் நோட்டுப் புத்தகத்தில் கூட்டத்திற்கான அழைப்பு விவரத்தை எழுதி அனுப்பி அதில் பெற்றோர்களின் கையொப்பம் பெற்று அவர்களின் பங்களிப்பை உறுதி செய்ய வேண்டும்.
- iii. வாட்ஸ்அப் செய்திகள் மூலம் பள்ளி மேலாண்மைக்குழு மறுகட்டமைப்பு நடைபெறுவது குறித்து பெற்றோர்களுக்குத் தெரியப்படுத்த வேண்டும்.
- iv. பெற்றோருக்கான அழைப்பிதழ் தொடர்பான துண்டுப்பிரசுரங்கள் பள்ளியில் படிக்கின்ற குழந்தைகள் மூலம் கொடுத்து அனுப்பலாம்.
- v. பள்ளி மேலாண்மைக்குழு மறுகட்டமைப்பு குறித்த தகவல்களை மக்கள் அதிகம் பார்க்கும் முக்கிய இடங்களில் (எ.கா.) ரேஷன் கடைகள், பஞ்சாயத்து அலுவலகம் / நகராட்சி அலுவலகம் / சமுதாயக் கூடம் (அல்லது) மின்கட்டணம் செலுத்தும் மின்வாரிய அலுவலகம் முன்பாக பொதுமக்கள்/பெற்றோர்கள் பார்வையில் படும்படியாக வைக்கலாம்.
- vi. மக்கள் கூடுகின்ற முக்கிய இடங்களில் பள்ளி மேலாண்மைக்குழு குறித்த விழிப்புணர்வு பதாகைகள் (பேனர்) வைக்கலாம்.

(இ) பள்ளி அமைந்துள்ள ஊராட்சியின் "உள்ளாட்சி மன்றப் பிரதிநிதிகள்" யார் என்பதை முன்னரே உறுதிப்படுத்திக்கொள்ள வேண்டும்.

(ஈ) உங்கள் பள்ளிக்கு கல்வித் துறை மற்றும் மாவட்ட ஆட்சியர் மூலம் நியமிக்கப்பட்டுள்ள பார்வையாளர் யார் என்பதை மாவட்ட அலுவலகத்தை தொடர்புகொண்டு தெரிந்துகொள்ள வேண்டும்.

(உ) அனைத்து முன்னேற்பாடுகளையும் மறுகட்டமைப்பு நடைபெறும் நாளுக்கு முன்னதாகவே தயார்செய்வது நன்று. (குறிப்பாக படிவங்கள் தயார்செய்தல், வருகைப் பதிவு மற்றும் மறுகட்டமைப்பு நிகழ்வை பதிவுசெய்ய ஆசிரியர்கள் நியமித்தல், இருக்கைகள் அமைத்தல், குடிநீர் வசதி மற்றும் தேவையான பிற வசதிகள்)

சரிபார்ப்பு பட்டியல்

அ) பெற்றோர்களுக்கான ஏற்பாடுகள் (அட்டவணை - 4)

வ. எண்.	சரிபார்க்க வேண்டியது	சரிபார்ப்பு நிலை (✓ or ✗)
1	பள்ளியில் படிக்கும் மாணவர்களின் பெற்றோர்கள் அனைவருக்கும் மறுகட்டமைப்பு நடைபெறும் நாள் மற்றும் நேரம் அழைப்பிதழ் வழியாக தெரியப்படுத்தப்பட்டுள்ளது.	○
2	பள்ளியில் உள்ள அனைத்து ஆசிரியர்களும் மறுகட்டமைப்பு நடைபெறும் நாளன்று நிகழ்வுக்கு ஒரு மணிநேரம் முன்னதாக பள்ளிக்கு வரவேண்டும் எனத் தெரியப்படுத்தப்பட்டுள்ளது.	○
3	பெற்றோர்களின் எண்ணிக்கைக்கு ஏற்ப அவர்கள் வசதியாக அமரும் வகையில் இடம் மற்றும் இருக்கைகள் நிழலான இடத்தில் நிகழ்வுக்கு முதல் நாளே ஏற்பாடு செய்யப்பட்டுள்ளது.	○
4	வகுப்பு வாரியாக பெற்றோர்களை அமரவைக்க ஏதுவாக, எந்த அறையில் அமர வேண்டும் என்பதற்கான அறிவிப்பு வளகத்தில் அனைவரும் அறியும்வகையில் ஒட்டப்பட்டுள்ளது.	○
5	அனைவரும் அணுகும்படியான இடத்தில் குடிநீர் மற்றும் தேநீர் பெற்றோரின் எண்ணிக்கைக்கு ஏற்ப ஏற்பாடு செய்யப்பட்டு அதற்கு பொறுப்பான அலுவலர் நியமிக்கப்பட்டுள்ளார்.	○
6	தண்ணீர் வசதியுடன் கூடிய கழிவறைகள், பராமரிப்பு வசதியுடன் இருப்பது உறுதிசெய்யப்பட்டுள்ளது.	○

ஆ) வருகைப் பதிவு செய்வதற்கான ஏற்பாடுகள் (அட்டவணை - 5)

வ. எண்.	சரிபார்க்க வேண்டியது	சரிபார்ப்பு நிலை (✓ or ✗)
1	பெற்றோர்கள் விவரங்கள் அடங்கிய படிவம்-1 அச்சிடப்பட்டு தயாராக உள்ளது.	○

2	வகுப்பு வாரியாக அல்லது இரண்டு மூன்று வகுப்புகள் சேர்த்து வருகைப் பதிவுசெய்யத் தேவையான மேசை, நாற்காலி நுழைவாயிலுக்கு அருகில் ஏற்பாடு செய்யப்பட்டுள்ளது.	○
3	பெற்றோர்களின் எண்ணிக்கைக்கு ஏற்ப வகுப்பு வாரியாக வருகைப் பதிவு மேற்கொள்ள ஆசிரியர்கள் நியமிக்கப்பட்டுள்ளார்கள்.	○
4	எழுதுபொருட்கள் - பேனா, வெள்ளைத் தாள்கள், அச்சிடப்பட்ட படிவங்கள், ஸ்டேப்ளர் போன்ற தேவையான பொருட்கள் வருகைப் பதிவு மேசையில் தயாராக வைக்கப்பட்டுள்ளது.	○

இ) மறுகட்டமைப்பு செயல்முறைக்கான ஏற்பாடுகள் (அட்டவணை - 6)

வ. எண்.	சரிபார்க்க வேண்டியது	சரிபார்ப்பு நிலை (✓ or x)
1	வழங்கப்பட்டுள்ள அனைத்துப் படிவங்களும் (படிவம் 1 முதல் 7 வரை) அச்சிடப்பட்டுத் தயாராக உள்ளது.	○
2	படிவங்களை பூர்த்திசெய்யும் ஆசிரியர்கள் முன்னதாகவே தேர்வுசெய்யப்பட்டுள்ளனர்	○
3	போட்டியிடும் பெற்றோர்களின் பெயர்களை எழுதக் கரும்பலகையும் அதற்குத் தேவையான பொருட்களும் இருப்பது முன்கூட்டியே உறுதிசெய்யப்பட்டுள்ளது.	○
4	மறுகட்டமைப்பு கூட்ட நிகழ்வுகளைக் குறிப்பெடுக்க ஆசிரியர்கள் நியமிக்கப்பட்டுள்ளனர்.	○
5	பள்ளியில் உள்ள மாணவர்களின் எண்ணிக்கையின் அடிப்படையில், மறுகட்டமைப்பு நடைமுறை ஒரு குழுவாக நடத்தப்படுமா அல்லது வகுப்புவாரியாக பல குழுக்களில் நடத்தப்படுமா என்பது முன்னதாகவே தீர்மானிக்கப்பட்டுள்ளது.	○

