

Role of parent, teacher association in school management: case analysis

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Abstract: *In the 21st Century, the Education is most powerful tool in enabling the empowerment of the people and education is the base for all the development of a Nation. Which is improved the socio-economic condition and political system with prosperity, peace and welfare. In India, the educational system has strong network with Parent, Teacher Association [PTA]. The PTA is an outreach mechanism to improve the standard of education at village level.*

Keywords: PTA, School Management, Grassroots, Rural, Community

An overview of Indian Educational System

Over the past decades, the Government of India has taken a lot of efforts for the promotion of its educational sector along with the continued partnership and coordinating assistance of the state governments, throughout its twelve five year plan periods. A quick scanning of the past achievements made by the educational sector in India reveals the fact that there exists quantitative expansion with quality deterioration in our extensive and intensive educational system.

A very clear understanding on the past experiences and benefits accrued along with the incurred social costs necessitated and warranted the Government of India to initiate and introduce innovative policy measures in the field of education that too with compulsory coverage of the present and future generations without social exclusion.

The Government of India was implemented the Act (i.e) Compulsory Basic Education for All in the year 2010 and the state governments are participating in executing the implementation of this programme sponsored by both the centre and state governments, along with the continued participatory and partnership approach of the members of rural community organizations, (VEC, PTAs) local bodies, officials of the centre and state educational local bodies departments functioning at district, state and national levels, nominated, appointed, and elected members of the committees commissions by the State and Central Governments from time to time for effective implementation of educational programme with support of “Parent – Teacher Associations” (PTAs).

The PTA is the key to improve the educational system at grassroots level. The members of PTAs are more concerned with protecting and promoting the interest of the students as well as for the growth and developmental activities of the schools [Jangira N.K, 1994]. They are the eligible and most suitable persons (students, parents, teacher’s philanthropists and local community leaders at the village level who could able to see, look after, and supervise the overall management of the school day, month, year and decade – wise. They have the feel of pride over the success of their student wards, school and proud over the outstanding performance of their village students, teachers and the school.

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These organizations are unique in nature than the others that too closely functioning with “STUDENTS”, “TEACHERS” AND “PARENTS” always aim at widening and strengthening the cordial relationship between the parents and all their school children along with availing the active support and guidance of all teaching community, officials and local community leaders. In addition with their active participatory approach they have to co-operate with members of other related school committees and commissions [Shukla, 1998]. They are expected to promote the developmental activities (both academic and non-academic) of the school in general and they have to revive the almost forgotten basic principle of education i.e, “GURU – SHISYAS” relationship.

In this context, the present study has made an attempt to explore the functional aspects of Parent, Teacher Associations in School Management at the Grassroots Level.

Review of Literature

Kamlesh Singh. [2014], study analyzed that Parental involvement in schools is characterized by varied level of interaction that exists among the school administration, teachers and parents. There is a need of parental involvement in their children’s education but parental involvement is found to be limited. Parents and teachers acknowledged that there is need of more parental involvement for up-gradation of quality of their children's education. The present investigation focuses on the role of PTA in development of school, teacher and students suited to public primary schools. It has been accepted by the PTA partners that this process requires the investment of time, resources and efforts. Implementation of such programs enables the teachers and parents to hold the parental involvement as school practice and can help them with regard to overcoming the limited prospects and weaknesses in the schooling of some learners. The involvement of parents will definitely help teachers' understanding of their child and vice versa will help parents in knowing their child's educational setting. Teacher and parents can mutually agreed upon educational goals would be attained.

Crozier G. [2012] study revealed that Parental involvement in school management activities helps the schools to improve the standards of its educational system and also pave the way to utilize internal [building, human resources] and external [finance] resources for developing successful school relationships to reproduce distinguished social class and extent its services for the development of rural students.

Dupas P. [2012), study found that Parent-Teacher Associations (PTAs) has followed the approaches of decentralized hiring of contract teachers to decrease pupil teacher ratios at low cost for strengthening teacher incentives through local control; and School-Based Management training programs, designed to empower parents. Which results to improve the standard of teaching and utilize available resource at maximum level.

