

Productive Community Participation

Key Domain VII



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About the Domain

The term 'community' refers to members of the school management committee, teachers, learners, parents/ guardians, local residents, associated cultural organizations and NGOs. Working together with community members is critical to school development. The school needs the support of the community for achieving its objectives and providing quality education to its learners. The active engagement of the school with the community ensures optimal utilization of the school resources, holistic development of learners and better management of the school. The school, therefore, needs to establish a meaningful relationship with the community which could benefit both the school and the community. The SMC/ SDMC have been constituted in every school to participate in school management in the areas of planning, implementation, resource mobilization and monitoring. It also plays a major role in improving enrolment, retention, teaching-learning and learning outcomes.



**Productive
Community
Participation**

- **Organisation and Management of SMC/ SDMC**
- **Role in School Improvement**
- **School – Community Linkages**
- **Community as Learning Resource**
- **Empowering Community**



REFLECTIVE PROMPTS

Q1. How does the community/ SMC/ SDMC contribute to school planning and management?

Q2. What role does the community/ SMC/ SDMC play in improving teaching-learning processes and learning outcomes in the school?

Q3. What linkages has the school established with the community?

Q4. In what ways does the school mobilize community resources for its development?

Q5. In what manner does the community mobilize resources for school development?

FACTUAL INFORMATION

(School may response for more than one option in a question, if required)

1. Number of members of SMC/ SDMC: _____

2. Composition of SMC/ SDMC:

(Provide number of representatives for each category in given box)

a. parents _____ b. teachers _____ c. women _____ d. minorities _____

e. local authorities _____ f. SC/ ST _____

3. Number of meetings organized during the last academic year: _____

4. Average attendance in the meetings organized during the last academic year: _____

5. Number of SMC/ SDMC members who have received training: _____

6. Activities/ areas in which SMC/ SDMC provided support to school last year:

Core Standard	Descriptor		
	Level 1	Level 2	Level 3
Organization and Management of SMC/SDMC	<p>Meetings are organized without a pre-determined agenda; only a few members attend the meetings; SMC/SDMC takes decisions largely in the areas of finance and infrastructure</p>	<p>Meetings are organized as per the mandate with prior notice and fixed agenda; most members attend the meetings and participate in the discussions; SMC/SDMC also take decisions on issues other than finance and infrastructure</p>	<p>The SMC/SDMC meetings are organized regularly and additionally when the need arises; identified issues and plans to resolve the same are discussed; the SMC/SDMC also facilitates, monitors and reviews the implementation of the decisions</p>



Core Standard	Descriptor		
	Level 1	Level 2	Level 3
Role in School Improvement	SMC/ SDMC is aware of the provisions of the RTE Act-2009 as well as SSA/ RMSA provisions relating to school; School Development Plan(SDP) is shared at the SMC/ SDMC meetings	SMC/ SDMC facilitates implementation and ensures compliance with RTE Act-2009 as well as SSA/ RMSA provisions; suggests activities that require immediate attention in the SDP; shares information related to RTE Act-2009 as well as SSA/ RMSA with the community	SMC/ SDMC participates in the school evaluation process; helps identify and prioritize development needs; jointly prepares the SDP with the teachers and monitors its implementation for holistic development



Core Standard	Descriptor		
	Level 1	Level 2	Level 3
School - Community Linkages	Parents and community members are invited to school functions; school informs parents about the facilities available in the school and challenges currently faced	School interacts with the community and discusses the issues relating to the socio-economic background, enrolment, attendance, etc. of learners; SMC mobilizes resources for maintenance of the school and for improving its facilities; school and community jointly organize functions within the school and in the community	School and community jointly assess the needs of the school; identify available resources, plan and optimally use them for the development of the school; school and community reach out to other sources such as NGOs, corporate bodies, alumni, etc. to mobilize resources



Core Standard	Descriptor		
	Level 1	Level 2	Level 3
Community as Learning Resource	School uses available help from the community to organise visits to institutions/ places of interest in the vicinity of the school	School takes initiatives to develop understanding among learners about the culture, oral history and traditional knowledge (folk songs, art and craft, agricultural practices, etc.) of the community; displays the photographs and pictures of renowned people and important places and features of the community; invites local artisans and craftsmen to interact with learners	School and community jointly assess the needs of the school; identify available resources, plan and optimally use them for the development of the school; school and community reach out to other sources such as NGOs, corporate bodies, alumni, etc. to mobilize resources