6	பள்ளி மேலாண்மைக் குழுவில் உறுப்பினராகும் உள்ளாட்சிப் பிரதிநிதிகள் யார் என்பது முன்னரே உறுதிபடுத்தப்பட்டுள்ளது.	○
7	பள்ளி மேலாண்மைக் குழு உறுப்பினர்களுக்கான உறுதிமொழிப் படிவம் தேவையான எண்ணிக்கையில் அச்சிடப்பட்டு தயாராக உள்ளது.	○
8	பள்ளி மேலாண்மைக் குழு உறுப்பினர்களுக்கான சான்றிதழ்கள் தேவையான எண்ணிக்கையில் அச்சிடப்பட்டு பூர்த்தி செய்ய ஏதுவாக தயாராக உள்ளது.	○

5. மாவட்ட ஆட்சியர்களுக்கான வழிகாட்டுதல்கள்

- 1) மறுகட்டமைப்பிற்கு முன்னர் மாவட்ட ஆட்சியர் தலைமையில் துறைசார் (line departments) அலுவலர்களுடன் முன்திட்டமிடல் கூட்டம் நடத்த வேண்டும்.
- 2) மாவட்ட ஆட்சித் தலைவரால் நியமிக்கப்படும் பார்வையாளர்களுக்கு பள்ளிக் கல்வித் துறை சார்பில் பள்ளி மேலாண்மைக் குழு மற்றும் மறுகட்டமைப்பு நடைமுறைகளின் முக்கியத்துவம் குறித்தும் பயிற்சி வழங்கவேண்டும்.
- 3) அனைத்துத் துறைகளின் பங்கேற்போடு மக்களிடையே பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு தொடர்பான பிரச்சாரத்தை மாவட்ட மக்கள் தொடர்பு மையம் மூலம் மாவட்ட ஆட்சியர் அவர்களின் தலைமையில் நடத்திட நடவடிக்கைகள் மேற்கொள்ள வேண்டும்.
- 4) பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு நாளன்று மாவட்டக் கல்வித் துறை சார்ந்த அலுவலர் உள்ளிட்ட பிற துறைசார் (line departments) அலுவலர்கள் பார்வையாளராகப் பங்கேற்க மாவட்ட ஆட்சியர் அவர்கள் அறிவுறுத்த வேண்டும்.
- 5) உறுப்பினர்கள் தேர்வு செய்வதில் சிக்கல்கள் இருப்பதாகக் கருதப்படும் நேர்வுகளில் துணை வட்டாட்சியர் நிலையில் உள்ள அல்லது பிற துறைகள் சார்ந்த உயர் அலுவலர் ஒருவரை

மேற்பார்வையாளராக நியமித்து, பங்கேற்று வழிகாட்டிட மாவட்ட ஆட்சியர் அவர்கள் அறிவுறுத்த வேண்டும்.

6. மறுகட்டமைப்புநாளன்று செய்ய வேண்டியவை

பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு நடைபெறும் நாளன்று பதவி வழி தலைமையேற்று நடத்தும் பள்ளியின் தலைமையாசிரியர் கடைபிடிக்க வேண்டிய வழிமுறைகள்.

1. மாணவர் பெயர், படிக்கும் வகுப்பு, EMIS எண் மற்றும் அவர்களின் பெற்றோரின் பெயர் அடங்கிய பட்டியலை மறுகட்டமைப்பு நடைபெறும் ஏழு நாட்களுக்கு முன்பாக கல்வி மேலாண்மைத் தகவல் முறைமையிலிருந்து (EMIS) பதிவிறக்கம் செய்து படிவம்-1 கோரியுள்ளபடி பதிவு செய்து வைத்துக் கொள்ள வேண்டும்.
2. மறுகட்டமைப்பு நடைமுறை நாளன்று பள்ளிக்கு வருகைபுரியும் மாணவர்களின் பெற்றோர்களை வரவேற்க பள்ளியில் உள்ள ஆசிரியர்களைக் கொண்ட வரவேற்புக் குழு அமைத்து அவர்களுக்கு வழிகாட்டுதல்கள் வழங்கவேண்டும்.
3. பள்ளி மேலாண்மைக் குழு உறுப்பினர்கள் தெரிவுசெய்யும் நடைமுறைகள் மேற்கொள்ளப்படும் பகுதி குறித்த விவரம் அனைத்துப் பெற்றோர்களும் அறியும் வகையில் தெரியப்படுத்த வேண்டும்.
4. வருகைபுரியும் மாணவர்களின் பெற்றோர்கள் அனைவரும் அமர்வதற்கான போதிய இடவசதி உள்ள அறை மற்றும் போதிய இருக்கைகள் இருப்பதை உறுதிசெய்ய வேண்டும்.
5. இடவசதி இல்லாத நேர்வுகளில் வருகைபுரியும் மாணவர்களின் பெற்றோர்கள் அனைவரும் அமர்வதற்கு வசதியாக வளாகத்தின் திறந்தவெளியில் சாமியானா பந்தல் அமைக்க ஏற்பாடு செய்யவேண்டும்.
6. இடவசதி குறைவாக இருந்தால் தேவை ஏற்படின் 1 முதல் 5 வகுப்பு மாணவர்களின் பெற்றோர்களை தனியாகவும், 6 முதல் 8 வகுப்புகள், 9 முதல் 10 வகுப்புகள் மற்றும் 11 & 12 வகுப்புகள் படிக்கக் கூடிய

மாணவர்களின் பெற்றோர்களைத் தனித்தனியாகவும் அமரச்செய்ய வேண்டும்.

7. தூய்மையான குடிநீர் பள்ளி வளாகத்தில் இருப்பதை உறுதிசெய்ய வேண்டும்.
8. பள்ளி வளாகத்தில் ஆண்கள் மற்றும் பெண்களுக்கான தனித்தனியான சுகாதாரமான கழிவறைகள் இருப்பதை உறுதிசெய்ய வேண்டும்.

7. உறுப்பினர்களின் விகிதாச்சாரப் பிரதிநிதித்துவம்

ஒரு மாணவரின் தாய் மற்றும் தந்தை இருவரும் மறுகட்டமைப்பு நாளில் பள்ளிக்கு வருகை புரியும் நேரவில் அவர்களில் யாராவது ஒருவர் மட்டுமே தெரிவுசெய்யும் நிகழ்வில் பங்கேற்க வேண்டும். அனைத்து வகுப்புகளிலும் படிக்கும் குழந்தைகளின் பெற்றோர்களின் பிரதிநிதித்துவத்தை உறுதிசெய்ய கீழ்க்காணும் வழிமுறையைப் பின்பற்றலாம்.

தேர்ந்தெடுக்கப்பட வேண்டிய உறுப்பினர்களின் விகிதாச்சாரப் பிரதிநிதித்துவம் (Proportional Representation)

பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பிற்கு தேர்ந்தெடுக்கப்பட வேண்டிய 18 பெற்றோர் உறுப்பினர்களில் கீழ்க்கண்ட அட்டவணை-7 ன்படி விகிதாச்சாரப் பிரதிநிதித்துவம் அளிக்கப்பட வேண்டும்.