Dwyer B. [2012] study observed that Parent Teacher Association helps to identify the potential manner and improve the school management in providing adequate funds and advisories and also involve wherever needed its support in school activities. It develops new strategies and creating developing funds to run the school effectively. Moreover the author pointed out that parents efforts in promoting language and literacy contribute to children's literacy development.

Kimu A. M. [2012], the study revealed that principals and teachers are unable to understand the potential benefits that could result from comprehensive parental involvement in schooling, consequently teachers did not view involving parents as part of their roles. It has been proposed in the paper that that in conflict reduction between the school and parents is mainly done by separating the parents and teachers' functions. Most of the schools had no defined parental involvement policy and thus, there were limited formal opportunities in schools for parents to become involved in the education of their children.

Research Methodology

The present study is based on case study method. The samples have purposively selected in Dindigul and Trichy Districts of Tamil Nadu with consultation of PTAs members, Village Community Leaders and concerned Officials of the educational department. The study has made with available records and documents of PTAs.

Objectives of the study

1. To appraise the operational performance of the sample PTAs
2. To identify the contributing factors of the sample PTAs
3. To trace out constrains in functions of PTA's nature of partnership with other rural organizations and offer suggestions for improving performance of PTAs

The present case study is based on both primary and secondary data and information required for a detailed and comprehensive mid-term monitoring appraisal exercise. Therefore, structured interview schedule has been prepared and pre tested. After pre testing, necessary modifications have been carried out for administrating the same with the members of PTAs for the collection of primary data and information on a complete comprehensive appraisal of the operational performance of PTAs.

Apart from secondary data and information collected from Library, District administration, Schools and which could reveal and ensure the validity and reliability of the data and information collected from the primary source. Interview guidelines are administered directly by the researcher with the members of the other related committees, officials of the concerned education departments of the districts. The techniques of observation, verification of records, with participatory methods have been utilized by the researcher for ensuing the reliability and validity of the data and information required for monitoring the performance the sample PTAs.

An in-depth and a detailed critical analysis of data and information have gathered that has confined with identification of the strong as well as weak aspect of operations of the sample PTAs along with identification of the factors contributing for the strong and weak aspects of operations.

The coverage of this critical analytical exercise includes four key areas, which are

- a. Resources use (men, material and money) in the operational aspects of PTAs
- b. Time scheduled adherence (Time bound activities of PTAs)
- c. Community participation (in terms of physical, money and materials offered by the community and including the effective / actual contributions of the other members of village organizations i.e., VEC, Leaders of the community and stake holders of PTAs) and
- d. Benefit flow (Anticipated benefits accrued to the School, Student, Teacher, Parent, and Environment and to the Empowerment of the Community as a whole). Details on the above are presented under different headings in the following paragraphs of analytical exercise of the present research study.

Discussion and Analysis - Schools and PTA's Profile

The selected schools and PTAs for the present case study are located in the two districts of the Tamil Nadu state, viz., Dindigul and Trichy. A detailed analysis and discussions on the sample schools and PTAs activities would serve as a backdrop for further analytical exercise on a critical examination of their success failure in their operations. Therefore, this part under the case study deals with presentation of profile of the sample two schools and two PTAs in the Section "A" and Section "B".

Section “A”

The analytical part of this Section “A” deals with the profile of the “Government Higher Secondary School and its P.T.A in Dindigul District. This sample school is one among the existing educational institutions functioning in different villages, blocks, taluks, and headquarters of this district. There exists lot of scope for continuing higher education starting from play schools/ kinder Garden level to University level and immense employment (self as well as wage) opportunities, avenues are available in both the traditional industries Lock Leather, Iron & Steel etc and other enterprises Banks NBFCS, Textiles, Business complex and Auto mobiles.,

The sample H.S.S, fully sponsored by the Government of Tamilnadu, is housed in its own building in the remote part of the “Pallapatti village” (2 Km away from the village) in Dindigul District.

A careful and keen observation on the location aspects of this school exhibits a feel of “remoteness in the location of this school from the village and villagers”. This village is situated along the Madurai-Batlagundu road, nearness to the Pallapatti railway station and national highways as a result, accessibility to this school is noted free and there exist transportation facilities and means of transport [Gupta V.P., 1996].

