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A Study on Participation of School Management Committee (SMCs) for promoting Co-cognitive Activities in Primary Schools of Tehri Garhwal District of (Uttarakhand): With Reference to NEP 2020

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ABSTRACT
According to **Article 21 of the Right to Education Act, 2009**, all government and government-supported schools must establish a **School Management Committee (SMC).** This committee comprises a group of parents, teachers, and community members tasked with planning and monitoring school development and management activities, as well as supporting academic and co-curricular endeavours. The present research focuses on the effective participation of SMC members in the conduct and management of Co-cognitive activities in primary schools, as well as the challenges they encounter. A qualitative research method was used for this study. For the study, two blocks (Bhilangana and Pratap Nagar) were selected from Tehri Garhwal district of Uttarakhand. The researcher used purposive random sampling to select 20 Primary Schools and 200 students from the selected area, and then selected 3 SMC members and 10 students from each school through random sampling. Under the guidance of experts, the researchers developed a self-made questionnaire. There were 25 items in the questionnaire, and the data was collected through questionnaires and interviews. After collecting all the data, the mean and content analysis techniques were used to analyse and interpret it. The study findings revealed that 50% of SMC members demonstrated a high level of participation in school Co-cognitive activities, 40% a moderate level, and 10% a low level.

KEY WORDS: Co-cognitive Activities, NEP 2020, School management committee, Primary school.

INTRODUCTION

Education is recognized as a fundamental necessity, and investment in it benefits both the individual and the nation. Providing adequate educational opportunities to children in any country is key to that nation's progress, ultimately empowering it. Education contributes to the successful development of children's lives by holistically developing their innate strengths. A child's personality development, character building, skill development, and ability to acquire knowledge, values, and ideas are ultimately possible through education. The fundamental objective of education is the holistic development of the student. To achieve this, the National Education Policy (NEP) 2020 places special emphasis on co-scholastic

activities, recognizing that relying solely on textbooks and curriculum is insufficient **(Ministory of Education, 2020)**. Therefore, schools must provide students with real-life experiences that enable them to understand and internalize what they have learned through active participation. It is a widely held belief that true education is what remains with an individual even after most specific facts have been forgotten. Thus, it is evident that teachers, parents, the community, and planners must all look beyond textbooks in the pursuit of knowledge. Co-Cognitive activities conducted at the school level offer students opportunities to cultivate qualities such as creativity, resilience, and perseverance. In these activities, a student's performance is assessed based on participation rather than a percentage score, as this domain fosters learning through active engagement. Empirical studies indicate that children develop a greater affinity for their school when they have opportunities to engage in activities beyond textbooks, such as sports, music, dance, work experience, art, physical education, discipline, cultural activities, social service, and value-based learning. It is these real-life experiences that deeply influence students and stay with them throughout their lives, thereby fostering holistic development. When combined with scholastic activities, co-curricular and extracurricular activities can shape a student's personality. These activities enhance both academic and social engagement; indeed, students who participate in extracurricular activities often achieve higher academic results due to the enriched experiences they gain.

In contemporary times, education is not limited to academic achievement; it emphasises the holistic development of students by integrating co-cognitive activities with academic performance across various subjects. This necessitates student participation in sports, art, dance, singing, public speaking, drama, and diverse cultural programs—such activities foster qualities such as creativity and leadership in students. The National Education Policy (NEP) 2020 is grounded in making education more inclusive, flexible, and employment-oriented for students. Under NEP 2020, sports activities have the same importance as subjects like English, Mathematics, and Science; integrating sports with these academic subjects fosters greater student interest in learning **(NEP, 2020)**. The 'Sarva Shiksha Abhiyan (Education for all) was launched in India in 2000 to achieve the universalisation of primary education. To support the objectives of this program, the associated framework mandated community participation within the school system, thereby ensuring a defined role for parents and the local community in school affairs. A significant step towards realising the Right to Free and Compulsory Education for children (enacted in 2009) was the constitution of SMCs. According to Article 21 of the RTE 2009, it is necessary to constitute an SMC in all Government and Government-assisted schools to facilitate improvement **(Right to education, 2009).** The administration established these committees to oversee the school's progress and activities and to foster a connection between parents and the school. The School Management Committee acts as a bridge between the school administration and the local community. Its functions include formulating school development plans, monitoring the teaching-learning process and students' academic progress, and organising cultural programs for National festivals and various competitions. Additionally, the SMC works to mobilise resources for Co-cognitive activities that enhance students' academic achievement, manage finances, and encourage students to participate in various programs **(Sk Samsul Alli & Ojha, 2021).**

Objectives of the study

- To study the participation of SMC members in the conduct and promotion of co-cognitive activities in primary schools.
- To identify the Co-cognitive activities, organised by SMC members in Primary schools.
- To know the participation level of Primary school students in co-cognitive activities.