அட்டவணை-7

வ. எண்.	பள்ளி	மாணவர்கள் பயிலும் வகுப்பு அடிப்படையில் தெரிவு செய்யப்பட வேண்டிய பெற்றோர்கள்		சுய உதவிக்குழு பெற்றோர் உறுப்பினர்	முன்னாள் மாணவர் பெற்றோர் உறுப்பினர்***	மொத்தம்
		வகுப்பு	உறுப்பினர் எண்ணிக்கை**			
1	அரசு தொடக்கப் பள்ளி					
	1முதல் 5 வகுப்புகள் உள்ள பள்ளி	1-5	14	1	3	18
2	அரசு நடுநிலைப் பள்ளி					
	1முதல் 8 வகுப்புகள் உள்ள பள்ளி	1-5	8	1	3	18
6-8	6					
3	அரசு உயர்நிலைப் பள்ளி					
	1முதல் 10 வகுப்புகள் உள்ள பள்ளி	1-5	6	1	3	18
		6-8	4			
		9-10	4			
6 முதல் 10 வகுப்புகள் உள்ள பள்ளி	6-8	7	1	3	18	
9-10	7					
4	அரசு மேல்நிலைப் பள்ளி					
	1முதல் 12 வகுப்புகள் உள்ள பள்ளி	1-5	3	1	3	18
		6-8	3			
		9-10	4			
		11-12	4			
	6 முதல் 12 வகுப்புகள் உள்ள பள்ளி	6-8	5	1	3	18
9-10		5				
11-12		4				

**மேற்கண்ட அட்டவணையில் உள்ள உறுப்பினர்களில் பெண் உறுப்பினர் எண்ணிக்கை குறைந்தபட்சம் 7 ஆக இருக்க முன்னுரிமை அளிக்கலாம், இவர்களில் மாற்றுத் திறனாளி குழந்தைகளின் பெற்றோர் ஒருவராவது இடம் பெறுவதை உறுதிசெய்து கொள்ளவேண்டும்.

***முன்னாள் மாணவர் பெற்றோர் உறுப்பினர்களில் 2 பேர்கள் பெண்களாகவும் இருக்க முன்னுரிமை அளிக்கலாம்.

8. உறுப்பினர்களைத் தெரிவு செய்யும் வழிமுறைகள்

பள்ளியின் தலைமையாசிரியரே உறுப்பினர்களை தெரிவு செய்யும் அலுவலராக இருப்பார் என்பதை கூட்டத்தின் தொடக்கத்தில் பெற்றோருக்கு தெரியப்படுத்துதல் வேண்டும். பள்ளித் தலைமையாசிரியரால் நியமிக்கப்படும் ஆசிரியர் ஒருவர் உறுப்பினரின் பதவி, உறுப்பினருக்கான விளக்கம் மற்றும் கடமைகள் குறித்துத் தெளிவாகவும், சுருக்கமாகவும் பெற்றோர்களுக்கு எடுத்துக் கூறவேண்டும்.

(அ) பெற்றோர் உறுப்பினர்களைத் தெரிவுசெய்தல்

- i. மேற்காண் அட்டவணை-7-இல் உள்ள விகிதாச்சார பிரிநிதித்துவ அடிப்படையில் பெற்றோர் உறுப்பினர்களைத் தெரிவு செய்ய வேண்டும்.
- ii. பதவிவழி உறுப்பினர் தவிர மற்ற உறுப்பினராக தேர்வு செய்யப்பட விரும்பும் நபரை பெற்றோர்களில் யாராவது ஒருவர் முன்மொழிய வேண்டும். அதை மற்றொருவர் வழிமொழிய வேண்டும்.
- iii. ஒருவேளை யாரும் முன்மொழியப்படவில்லை என்றால், யாரெல்லாம் உறுப்பினராக விரும்புகிறீர்கள் என்று தெரிவு செய்யும் அலுவலர் கேட்கவேண்டும்.
- iv. யாரெல்லாம் உறுப்பினராக விரும்புகிறார்களோ அவர்களை மேடைக்கு அழைத்து அவர்களை பெற்றோர்கள் முன்னிலையில் ஒவ்வொருவராக அறிமுகம் செய்து, இவரை உறுப்பினராகத் தேர்ந்தெடுக்க நீங்கள் அனைவரும் சம்மதிக்கிறீர்களா? என்று கேட்டு, சம்மதத்தை பெறவேண்டும். இதற்கு கையை உயர்த்தி சம்மதம் தெரிவிக்கும் முறையைப் பின்பற்ற வேண்டும்.
- v. சம்மதம் தெரிவிக்கும் பெற்றோரின் எண்ணிக்கையை ஒவ்வொரு போட்டியாளருக்கும் தனித் தனியாகக் கணக்கிட்டுப் படிவம்-2-ல் குறித்துக் கொள்ள வேண்டும்.
- vi. அதேபோல் அரசுப் பள்ளி "முன்னாள் மாணவர் பெற்றோர்" உறுப்பினராகச் சம்மதம் தெரிவிக்கும் பெற்றோரை மேடைக்கு

அழைத்து அவர்களை பெற்றோர்கள் முன்னிலையில் ஒவ்வொருவராக அறிமுகம் செய்து, இவரை உறுப்பினராக தேர்ந்தெடுக்க நீங்கள் அனைவரும் சம்மதிக்கிறீர்களா? என்று கேட்டு, சம்மதத்தை பெறவேண்டும். இதற்கு கையை உயர்த்தி சம்மதம் தெரிவிக்கும் முறையைப் பின்பற்ற வேண்டும்.

- vii. சம்மதம் தெரிவிக்கும் முன்னாள் மாணவர் பெற்றோரின் எண்ணிக்கையை ஒவ்வொரு போட்டியாளருக்கும் தனித் தனியாகக் கணக்கிட்டுப் படிவம்-3ல் குறித்துக் கொள்ளவேண்டும். அதிக எண்ணிக்கையில் பெற்றோர்கள் ஆதரவை பெறும் போட்டியாளரைத் தேர்ந்தெடுக்கப்பட்டவராக அறிவிக்க வேண்டும்.
- viii. சமமான எண்ணிக்கையில் பெற்றோர்களின் ஆதரவு இருக்குமானால், சமமான எண்ணிக்கையில் ஆதரவுப் பெற்ற நபர்களின் பெயர்களைக் காகிதத் துண்டில் எழுதி அட்டைப் பெட்டியில் போட்டுக் குலுக்கல் முறையில் ஒருவரை தேர்ந்தெடுக்க வேண்டும்.

(ஆ) பதவி வழி உறுப்பினர் தேர்வு

- i. **பள்ளித் தலைமையாசிரியர்** - பதவிவழி உறுப்பினர் மற்றும் பள்ளி மேலாண்மைக் குழுக் கூட்டத்தின் ஒருங்கிணைப்பு மற்றும் கூட்ட அழைப்புப் பொறுப்பாளராக இருப்பார்.
- ii. **ஆசிரியர் பிரதிநிதி** - ஆசிரியர்களின் ஒருமித்தக் கருத்துடன் பள்ளித் தலைமையாசிரியரால் ஆசிரியர் உறுப்பினர் தேர்ந்தெடுக்கப்படுவார்.
- iii. **உள்ளாட்சி பிரதிநிதி உறுப்பினர்கள்** - பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு நடைபெறும் மூன்று நாட்களுக்கு முன்பாக உள்ளாட்சி மன்றத்தில் தீர்மானம் நிறைவேற்றி உரிய பிரதிநிதிகளின் விவரத்தை ஊராட்சி மன்றத் தலைவரிடமிருந்து பள்ளித் தலைமையாசிரியர் எழுத்து மூலம் பெறுதல் வேண்டும்.