This school is the oldest institution functioning continuously for the past five and a half decades (Established in the year 1958) and its beneficiaries include both male and female. The present strength of this school works out 850 and majority of them belong to this village. It is also interesting to note that this school has given opportunities to students belonged to other area. Community-wise, parents of the students belong to socially and economically backward reflecting the pre-dominant caste in village population and its total in-term of number seems to be small. It is also noted that occupation-wise, parents are marginal farmers, tenants, and agricultural laborers and they are engaged in agriculture and non-agriculture operations both in season and non-season. A close and keen observation on the day-today functioning of the school and its management reveals the fact that the headmaster of this school seems to be predominant in all its operational aspects. This prevailing situation exhibits an unwanted scene in the functioning of the school that too in the presence and active functioning of other staff members. Parents of the students as well as villagers are fully engaged in their farm and domestic works and they have no time to make a formal or informal visit to the school. This in turned to result with complete absence of “checks and balances” informal on activities of school by the members of this village community [Sahoo, P.K. 1998]. As a result, it is a pity to note that the H.M of the school has already created and creates a false image that he is alone taking all efforts in running the show in the school and its continued operations and management.

A detailed analysis of data and information gathered on PTAs and its operational aspects reveals the following facts and they include:

- a. As per the records of the educational department, and the minute note book maintained by the sample school, PTA is found – (for name sake) only in papers not in action.
- b. It is a pity to note that the convener of PTA meeting has pinpointed that PTA meetings are not conducted due to minimum number of members required for conducting the meeting but the school is maintaining PTA record book which contains recorded minutes and decisions taken in PTA meeting.
- c. A careful and critical examination on the “outcome of the decisions” in P.T.A. Meetings reveals a poor show” at the ground level realities both in and around school campus and the recorded activities of PTA are found to be beyond “TRUE”.
- d. This indicates the weak operational aspects of PTA viz, the non-functional activities of PTA though the members of this PTA are signed in the minutes record book.

A further probing reflects that the president of this PTA has openly admitted the fact that he has not been involved in the matters of school and very openly admits the fact that he is not aware of the day-to-day activities of the school. This situation reflects the fact that there exists “a wide gap” between the school and students. As a result, it is to be noted that this school is not reflecting its original image. The members of PTA are not at all interested and not even showing eagerness to know what is really happening in the school. As a result, the growth of the school in terms of student strength, introduction of new courses, inadequate staff etc., seems to reflect a dismal picture. An in-depth assessment of the functional aspect of PTA in terms of resource use, time scheduled adherence, community participation and benefit flow indicates a sorry/ poor status with/ false statement of record of performance this PTA [Zaman, R, 1998]. These realities in the operational aspects of PTA, is setting an example of a “FAILURE ASSOCIATION” that too against the present context of serious efforts taken by the G.O.I in educational sector (Compulsory Basic Education for All).

The present study has also made an attempt to identify the contributing factors for the failure of this PTA in the sample case. They are:

- i. A declining trend in admission, along with a dismal record on strength of students that too majority of them belong to this village, inability of their parents to avail “the best” in education in towns/ cities due to their low status of socio-economic profile, and the “suppressed nature” of these students and lack of eagerness, interest, non-awareness, motivation, among these parents and their school children, failure on the part of the government departments to create awareness, motivation to avail the benefits by the intended beneficiaries, and the non co-operative nature of attitude of member parents including the president of the PTA with other members of PTAs and VEC in other schools, complete absence of their feel on public interest/ involvement in protecting and promoting the interest of all the students as well as the growth and development of their school.
- ii. In addition to the above factors, the researcher has made an attempt to trace out the consequent factors causing the weak/ non functional, maintenance of false records on activities of PTAs and they are: The dominating role played by the H.M, the lethargic attitude along with improper verification of reports on activities/ progress of PTAs given/ done by the supervisory officials over the years, improper scrutinizing of accounts of PTAs without proper verification of stock/ asset/ infrastructure created out of funds flow from the students and government for PTAs operations [Rath, Navaneeta,1996].
- iii. An in-depth probing carried out by the researcher reveals the crucial reason for the dysfunctional of this P.T.A. that too in the sample village over the past years with created false records and improper submission of statement of accounts even for auditing is: Caste conflict. Though the socially backward community (SC) predominates in the total population of this village, they are facing with the problem of “Caste conflict” that too with the minority of D.N.T. community people who belong to upper middle socio-economic and political conditions. The prolonged, deeply rooted “caste conflict” in this area that too between them (SC vs DNT) over the past years excluded the participation of SC parents and their students in the activities of school and its management. Even the non SC ie DNT people use to dominate their representation in school related associations and functions only and they are unaware of the major activities of the school, its various associations and school management since they use to send their children to nearby schools in cities/ towns. But the former as well the present H.M of the sample school have collusion with these socio-economic and politically empowered community of this village and