- To Exmine the challenges faced by SMC members in conducting Co-cognitive activities in the primary school.

Research Methodology:

Tehri Garhwal district of Uttarakhand for this study because it ranks in the middle of the districts on the educational development index. Therefore, findings from this district will be useful in all areas where education plays a significant role in the social and economic empowerment of children. The following research methodology has been proposed for this study.

Sample and Sampling Technique-

a) First Stages of Sampling (Selection of Blocks)

At the first stage,Two blocks were selected out of the total Nine Blocks of the Tehri Garhwal district through purposive sampling technique. Bhilangana and Pratapnagar Blocks were purposively selected on the basis of their relevance of the study.

b) Second level of sampling: (Selection of schools, and schools' SMCs)

At the second stage, a total of 20 primary schools were selected with 10 schools from each selected block. To evaluate the contribution and participation of School Management Committees in conducting and promoting Co-cognitive activities in primary schools, 3 SMC members were selected from each school. A total of 60 SMC members included in the sample.

c) Third level of sampling: (Selection of students)

At the third stage, to assess the Participation of students in co-cognitive activities, 10 students from each selected school through purposive sampling. A total of 200 students, are included in the sample.

Tool for data collection: For the collection of data the researcher used a self-developed structured interview schedule. there were 25 items in the questionnaire.

Statistical technique - After the collection of all the data, the mean and content analysis techniques were used to analyse and interpret the data.

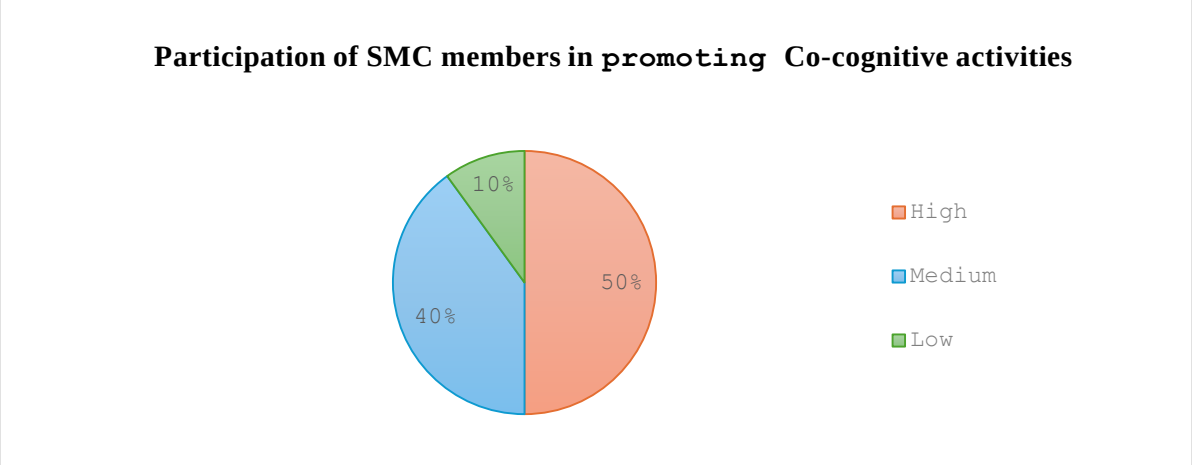
RESULT AND DISCUSSION:

(Source- primary data)

Participation of SMC members in promoting co-cognitive Activities in primary schools-

Table-1

Participation level	No. of Respondents (60)	Total Percentage(100%)
High	30	50%
Medium	24	40%
Low	6	10%



The present study revealed that 50% of members had a high level of participation in Co-cognitive activities, 40% had a moderate level, and 10% had a low level. The high level mostly included primary school teachers. The moderate and low levels of participation specifically included parents involved as SMC members in schools. The reason for the low level of participation was a lack of awareness of the Activities, cited as members' preoccupation with their daily tasks and employment. The study found that the School Management Committee undertook initiatives such as providing a playground for students, facilitating participation in hygiene-related activities, seeking financial assistance, encouraging students to participate in cultural programs at national festivals, and organizing various experiential learning activities within the school.