முன்னதாக, தலைமையாசிரியரிடமிருந்து உள்ளாட்சி மன்றத்திற்கு இரண்டு பிரதிநிதிகளை பரிந்துரை செய்யக்கோரும் கடிதம் வழங்கப்பட வேண்டும்.

(இ) தலைவர் தேர்வு

பள்ளி மேலாண்மைக் குழு பெற்றோர் உறுப்பினர்களில் ஒருவர் குழு உறுப்பினர்களால் பள்ளி மேலாண்மைக் குழு தலைவராக தேர்வு செய்யப்படுவார். இத்தேர்வில் பெண் உறுப்பினர்களுக்கு முன்னுரிமை அளிக்கப்பட வேண்டும்..

- i. தலைவர் பொறுப்பிற்கு போட்டியிடும் நபர்களை "தாம் இப்பொறுப்பிற்கு வரவிரும்பியதற்கான காரணங்கள்" குறித்து இரண்டு நிமிடங்கள் பெற்றோர்களிடையே பேசுவதற்கு அழைக்க வேண்டும்.
- ii. ஒன்றுக்கு மேற்பட்ட பெண் உறுப்பினர்கள் பள்ளி மேலாண்மைக் குழுத் தலைவராக விருப்பம் தெரிவித்தால் பெரும்பான்மை உறுப்பினர்கள் ஆதரவைப் பெறுபவர் தலைவராக தேர்ந்தெடுக்கப்படுவார்.
- iii. பள்ளி மேலாண்மைக் குழுத் தலைவராகப் பெண் மற்றும் ஆண் உறுப்பினர்கள் விருப்பம் தெரிவிக்கும் நேர்வுகளில் முன்னுரிமை அடிப்படையில் விருப்பம் தெரிவிக்கும் பெண் உறுப்பினர்களில் ஒருவரே பெரும்பான்மை உறுப்பினர்களால் தலைவராக தெரிவுசெய்யப்பட வேண்டும்.
- iv. பள்ளி மேலாண்மைக் குழு தலைவராகப் பெண் உறுப்பினர்கள் யாரும் விருப்பம் தெரிவிக்கவில்லை எனில், விருப்பம் தெரிவிக்கும் ஆண் உறுப்பினர்களில் ஒருவர் பெரும்பான்மை உறுப்பினர்களால் தலைவராக தேர்வுசெய்யப்படுவார்.
- v. மேற்கண்ட தகுதி வாய்ந்த உறுப்பினர்களில் ஒருவர் தலைவராகத் தேர்வு செய்யப்பட ஒரு உறுப்பினர் முன்மொழிய வேண்டும். மற்றொரு உறுப்பினர் அதனை வழிமொழிய வேண்டும்.
- vi. பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு நடைபெறும் நாளிலேயே தலைவர் தெரிவு செய்யப்பட வேண்டும்.
- vii. ஒன்றுக்கும் மேற்பட்ட உறுப்பினர்கள் தலைவராக விருப்பம் தெரிவிக்கும் நேர்வுகளில் உறுப்பினர்களின் ஆதரவை தெரிந்துகொள்ள அவர்களின் கையை உயர்த்தி சம்மதம் தெரிவிக்கும் முறையைப் பின்பற்ற வேண்டும்.

- viii. சம்மதம் தெரிவிக்கும் உறுப்பினர்களின் எண்ணிக்கையை ஒவ்வொரு போட்டியாளருக்கும் தனித் தனியாகக் கணக்கிட்டு படிவம்-4-ல் குறித்துக் கொள்ளவேண்டும்.
- ix. அதிக எண்ணிக்கையில் பெற்றோர்கள் ஆதரவை பெறும் நபரைத் தேர்ந்தெடுக்கப்பட்டவராக அறிவிக்க வேண்டும்.
- x. சமமான எண்ணிக்கையில் உறுப்பினர்களின் ஆதரவு இருக்குமானால், அவர்களின் பெயர்களைக் காகிதத் துண்டில் எழுதி அட்டைப் பெட்டியில் போட்டுக் குலுக்கல் முறையில் ஒருவரை தேர்ந்தெடுக்க வேண்டும்.
- xi. தலைவர் தெரிவுக்கான முன் மொழிதல், வழி மொழிதல் பெற்ற ஆதரவு விவரங்களை இதற்கான படிவத்தில் பூர்த்தி செய்தல் வேண்டும். இந்த படிவத்தில் உறுப்பினர்கள் அனைவரின் கையொப்பம் பெறவேண்டும்.

(ஈ) துணைத் தலைவர்

- i. பள்ளியில் பயிலும் மாற்றுத் திறனாளி மாணவர்களின் பெற்றோர், பள்ளியில் பயிலும் மாணவர்களின் பெற்றோர்களாக உள்ள தூய்மை பணியாளர்கள், எய்ட்ஸ் நோயாளிகள் மற்றும் திருநர் அல்லது SC/ST வகுப்பைச் சார்ந்த குழந்தையின் பெற்றோர் பள்ளி மேலாண்மைக் குழு உறுப்பினர்களால் துணைத் தலைவராக தேர்வு செய்யப்படுவார்.
- ii. ஒன்றுக்கும் மேற்பட்டத் தகுதியான உறுப்பினர்கள் துணைத் தலைவராக விருப்பம் தெரிவிக்கும் நேர்வுகளில் பெரும்பான்மை உறுப்பினர்களால் துணைத் தலைவர் தேர்வு செய்யப்படுவார்.
- iii. மேற்கண்ட தகுதிவாய்ந்த உறுப்பினர்களில் துணைத் தலைவராக ஒருவர் தெரிவு செய்யப்பட ஒரு உறுப்பினர் முன்மொழிய வேண்டும். மற்றொரு உறுப்பினர் அதனை வழிமொழிய வேண்டும்.
- iv. பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு நடைபெறும் நாளிலேயே துணைத் தலைவர் தெரிவு செய்யப்பட வேண்டும்.
- v. ஒன்றுக்கும் மேற்பட்ட உறுப்பினர்கள் துணைத் தலைவராக விருப்பம் தெரிவிக்கும் நேர்வுகளில் உறுப்பினர்களின் ஆதரவை

தெரிந்துகொள்ள அவர்களின் கையை உயர்த்தி சம்மதம் தெரிவிக்கும் முறையைப் பின்பற்ற வேண்டும்.

- vi. சம்மதம் தெரிவிக்கும் உறுப்பினர்களின் எண்ணிக்கையை ஒவ்வொரு போட்டியாளருக்கும் தனித் தனியாகக் கணக்கிட்டு படிவம்-5ல் குறித்துக் கொள்ள வேண்டும்.
- vii. அதிக எண்ணிக்கையில் உறுப்பினர்களின் ஆதரவைப்பெறும் நபரை தேர்ந்தெடுக்கப்பட்டவராக அறிவிக்க வேண்டும்.
- viii. சமமான எண்ணிக்கையில் உறுப்பினர்களின் ஆதரவு இருக்குமானால், அவர்களின் பெயர்களைக் காகிதத் துண்டில் எழுதி அட்டைப் பெட்டியில் போட்டுக் குலுக்கல் முறையில் ஒருவரை தேர்ந்தெடுக்க வேண்டும்.
- ix. துணைத் தலைவர் தெரிவுக்கான முன் மொழிதல், வழி மொழிதல் மற்றும் பெற்ற ஆதரவு விவரங்களை இதற்கான படிவத்தில் பூர்த்தி செய்தல் வேண்டும். இந்த படிவத்தில் உறுப்பினர்கள் அனைவரின் கையொப்பம் பெறவேண்டும்.