the head of the school uses to carry out the activities of school, operations of various associations and school management with active support of this community.

Section “B”- School and People of Manachanallor Profile

This has revealed that The Government Higher Secondary School continuously functions without any break and interval over the past five and a half decades in Manachanulloor block head quarter-one of the famous Paddy (Manachanulloor Ponni rice) processing centres of Trichy District in Tamil Nadu State. The sample school in Manachanallur is situated in the north direction of this district head quarter and 18 K.M away from Trichy town. “Manachanallur” is an agrarian economy based on vast fertile cultivable area with ever green field, producing paddy, processing the same and marketing its product rice both within and outside the state through created marketing – transport network.

People of this economy belong to rich, upper - middle, middle and below – middle income groups. Majority of them belong to socially forward community. Growth and development of educational sector of this district during the past yester years with reputed schools, colleges, universities and technical, professional institutional set up and their contribution to the society added with opportunities for getting jobs and starting different enterprises, companies, industries in Trichy district, induced the people of Manachanallor to have a strong faith that “EDUCATON” is the Key hole to the progress and prosperity people in the society [Chand,2006].

They have also derived the benefits flow from different educational systems and institutions and now they are empowered to accelerate the growth and development of educational institutions and their programmes at grassroots level through decentralized and participative approach. They also have a strong feeling that community participation with strong and sound principle of public interest alone ensure successful implementation of the programmes in general and educational programme in particular since “Education” opens the path of life to progress, prosperity, peace and welfare of the people.

A detailed analysis and discussion on data and information gathered on MGHSS and its PTA also exhibits, “Unique” the salient features both in the functioning of the school and the operational aspects of its PTA over the past years.

- i. The prevailing environment both in and around the school is found more suitable for the students, teachers, students parents, to learn, to teach and to involve in the activities of school respectively.
- ii. Majority of the students of this sample school belong to family’s engaged both in agriculture and non-agricultural activities as coolies. Student strength as on to-day works out around 1800.
- iii. People of Manachanallor opined that “The school” in Manachanallor is their own village property and place the school in their, soul, heart and mind more than their “God and Goddess” and pinpointed that their school is “the best” among the other G.H.S.S. in Tamil Nadu State. This indicates the possession of salient features and activities of this GHSS have impressed the people of all walks of life than the image, appearance and activities of the remaining GHSS in other parts of the state.
- iv. Supportive evidences to the above mentioned facts (grass root level realities of the sample school) could also be seen in the inferences made out of the analytical and discussions on the operational aspect of PTA of this school.
- v. A detailed and an in-depth analysis and discussion on PTA (its constituent, major activities including its operational aspects – coordination with members of rural organization officials etc., maintenance of records – verification of the same by the officials – operational coverage in terms of resource – use, time schedule adherence. Community participation and benefit flow) with the help of data and information

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already gathered reveals the facts on “An Impressive record of operation of this PTA and they are: PTAs of this sample school are exceptional cases from other schools. This school is having “Two PTAs, one for the students studying in “Tamil Medium” classes and another one for the students of “English Medium” classes.