Role of SMC Members in Promoting Co-cognitive Activities

To encourage Co-cognitive activities, topics such as physical health, hygiene, and talent searches are discussed during SMC meetings. Every week (on Saturdays), students have the opportunity to engage in activities aligned with their interests and preferences, ensuring that every student has an equal chance to showcase their talent. Additionally, summer camps are organised during the summer break, where students participate in a variety of activities. To promote skill and creativity-based learning, the National Education Policy 2020 has introduced **'Jaadui Pitara'** materials in 72% of schools for grades 1st to 3rd.

Various Activities Organised by the School Management Committee -

Table-2

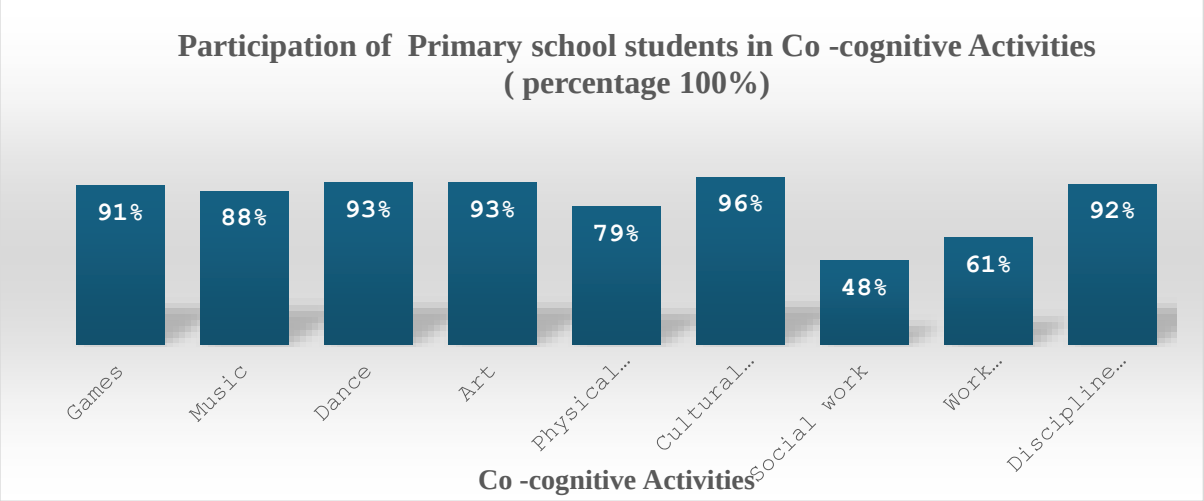
Daily activities	Cleanliness drives, general knowledge, yoga, storytelling, poetry, Calligraphy, and Music
Weekly activities	sports, dance, puzzles, debates, gardening, crafts, Antakshari, and drama.
Annual or Half-yearly Activities	local fairs, visits to religious sites, and summer camps.

Daily activities in school include Sports, Cleanliness drives, General knowledge, Yoga, Storytelling, Poetry, Calligraphy, and Music. Weekly activities include Dance, Puzzles, Debates, Gardening, Crafts, and Antakshari. Participation in Local fairs and Visits to religious sites are organised once or twice per semester. The Respondents recommended appointing special teachers to organise activities such as dance, art, and music in primary schools.

Participation of Primary School Students in Co-cognitive Activities:

Table- 3

S.No.	Co-cognitive Activities	No. of students (200)	Percentage (100%)
1	Games	182	91%
2	Music	176	88%
3	Dance	186	93%
4	Art	186	93%
5	Physical education	158	79%
6	Cultural activity	192	96%
7	Social work	96	48%
8	Work Experience	122	61%
9	Discipline and values	184	92%