(உ) முன்னாள் மாணவர் உறுப்பினர் (பொது)

- i. குறைந்தபட்சம் பள்ளி படிப்பை (8ஆம் வகுப்பு) முடித்த திருநர், பெண், ஆண் ஆகியோரில் ஒருவர் பொது பிரிவின் கீழ் “முன்னாள் மாணவர் உறுப்பினராக” (Alumni Member) தேர்ந்தெடுக்கப்பட வேண்டும். (பட்ட படிப்பினை முடித்தவர்களுக்கு முன்னுரிமை அளிக்க வேண்டும்.)
- ii. சார்ந்த அரசுப் பள்ளியில் குறைந்தபட்சம் இரண்டு ஆண்டுகள் படித்தவராக இருக்க வேண்டும். அப்பள்ளியில் படிக்கும் மாணவரின் பெற்றோராக இருக்க வேண்டிய தேவையில்லை.
- iii. ஒன்றுக்கும் மேற்பட்ட தகுதியான முன்னாள் மாணவர்கள் உறுப்பினராக விருப்பம் தெரிவிக்கும் நேர்வுகளில் உறுப்பினர்களின் ஆதரவைத் தெரிந்துகொள்ள கை உயர்த்தி சம்மதம் தெரிவிக்கும் முறையைப் பின்பற்றி பெரும்பான்மை உறுப்பினர்களால் முன்னாள் மாணவர் உறுப்பினர் தேர்வு செய்யப்படுவார்.
- iv. தகுதிவாய்ந்த உறுப்பினர்களில் முன்னாள் மாணவர் உறுப்பினர் ஒருவர் தெரிவு செய்யப்பட ஒரு உறுப்பினர் முன்மொழிய

வேண்டும். மற்றொரு உறுப்பினர் அதனை வழிமொழிய வேண்டும்.

- v. சம்மதம் தெரிவிக்கும் உறுப்பினர்களின் எண்ணிக்கையை ஒவ்வொரு போட்டியாளருக்கும் தனித் தனியாக படிவம்-6-இல் குறித்துக் கொள்ள வேண்டும். அதிக எண்ணிக்கையில் உறுப்பினர்களின் ஆதரவைப் பெறும் நபரை தேர்ந்தெடுக்கப்பட்டவராக அறிவிக்க வேண்டும்.
- vi. சமமான எண்ணிக்கையில் உறுப்பினர்களின் ஆதரவு இருக்குமானால், அவர்களின் பெயர்களைக் காகிதத் துண்டில் எழுதி அட்டைப் பெட்டியில் போட்டுக் குலுக்கல் முறையில் ஒருவரை தேர்ந்தெடுக்க வேண்டும்.
- vii. முன்னாள் மாணவர் உறுப்பினர் தெரிவுக்கான முன் மொழிதல், வழி மொழிதல் மற்றும் பெற்ற ஆதரவு விவரங்களை இதற்கான படிவத்தில் பூர்த்தி செய்தல் வேண்டும். இந்தப் படிவத்தில் உறுப்பினர்கள் அனைவரின் கையொப்பம் பெறவேண்டும்.

9. தேர்தல் முடிந்தபின் கடைபிடிக்க வேண்டியவை

- i. தேர்வு செய்யப்பட்ட உறுப்பினர்கள் விவரங்களை படிவம்-7-இல் கோரியுள்ளபடி பதிவுசெய்ய வேண்டும்.
- ii. தேர்வு செய்யப்பட்ட உறுப்பினர்கள் அனைவருக்கும் சான்றிதழ் மறுகட்டமைப்பு நாளன்றே வழங்க வேண்டும்.
- iii. தேர்வு செய்யப்பட்ட 24 உறுப்பினர்களும் ஒரு குழுவாகப் புகைப்படம் எடுக்க வேண்டும்..
- iv. உறுப்பினர்களுக்கான அடையாள அட்டையினை தேர்வுசெய்யப்பட்ட ஒருவர காலத்திற்குள் வழங்கவேண்டும்.
- v. பள்ளி மேலாண்மைக் குழுவின் தலைவர் மற்றும் துணைத் தலைவர் இருவரும் பெற்றோர்களுடன் பள்ளி வளர்ச்சி குறித்துப் பேச அழைக்கப்பட வேண்டும்.
- vi. உறுப்பினர்கள் அனைவரும் கூட்டப் பதிவேட்டில் கையெழுத்திடுவதை உறுதிசெய்ய வேண்டும்.
- vii. உறுப்பினர்களின் வாட்சப் எண் (WhatsApp) தவறாமல் பெற்று பதிவேட்டில் குறிக்க வேண்டும்.

- viii. உறுப்பினர்களின் முகவரியைத் தவறாமல் பதிவேட்டில் குறித்து வைக்க வேண்டும்.
- ix. தேர்வு செய்யப்பட்ட உறுப்பினர்களின் பட்டியல் மற்றும் அவர்களது குழு புகைப்படம் EMIS தளத்தில் பதிவேற்றம் செய்ய வேண்டும்.
- x. தேர்வு செய்யப்பட்டவர்களின் முழு விவரம் பள்ளி மேம்பாட்டுத் திட்ட செயலியில் பதிவிட வேண்டும்.
- xi. உறுப்பினர்களின் பதவி மற்றும் பிரதிநிதித்துவம் குறித்துப் பள்ளிக் கல்வித்துறையின் அரசாணை நிலை எண்.39 நாள் 09.02.2024ன்படி தவறாமல் பின்பற்றி பள்ளி மேலாண்மைக் குழுக்கள் மறுகட்டமைப்பு செய்யப்பட வேண்டும்.

10. தேர்தல் முடிவு அறிவிக்க முடியாத நேர்வுகளில் என்ன செய்ய வேண்டும்?

- i. உறுப்பினர்கள் தேர்வு செய்வதில் சிக்கல்கள் இருந்து, தேர்தல் முடிவுகள் அறிவிக்க முடியாத நேர்வுகளில் அதற்கான காரணங்களைப் பதிவுசெய்து, மாவட்ட ஆட்சியர் அவர்களால் நியமிக்கப்பட்ட மேற்பார்வையாளர்களான துணை வட்டாட்சியர் நிலையில் உள்ள அல்லது பிற துறைகள் சார்ந்த உயர் அலுவலர்களின் கவனத்திற்கு கொண்டு சென்று முடிவுகளை அறிவிப்பது தொடர்பான உரிய ஆலோசனைகளைப் பெறவேண்டும்.
- ii. மேலும், தேர்தல் முடிவுற்ற மூன்றாவது பணிநாளுக்குள் போட்டியாளர்களை வரவழைத்து மேற்பார்வையாளர்களின் பரிந்துரைகளை பகிர்ந்துகொண்டு அனைவரின் ஒப்புதலைப் பெற்று முடிவுகளை அறிவிக்கலாம்.
- iii. அனைவரின் ஒப்புதல் கிடைக்கப்பெறாத நேர்வுகளில், மாநில அலுவலகத்திலிருந்து உரிய வழிகாட்டுதல்கள் வழங்கப்படும்வரை உறுப்பினர்கள் தேர்வு முடிவுகள் அறிவிக்கப்படுவது ஒத்திவைக்கப்பட வேண்டும்.

11. பள்ளி மேலாண்மைக் குழு உறுப்பினர்கள் கல்வியாண்டின் இடைப்பட்ட காலத்தில் பொறுப்பிலிருந்து விலக நேரிடும் நேர்வுகளில் என்ன செய்ய வேண்டும்?