- vi. The main purpose behind this PTAs classification is to protect, promote and safeguard the interest of both medium students and there by promoting the relationship between the students, teachers and student parents of all and to put an end to limitations, difficulties, disadvantages, problems and issues relating to the adoption of “Two Medium of Instructions” at the grassroots level. This implies that the sample school has already taken an attempt through two PTAs – comprised with the student’s parent – teachers and other members that too in the present day controversy on which medium of (Tamil, English) instruction is to be followed that too in G.H.S.S. and private owned H.S.S.
- vii. Two “PTAs” of this school have been functioning since their inceptions over the past years with their presidents, students, teachers, and other members of these two forums without any administrative and managerial problems and they join hand in hand for maintaining and enhancing the overall performance of their school.
- viii. Further an intensive probing indicates a satisfactory record of performance of coverage and completed major activities of these Two PTAs over the yester years. This could be possible since all the assigned works with time schedule are completed with intended benefit flow as a result of the preplanned action with serious and deep thinking attitude of almost all members of these associations including the regular day visits made by the presidents of PTAs and discussion with the Head Master of the school.
- ix. The president of these associations and other members use to have informal meetings outside the school apart from the usual time-bound meeting of PTAs in school, discuss the functioning of schools that too in terms of prevailing difficulties, limitations, hurdles, which may affect the student, teacher, head master, in and around environment of the school, creating, maintaining and enhancing the inside environment of the school which is to be conducive for Teaching and Learning etc. They also discuss and give serious importance for maintenance of discipline among students / teachers / parents.
- x. There are evidences with facts on the realities of participatory and coordinating activities of these presidents of P.T.As and their members. Presidents and the Head master are very co-operative and both of them feel that they work for promoting the common interest and welfare of the society. They are in particular on availing all the programmes and keen on distributing the flow of benefits to the students apart from implementing the school welfare programmes for their students. PTAs members, including the presidents use to discuss and give their assistance to other rural organizations. e.g. VEC and SMC without any hesitation and this reflects their participation and co-operation in the overall management aspect of the school. Apart from these, they use to have consultation, guidance, help and co-operation with the concerned educational officials of the districts without any delay and hesitation. “Funds” mobilized that too from donors, assembly and parliamentary members, business houses are seem to be a common function of those associations’ members and that too utilized for the development of school activities.
- xi. A quick scanning of records maintained relating to PTAs and verification of assets, and other infrastructural facilities and discussion with members of other village organizations viz, VEC and SMC reveals and confirms the evidences for fact that the operational aspects of these sample two PTAs of this school seem to be impressive

over the past years. A critical analysis on the coverage of areas that too in terms of identification of strong activities – item – wise indicates that all the activities of the PTAs are seem to be so strong and there exists the proper use of resources (including funds mobilized through students/ govt / donors / political representatives / parents / community leaders) meant for the purpose for which it was mobilized and there is no leakages, mis-utilization and misallocation of funds mobilized so far. “Community Participation” in carrying out the activities of PTAs seem to be at high and in-depth level involving, all the sections of the people of Manachanalloor irrespective of caste, religion etc. and parents of students. All income groups by rotation almost in all the rural organizations as per the stipulation of the state government [Sakshi jain, 2011].

Benefit flow from the activities of PTAs is found to be continuous as per the ending time schedule of activities and every member as well as the public are more happy and satisfied with the performance of PTAs and other village organizations and the sample school has set an example for “SUCCESSFUL PTAs” in the recent attempt and effort of the state government in implementing the compulsory basic education for all with decentralized and participatory approach. Therefore, the researcher of this study is interested to explore the factors at the grassroots level which contribute for the “Successful PTAs” in the following paragraph.

Sample PTA’s Success - Contributing Factors

The need of the hour while implementing the programme on “Compulsory Basic Education for All” during the recent past years calls for concurrent periodical evaluation of the same. This includes a detailed and an in-depth research investigation not only on the failure cases of PTAs but also successful PTAs along with identification of factors which contribute for the strong aspects of the operational aspects of PTAs. Based on these, this programme is to be continued in future with “effective implementation” that too at the grass root level for the achievement of its overall objectives with intended benefit flow to the beneficiaries of the generations.