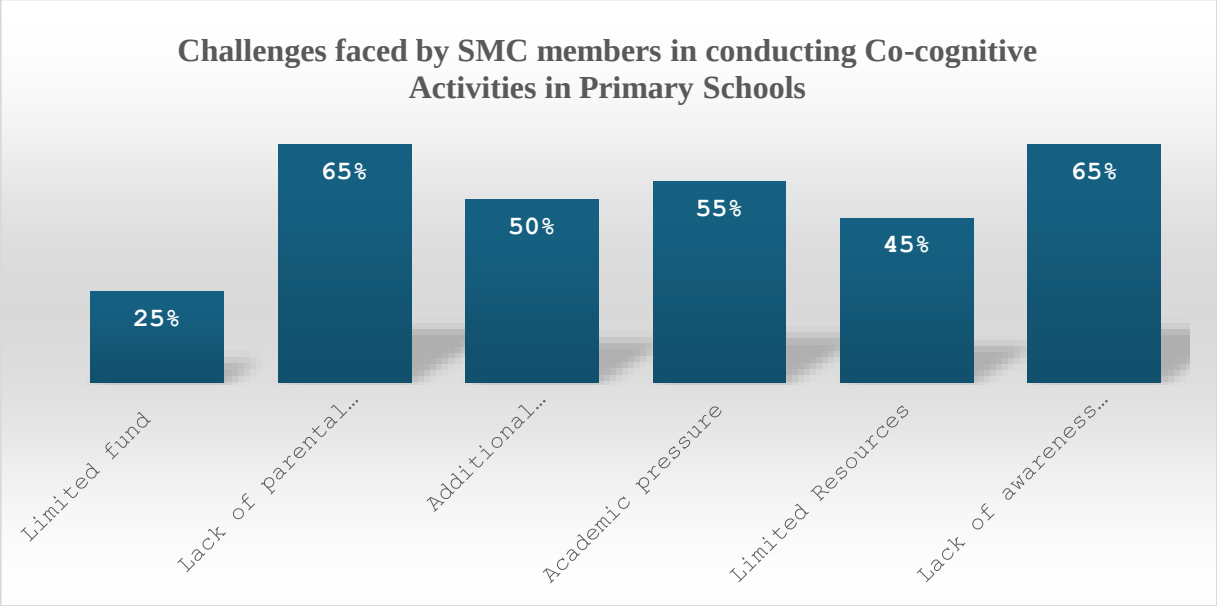
The study found that in primary schools, 91% of students participate in Games, 88% in music, 93% in dance, 93% in art, 79% in physical education, and 96% in cultural activities. Additionally, 48% of students participate in social work-related activities, 61% in work-experience activities, and 92% in Discipline and value education activities in primary schools. Student participation is highest in cultural activities and lowest in social work-related activities. Of these 11% of the students participated in co-cognitive activities at the district level. 29% of the students participated at the cluster level, while 60% participated only at the school level.

Challenges faced by SMC Members in conducting Co-cognitive Activities in Primary schools-

Table- 4

S.No.	Challenges	No. of Respondents (60)	Percentage (100%)
1.	Limited fund	15	25%
2.	Lack of parental support	39	65%
3.	Additional Administrative workload	30	50%
4.	Academic pressure	33	55%

5.	Limited Resources	27	45%
6.	Lack of awareness among parents	39	65%



The study found that various Social, Educational, Administrative, and Resource-related factors pose major obstacles to the effective organisation and conduct of Co-cognitive activities. Among the respondents, 65% identified inadequate parental participation as a primary challenge, while 65% cited a lack of Parental awareness regarding these activities as a significant barrier. Additionally, 55% of respondents highlighted the prioritisation of academic achievement over such activities as a major challenge. Similarly, 55% pointed to the excessive administrative workload on teachers, and 45% cited insufficient resources relative to the student population as barriers to effective implementation. Meanwhile, 25% of respondents identified limited financial resources to organise and conduct these activities as a key challenge.

CONCLUSION:

Educational philosophy suggests that the curriculum should encompass not only the traditional Academic subjects taught in schools but also all the experiences students gain through various activities both within and outside the school. These activities provide a foundation for developing students' talents. The School Management Committee plays a crucial role in organising these activities, which include arranging sports grounds, providing necessary materials, and securing financial support. Additionally, the committee periodically organises various activities such as sports, crafts, music, physical exercise, and gardening. The current research identified the lack of parental participation in school activities as the most significant challenge facing the School Management Committee conducting Co-cognitive activities. Overall, the findings indicate that enhancing parental participation and awareness, reducing the administrative burden on teachers, and optimising financial resources are essential for the effective implementation of Co-cognitive Activities.

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