வழிமுறைகள்

- 1) பள்ளி மேலாண்மை குழுத் தலைவர் உள்ளிட்ட உறுப்பினர்களின் குழந்தைகள் வேறு பள்ளிக்கு மாறினாலோ அல்லது, குடும்பப் பொருளாதார தேவைக்காக அல்லது வேறு எந்தவொரு காரணத்திற்காகவும் இடம்பெயர்ந்தாலோ அக்குழந்தையின் பெற்றோர் பள்ளி மேலாண்மைக் குழுவில் உறுப்பினராகத் தொடர இயலாது.
- 2) மேற்காணும் காரணங்களினால் எந்தவொரு பொறுப்பும் காலியாகும் நிலையில் வேறொருப் புதிய பெற்றோர் உறுப்பினரை எந்தவொரு வழிமுறைகளைப் பின்பற்றியும் நியமிக்க இயலாது. அவ்விடம் பதவிக் காலம் முடியும்வரை காலியாக இருப்பதாகவேக் கருதப்பட வேண்டும்.
- 3) எனவே, மேற்காண் தூழலில் SNA கணக்குப் பரிமாற்றங்களை மேற்கொள்ள ஒப்புதல் அளிக்க, கூட்டத் தீர்மானங்களில் கையொப்பமிட மற்றும் பிறநடவடிக்கைகளை முன்னெடுக்கும் பொறுப்பானது

- a. தலைவர் பொறுப்பு காலியாக உள்ள நிலையில் பள்ளி மேலாண்மைக் குழுவின் துணைத் தலைவருக்கும், அல்லது
- b. துணைத் தலைவர் பொறுப்புகள் காலியாக உள்ள நிலையில் பள்ளி மேலாண்மைக் குழு பெற்றோர் உறுப்பினர்களால் ஒருமனதாக பரிந்துரை செய்யப்படும் பெற்றோர் உறுப்பினர் ஒருவருக்கும்,

பள்ளி மேலாண்மைக் குழுவின் அனைத்து உறுப்பினர்களின் பங்கேற்போடு ஒரு சிறப்புக் கூட்டத்தினை தலைமையாசிரியர் ஏற்பாடு செய்து தீர்மானம் இயற்றி தற்காலிகப் பொறுப்பு மாற்றங்கள் செய்யப்படவேண்டும்.

- 4) பள்ளியின் தலைமையாசிரியர் தன்விருப்பத்தின் அடிப்படையில் பள்ளி மேலாண்மைக் குழுவில் எவ்வித மாற்றங்களையும் மேற்கொள்ளக் கூடாது.
- 5) மாற்றங்களை மேற்கொள்ளும் முன் தலைவர் உள்ளிட்ட பெற்றோர் உறுப்பினரின் குழந்தைகள் பள்ளியில் படிக்கவில்லை என்பதை EMIS எண் மூலமாக அக்குழந்தை தொடர்ந்து வேறுபள்ளியில்

சேர்ந்து படிப்பதை உறுதிசெய்ய வேண்டியது தலைமையாசிரியரின் முக்கியப் பொறுப்பாகும்.

12. பள்ளி மேலாண்மைக் குழு - பார்வையாளர்கள்

பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு நாளன்று மாநில ஒருங்கிணைந்த பள்ளிக் கல்வி திட்ட இயக்ககத்திலிருந்து நியமிக்கப்படும் அலுவலர் ஒருவரும் மற்றும் மாவட்ட ஆட்சியரால் நியமிக்கப்படும் அலுவலர் ஒருவரும் பார்வையாளர்களாக கலந்துகொண்டு பள்ளி தலைமையாசிரியருக்கு தக்க உதவிகளை வழங்கி மறுகட்டமைப்பு தேர்தல் நடைமுறைகள் சிறப்பாக நடைபெற உதவிடுவார்கள்.

வழிகாட்டுதல்கள்:

- பள்ளியின் தலைமையாசிரியருக்கு அருகில் பின்பக்கமாக பார்வையாளர்கள் அமர்வதற்கு வசதி செய்யப்பட்டு அனைத்துப் பெற்றோர்களையும் பார்க்கும் வகையில் இருக்கைகள் அமைக்கப்பட வேண்டும்.
- மறுகட்டமைப்பு தேர்தல் நடைமுறைகள் நியாயமான, பாரபட்சமற்ற மற்றும் அமைதியான முறையில் நடைபெறுவதைக் கவனிக்க வேண்டும்.
- பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு சார்ந்து உறுப்பினர்கள் தேர்வு தொடர்பான வழிகாட்டுதல்களை முழுமையாக அறிந்திருக்க வேண்டும்.
- பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு நாளில் உறுப்பினர் தேர்வுக்கான செயல்பாட்டின் தயார்நிலையை மதிப்பிடுதல், பள்ளி வளாகத்தில் உள்ள வசதிகள், பாதுகாப்பு மற்றும் பிற ஏற்பாடுகள் போன்றவற்றை கவனிக்க வேண்டும்.
- மறுகட்டமைப்பு வழிகாட்டுதலின்படி, ஒதுக்கப்பட்ட பள்ளிக்குச் சென்று மறுகட்டமைப்பு நடைமுறைகள் அனைத்தையும் கவனித்து பார்வையாளர் செயலி வழியாக விவரத்தை பதிவு செய்யவேண்டும்.

ஜெ.குமரகுருபரன்,
அரசு செயலாளர்.

// உண்மை நகல் //


பிரிவு அலுவலர்.

[illegible]

[illegible]

[illegible]

படிவம்-4**பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு (2024 - 2026)**

பள்ளியின் பெயர்:

UDISE Code:

ஒன்றியம்:

மாவட்டம்:

தலைவருக்கான தெரிவு விவரம்

வ. எண்	விருப்பம் தெரிவித்த உறுப்பினர்கள் பெயர்	முன் மொழிந்தவர் பெயர்	வழி மொழிந்தவர் பெயர்	ஆதரவு தெரிவிக்கும் உறுப்பினர்களின் எண்ணிக்கை	தலைவராக தேர்ந்தெடுக்கப்பட்டவர் பெயர்

வ. எண்	உறுப்பினர்களின் கையொப்பம்	வ. எண்	உறுப்பினர்களின் கையொப்பம்
1		13	
2		14	
3		15	
4		16	
5		17	
6		18	
7		19	

8		20	
9		21	
10		22	
11		23	
12		24	

படிவம்-5

பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு (2024 - 2026)

பள்ளியின் பெயர்:

UDISE Code:

ஒன்றியம்:

மாவட்டம்:

துணைத் தலைவர் தெரிவு விவரம்

வ. எண்	விருப்பம் தெரிவித்த உறுப்பினர்கள் பெயர்	முன் மொழிந்தவர் பெயர்	வழி மொழிந்தவர் பெயர்	ஆதரவு தெரிவிக்கும் உறுப்பினர்களின் எண்ணிக்கை	துணைத் தலைவராக தேர்ந்தெடுக்கப்பட்டவர் பெயர்

வ. எண்	உறுப்பினர்களின் கையொப்பம்	வ. எண்	உறுப்பினர்களின் கையொப்பம்
1		13	
2		14	

3		15	
4		16	
5		17	
6		18	
7		19	
8		20	
9		21	
10		22	
11		23	
12		24	

படிவம்-6

பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு (2024 - 2026)

பள்ளியின் பெயர்:

UDISE Code:

ஒன்றியம்:

மாவட்டம்:

முன்னாள் மாணவர் உறுப்பினர் தெரிவு விவரம்

வ. எண்	விருப்பம் தெரிவித்த உறுப்பினர்கள் பெயர்	முன் மொழிந்தவர் பெயர்	வழி மொழிந்தவர் பெயர்	ஆதரவு தெரிவிக்கும் உறுப்பினர்களின் எண்ணிக்கை	முன்னாள் மாணவர் உறுப்பினராக தேர்ந்தெடுக்கப்பட்டவர் பெயர்

வ. எண்	உறுப்பினர்களின் கையொப்பம்	வ. எண்	உறுப்பினர்களின் கையொப்பம்
1		13	
2		14	
3		15	
4		16	
5		17	
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8		20	
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10		22	
11		23	
12		24	

படிவம்-7**பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு (2024 - 2026)**

பள்ளியின் பெயர்:

UDISE Code:

ஒன்றியம்:

மாவட்டம்:

பள்ளி மேலாண்மைக் குழு உறுப்பினர்கள் விவரம்

வ. எண்	பெயர்	பதவி	தொலை பேசி எண்	முகவரி	கையொப்பம்
1		தலைவர்			
2		துணைத் தலைவர்			
3		தலைமையாசிரியர்			
4		ஆசிரியர் பிரிதிநிதி			
5		பெற்றோர் உறுப்பினர்			
6		பெற்றோர் உறுப்பினர்			
7		பெற்றோர் உறுப்பினர்			
8		பெற்றோர் உறுப்பினர்			
9		பெற்றோர் உறுப்பினர்			
10		பெற்றோர் உறுப்பினர்			
11		பெற்றோர் உறுப்பினர்			
12		பெற்றோர் உறுப்பினர்			
13		பெற்றோர் உறுப்பினர்			

14		பெற்றோர் உறுப்பினர்			
15		பெற்றோர் உறுப்பினர்			
16		பெற்றோர் உறுப்பினர்			
17		உள்ளாட்சிப் பிரதிநிதி			
18		உள்ளாட்சிப் பிரதிநிதி			
19		ITK தன்னார்வலர் / கல்வியாளர் / அரசு சாரா அமைப்பினர் / ஓய்வு பெற்ற ஆசிரியர்			
20		சுய உதவிக் குழு உறுப்பினர் (பெற்றோர்)			
21		முன்னாள் மாணவ உறுப்பினர் (பெற்றோர்)			
22		முன்னாள் மாணவ உறுப்பினர் (பெற்றோர்)			
23		முன்னாள் மாணவ உறுப்பினர் (பெற்றோர்)			
24		முன்னாள் மாணவர்			



பள்ளியின் பெயர்: _____

பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு
(2024-2026)

கூட்ட அழைப்பிதழ்

பள்ளியின் முன்னேற்றத்திற்காகவும், நம் குழந்தைகளின் தரமான கல்வியை உறுதிசெய்திடவும், அரசுப் பள்ளிகளை மேம்படுத்தவும், பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு செய்யப்படவுள்ளது. இதன்பொருட்டு உறுப்பினர்களைத் தேர்வு செய்வதற்கான கூட்டம் நமது பள்ளியில் _____ அன்று _____ மணிக்கு நடைபெற உள்ளது. எனவே, அனைத்துப் பெற்றோர்களும் கூட்டத்தில் தவறாது கலந்துகொள்ளுமாறு கேட்டுக்கொள்ளப்படுகிறார்கள்.

வகுப்பு ஆசிரியர் கையொப்பம்

தலைமையாசிரியர் கையொப்பம்

மாணவர் / மாணவி பெயர் & வகுப்பு :

தாய் - தந்தை பெயர்:

பெற்றோர் தொலைபேசி எண்:

பெற்றோர் கையொப்பம்:

குறிப்பு:

1. பள்ளி மேலாண்மைக் குழு மறுகட்டமைப்பு நடைபெறும் நாளன்று பள்ளிக்கு வரும்போது இந்த அழைப்புக் கடிதத்தை கண்டிப்பாக எடுத்து வரவேண்டும்.
2. பள்ளியில் படிக்கும் மாணவரின் தாய், தந்தை இருவரில் ஒருவர் மட்டுமே உறுப்பினர்களைத் தெரிவு செய்யும் நிகழ்வில் கலந்துக்கொள்ள வேண்டும்.

பள்ளி மேலாண்மைக் குழுக்களை வலுப்படுத்துவோம் !

அரசுப் பள்ளிகளை வளப்படுத்துவோம் !

பள்ளி மேலாண்மைக் குழு உறுப்பினர்கள்

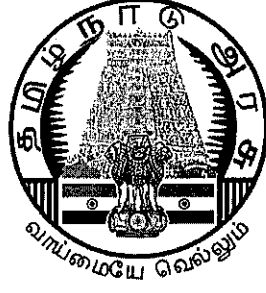
உறுதிமொழி

பள்ளி மேலாண்மைக் குழு உறுப்பினராகத் தெரிவு செய்யப்பட்டுள்ள நான் / பள்ளியின் சட்ட திட்டங்களுக்கு கட்டுப்பட்டு / பள்ளியின் வளர்ச்சிக்கும் / மாணவர்களின் கற்றல் மேம்பாட்டிற்கும் உறுதுணையாக இருப்பேன் என்றும்,

அரசின் அனைத்து நலத்திட்டங்களும் / மாணவர்களுக்குச் சென்றடைவதையும் / பள்ளியின் வளர்ச்சிக்கு சமூகம் மற்றும் பிற துறைகளின் பங்களிப்பையும் உறுதிசெய்வேன் என்றும்,

எனது பள்ளி மாணவர்களுக்கு / தரமான / சமமான கல்வியை / உறுதிப்படுத்துவேன் என்றும்,

கல்வி கற்க உகந்த / மகிழ்ச்சியான / பள்ளிச் சூழலை உருவாக்குவதற்கு ஏற்ற / பள்ளி மேம்பாட்டுத் திட்டத்தை உருவாக்கி / பள்ளியின் வளர்ச்சிக்கு உறுதுணையாக இருப்பேன் என்றும் உளமார உறுதியளிக்கிறேன்.



பள்ளி மேலாண்மைக் குழு

உறுப்பினர் சான்றிதழ்

(2024-2026)

திரு./திருமதி.

அவர்கள்

பள்ளி மேலாண்மைக் குழுவின்

தேர்ந்தெடுக்கப்பட்டுள்ளார்.

இடம்:

நாள்:

தலைமையாசிரியர்



School Education – Right to Education Act (RTE), 2009 - Constitution of School Management Committee – Orders – Issued.

School Education (C2) Department

G.O.Ms.No.213

Dated: 26.12.2011

திருவள்ளூர்வராண்டு, 2042

மார்கழி, 10

Read:

1. G.O.Ms.No.53, School Education Department Dt:26.4.2002
2. G.O.Ms.No.108, School Education Department Dt:31.7.2003
3. G.O.Ms.No.173, School Education Department Dt: 8.11.2011
4. From the Principal Secretary/State Project Director, Sarva Shiksha Abhiyan, Chennai -6 Lr.No.831/C2/SMC/SSA/2011, Dt: 21.11.2011

ORDER:

In the Government Order 1st read above, the Government have issued orders to form the four tier Committees viz., State, District, Block and Village levels to implement and monitor the Sarva Shiksha Abhiyan programme in Tamil Nadu. Accordingly, VLCs (Village Level Committees) which had been constituted and discharging its roles and responsibilities in implementation of Sarva Shiksha Abhiyan Programmes at the school level have been renamed as VEC (Village Education Committee) as per the Government Order 2nd read above with new composition.

2. As per the Right of Children to free and Compulsory Education Act 2009 of Government of India, it is mandated to form School Management Committees in all schools with certain laid down roles and responsibilities in the Act. The Government has notified RTE Rules 2011 and issued orders in Government Order 3rd read above which lay down the roles and responsibilities.