Therefore, the researcher of this case study has made an attempt to identify the contributing factors for the strong aspect of operations of the sample two PTAs in Manachanalloor GHSS and they are:

- i. Leadership qualities, added with free and frankness without any bias in initiating, introducing and implementing the activities of PTAs by the presidents with co-operative and participatory involvement of all members of the organizations that too in consultation with the officials of the educational departments, even members of other village organization and maintain transparency in all the activities of PTAs including funds mobilized and utilized, protecting and promoting public interest in the absence of “self-interest”. The possession of these qualities of the presidents of two PTA’s contributed; even and in future ensure the successful operational activities of this sample case.
- ii. The researcher of the present study has already realized the fact that the real / field level application of the true instruments of a real democracy viz., “initiative and referendum” (This is followed in the real democracy of Swizerland) in the planning and implementing activities of the P.T.As.
- iii. In addition to the above factors, the direct involvement (personal visit to the school daily, interact with the students, teachers, head master, administrative staff, checking and supervising the basic amenities available in the school, taking efforts and actions for rectifying and defects, deficiency, limitations, disadvantages, care on maintaining the discipline in side the campus of these two presidents in above activities ensures the strong operational aspects of PTAs and this implies that the school is gradually

improving its image in the society and therefore the people of Manachanaloor treat this school as their own and expect that “their school” will get the award “The BEST” among the GHSS in the near future.

- iv. This expectation of the people seems to be feasible and this is mainly due to the ability of the presidents of P.T.As in carrying out their past, present and future course of their planning and implementation of development activities without any fear and favour, maintain the proper end-use of all the resources meant for the schools growth and development. This could be already seen in raising funds through the sale of note books and income to the school from various sources while are utilized for benefiting the intended beneficiaries only.
- v. The president of two PTAs and its members, other members of all rural organizations, students, staff, officials of the education departments, community leaders, parents of students etc, they work join hand in hand in the functional aspects of school and this could be seen at the grassroots level with the real spirit of participation – al these credits go the open heart, broad minded members of PTAs, students, staff and students parents who always do work with public interest.

Major Findings

An intensive and a detailed case analysis of the sample schools and their P.T.As, in Dindigul and Trichy districts of the Tamil Nadu State has been carried out and presented in the sections “A” and “B”. Major findings that emerged out of the analysis and discussion are presented in this section. The Government Higher Secondary School and its PTA functioning in Pallapatty village, in Dindigul District, Tamil Nadu States, is one among the selected two cases of the present research study exhibits a very pathetic status over the years.

- The main findings of the present case study indicate the fact that the present social set up in the functional area of the sample school is not consistent with the Philosophy of equality or removal of ill literacy or Education for all. This can be inferred from the following facts already cited in section “A” of this report.
- The presence of prolonged social evil, i.e.; “Social Conflict”-in the study area that too between the empowered socio-economic and politically most backward community (DNT) and the “powerless” socially backward (SC), there is no scope for participatory involvement of poor in rural organization functioning at grass root level. This in turn results with the following consequences.
- An- in depth analytical part dealing with a comprehensive critical assessment on the operational aspects of the sample P.T.A indicates the fact that Community participation in the areas of planning, implementing and monitoring of the educational interventions for School Management at Village level is found to be a “MISSING LINK” in the development process of this education programme.
- Again, it is a pity to find and to be noted here that the sample “PARENT – TEACHER ASSOCIATION”- (IT’s COMPOSITION, ROLE AND RESPONSIBILITIES) is found only in papers and not in action and the same could be inferred from the facts already reported in section “A”. The head master the sample School colluded with “Powered social groups prepared all the documents (false) submitted the same and availed the funds involved programmes for the development of the school.
- An analysis relating to verification of records, actual existing realities of the present assets and realities in the involvement of members of PTA and with the of other rural organizations reveals the fact that neither, the president, and other non-scheduled members nor the members belong to socially backward attend the meetings of PTAs so far.

- The non-involvement of the socially, economically and politically empowered members and the powerless members in the functional activities of PTA is mainly attributed to their social attitude and behaviors. It is the fact that the “powered” (Non S.C) groups of members are interested in holding the posts i.e. the president and members of PTAs and they are against the presence and participatory involvement of their opponent groups in operation of the PTAs even though majority of the students of this sample school belong to the powerless group.
- On the Contrary, majority of students from the minority powered group continue their “Schooling” in cities and towns. Inability of parents belongs to the powerless to avail the same compelled to continue their children’s education in the sample school.
- It is very pity to find that the prevailing social set up with “Caste- Conflict” that too between the haves and have- not’s, with their non-co-operative nature, attitude, behavior approach is the major contributing factor for the complete absence of participating role expected to be performed by the people at the grass root level for the effective implementation of this programme meant for all.
- The dominating role and function carried out by the H.M of the school in preparing the false records on the operational as well as the performance of PTA in the form of records (officially) that too with the signature of the members of PTAs.
- There exists a wide-gap – that too between the powered and the powerless, between the programme and participation, between the included and the excluded as against the expected result and Outcome of this programmer that too aims at “EDUCATION FOR ALL”.
- Major findings emerged out of the analytical exercise of the other sample case confined to the picturisation and critical assessment on the operational aspects of PTAs of the MHSS in Trichy district, Tamilnadu State are presented here. These include: A. An interesting finding of this sample case “B”- in terms of its school location, continued existence with specific functional activities of the two parents.