3. The Principal Secretary / State Project Director, Sarva Shiksha Abhiyan has informed that the Government of India has sanctioned as part of the Annual Work Plan & Budget 2011-12 of Sarva Shiksha Abhiyan an amount of Rs.27.00 crores for School Management Committee and related whole School Development Plan and also informed that the formation of School Management Committee in all schools are mandatory as per the Right of Children to free and Compulsory Education Act 2009 and RTE Rules 2011, has submitted the proposals for the constitution of School Management Committee in each school for planning, implementation and monitoring of Sarva Shiksha Abhiyan schemes.

4. The Government have examined the proposals of the Principal Secretary/State Project Director, Sarva Shiksha Abhiyan carefully and decided to constitute a School Management Committee in each school for planning, monitoring and implementation of Sarva Shiksha Abhiyan schemes as per Right of Children to free and Compulsory Education Act 2009.

Composition of School Management Committee:

- (i) A School Management Committee shall be constituted in every school, other than an unaided school, within its jurisdiction, within six months of the appointed date, and reconstituted every two years.
- (ii) Seventy five percent of the strength of the School Management Committee shall be from amongst parents or guardians of children
- (iii) Provided fifty percent of committee shall be women.
- (iv) Provided further that proportionate representation shall be given to the parents or guardians of the children belonging to disadvantaged group and weaker section.
- (v) The remaining twenty five percent of the strength of the School Management Committee shall be from amongst the following persons
 - a) one third members from amongst the elected members of the local authority, to be decided by the local authority;
 - b) one third members from amongst teachers from the school, to be decided by the teachers of the school;
 - c) one third from amongst local educationists / children in the school, to be decided by the parents in the Committee.
- (vi) To manage its affairs, the School Management Committee shall elect a Chairperson and Vice Chairperson from among the parent members. The Head teacher of the school or where the school does not have a head teacher, the senior most teacher of the school shall be the ex-officio Member-Convener of the School Management Committee.
- (vii) Where there are two or more schools in a panchayat, the panchayat president will be the member of School Management Committee of one of the school remaining schools shall have ward members as members of the School Management Committee.
- (viii) The School Management Committee shall meet at least once a month and the minutes and decisions of the meetings shall be properly recorded and made available to the public.

Composition of School Management Committee is as follows:

Category	No.	Position	Preference
Parent (PTA) member	1	Chairman	Woman

Parent of CWSN/Vulnerable	1	Vice-Chairman	member 1 (Preferably the chair person)
Head Master	1	Convener	Women
Teacher representative	1	Member	Member-1
Parents including from disadvantage group & Weaker section *	12	Member	Woman member-7
Elected member of Local Body	2	Member	Woman member-1
Educationist/Philanthropist/NGO/Retired Official	1	Member	
Self Help Group member(parent)	1	Member	Woman member-1
Total	20**		

* Proportionate representation to parents from disadvantage group and weaker sections as defined in the RTE Act 2009 and RTE Rules 2011 & from time to time.

** 50% must be women i.e., 10 must be women.

Note:

- In general, out of twenty members, parents should be 75%
- Out of twenty members, 10 members should be women (50%)

Functions of School Management Committee:

The School Management Committee shall perform the following functions namely

A. Monitor the functioning of the school.

- Ensure the regularity and punctuality in attendance by teachers of the school.
- Assess the learning ability of each child and accordingly supplement additional instructions if any required.
- Ensure the enrolment and continued attendance of all the children from the neighborhood of the school.
- Bring to the notice of the Local Education Authority any deviation from the rights of the child, in particular mental and physical

harassment of the children, denial of admission and timely provision of free entitlements.

- (v) Communicate in simple and creative ways to the population in the neighbourhood of the school, the rights of the child as enunciated in the Act as also the duties of the appropriate government, local authority, school, parents and guardian.
- (vi) Ensure that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education.
- (vii) Identify the needs, prepare a plan, and monitor the implementation of the provisions, where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her Elementary Education, then, he or she shall be admitted in a class appropriate to his or her age.
- (viii) Monitor the identification and enrolment of CWSN and mobilize facilities for education of children with disability, as per equal opportunities, protection and full participation Act 1995 and ensure their participation in and completion of Elementary Education.
- (ix) List out specifications for equitable quality of education in a school.
- (x) Monitor the implementation of the mid day meal in the school
- (xi) Ensure that no teacher shall engage himself or herself in private tuition or private teaching activity

B. Preparation, recommendation, implementation and monitoring of the School Development Plan (SDP)

- (i) Every School Management Committee constituted under sub-section (1) of section 21 shall prepare a School Development Plan every year in such manner as may be prescribed.
- (ii) The School Management Committee shall prepare a School Development Plan at least three months before the end of the financial year in which it is first constituted under Act.
- (iii) Monitor that teachers are not burdened with non academic duties other than those specified in section 27. No teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties or duties relating in elections to the local authority or the state legislatures or parliament, as the case may be.
- (iv) Assess financial requirement and needs of the RTE Act 2009, including for providing special training facility specified in section 4. Entitlements of children such as free text books and uniforms, and

any other additional requirement for fulfilling the responsibilities of the school under Act.

- (v) The School Development Plan shall be signed by the Chairperson or vice chairperson and convenor of the School Management Committee and submitted to the local authority before the end of the financial year in which it is prepared.
- (vi) Sub committees and sub groups with co-opted members for effective implementation & monitoring of the School Development Plan may be formed as requested / needed by the SMC preferably with parents. HM, teachers, children, educationalist, BRTes, Local Engineers, elected representatives, Civil Society members supporting the school.

C. Monitoring of utilisation of the grants received from the appropriate Government or Local authority or any other source.

- (i) Prepare an annual account of receipts and expenditure of the school. Any money received by the said committee for the discharge of its functions under this Act, shall be kept in a separate account to be audited annually.
- (ii) The Annual account should be signed by the chairperson or vice – chairperson and convener of the said Committee and make available to the local authority within one month of their preparation

D. Performance of other functions

The School Management Committee shall play such roles and functions as ordered from time to time.

6. The State Project Director, Sarva Shiksha Abhiyan is directed to take necessary action to constitute a School Management Committee in each school for planning, monitoring and implementation of Sarva Shiksha Abhiyan schemes as per RTE Act.

(By Order of the Governor)

T.S. SRIDHAR

Additional Chief Secretary to Government.

To

The State Project Director, Sarva Shiksha Abhiyan, Chennai-6
 The Director of School Education, Chennai-6
 The Director of Elementary Education, Chennai-6
 The Director of Matriculation Schools, Chennai-6
 The Director of Teacher Education Research & Training, Chennai-6
 The Additional State Project Director,

Rashtriya Madhyamic Shiksha Abhiyan, Chennai -6

All Corporation's Commissioner

The Director of Adi Dravidar and Tribal Welfare, Chennai-5

The Director of Backward Classes,

Most Backward Classes & Minorities Welfare, Chennai-5

The Chief Principal Conservator of Forest, Chennai-15

The Director of Social Welfare & Nutritious Meal Programme, Chennai-5

Copy to:

The Personal Assistant to Hon'ble Minister for School Education, Chennai-9

The Adi Dravidar and Tribal Welfare Department, Chennai -9

The Backward Classes, Most Backward Classes & Minorities Welfare
Department, Chennai -9.

The Environment & Forest Department, Chennai-9

The Social Welfare & Nutritious Meal Programme Department, Chennai-9

//Forwarded by order//

Section Officer.