Teacher Associations during the recent past years, Major findings emerge from the analytical exercise

- Manachanulloor Government Higher Secondary School is situated in the green belt area of this block where progressive activities in producing paddy and processing the same could be seen along with improved transport and marketing network for the disposal of rice (“Manachanulloor Ponn”) throughout the states in India. It is interesting to find that the people of this area belong to the “Modern Society”- an aggregate of people, have a sense of belongingness/ “ We feeling”, Co-operate to achieve a common goal, Commitments to its idealism on the parts of members of the society where the established social practices and traditions influence attitude of people to-wards social change. These observed social factors are seem to be more conducive for the growth and developmental educational activities of the sample school with its PTAs, presidents, and its members, who belong to this “Committed Society” of this area.
- “Impressive record on functioning of the school” since its inception (1958) with its two Parent-Teacher Association’s (Each for Tamil and English Medium Students) with two presidents carrying out the operational aspects of these associations with appreciation by the people of Manachanulloor could be seen not only in the official records but also through field verification by keen and close observation on the activities and appearance both in and around including inside the school
- An interesting finding to be noted here that “People of Manachanulloor have a strong faith in “EDUCATION” and empowered (Socially, economically and politically) to

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accelerate the growth and development of educational institutions at grassroots level through decentralized and participative approach.

- The past, present and already planned future activities of the PTAs, covering both academic and non-academic with intended objectives, time- boundless, benefit oriented to the students, teachers and the school are found to be more satisfied and even highly appreciated by the people of Manachanulloor.
- The role played by the presidents of the two PTAs along with active support, guidance, help, sharing the responsibilities and duties by starting from the identification of problems, issues, limitations and difficulties, till finding out the ways and means through the promotional, developmental activities including the proposed plan for course of action and its implementation are found to be more impressive.
- “Participation” in the areas of planning, implementation and monitoring of the educational interventions for school management at grass root level seems to be impressive. Daily visit, discussions with the H.M, teaching and non-teaching staff, boy and girl students, community leaders, people residing nearby schools, supervising the work done both by the two presidents exhibits the co-operative efforts and co-ordination along with transparency in carrying out all the activities prove the fact that PTAs are functioning with incorporating the real principles of Democracy in Action.
- The nature of partnership between the sample PTAs president with its members, other members of VEC, SMC, H.M, Staff, Student, Parents, Community leaders, Officials of educational department seem to be cordial and almost all members of the rural organizations co-operate, co-ordinate, join together hand in hand in all the promotional and developmental activities of this school for achieving a common goal.
- Special feature of participatory approach in the functioning of PTAs, and with other coordinating organizations is based on the principle of “public interest”. The participators are completely free from “political and communal bias and they have a sense of belongingness/ “We feeling” and treat this school as their “OWN”. This could be seen throughout the progress, growth and development of the school over the past decades.

Conclusion

The Education is one of the determinant factors of development, which is an outreach mechanism to improve the skills. In India, the Education is still the dream for many rural children due to the various issues pertained. However, the Government of India has been taking concrete steps to tap the education to all the children by way of enacting ACT such as Right to Education, free note books, free food and scholarship. In order to implement the scheme of Government in rural schools, it needs a partnership between management of school and parents, which is Parent and Teachers Association [PTA], it pave the way to enable the internal [skills of students and teachers] and external [fund] resources and also channelize the students skill towards ethical system. Therefore, the PTA has to actively involve in school management to enable the hidden talent of school students and also harnessing the school activities to improve the educational system.

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