Core Standard	Descriptor		
	Level 1	Level 2	Level 3
Empowering Community	School uses available help from the community to organise visits to institutions/ places of interest in the vicinity of the school	School takes initiatives to develop understanding among learners about the culture, oral history and traditional knowledge (folk songs, art and craft, agricultural practices, etc.) of the community; displays the photographs and pictures of renowned people and important places and features of the community; invites local artisans and craftsmen to interact with learners	School and community jointly assess the needs of the school; identify available resources, plan and optimally use them for the development of the school; school and community reach out to other sources such as NGOs, corporate bodies, alumni, etc. to mobilize resources



SOURCES OF EVIDENCE

Referential Evidence (Norms/ Guidelines/ Register/ Government Orders)

- **SSA Framework for Implementation: Chapter-V (pp.83-91), Chapter-IX (p.137-139)**
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SSA-Frame-work.pdf)
- **Framework for Implementation of RMSA: Chapter-II (p.7), Chapter- IV (p.65, p.79), Chapter-VI (pp.43-45) & Chapter-VII (pp.53-57)**
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf)
- **NCF-2005: Chapter-II (pp.30-34) Chapter-IV (pp.88-89) (NCF-2005: <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>)**
- **RTE Act-2009: Chapter-III (clause 10 at p.5), Chapter-IV (clause 21, 22 at p.7) &Chapter-VII (clause 35, 38 at pp.10-11) (<http://ssa.nic.in/rte-docs/free%20and%20compulsory.pdf>)**

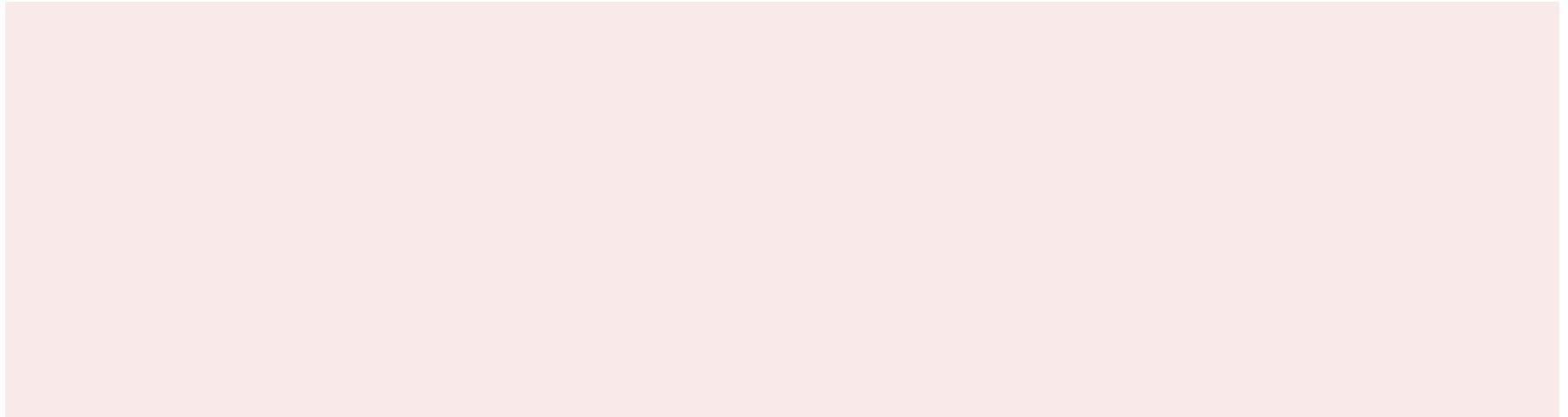
Supportive Evidence Available in the School

- **SMC/ SDMC Register/s containing the following components:**
- **Formation of SMC/ SDMC with the list of members**
- **Agenda and minutes of meetings**
- **Member attendance**
- **Follow-up decisions taken and review of work done since last meeting**
- **Discussions for creating SDP**
- **SMC/ SDMC participation in school evaluation, monitoring and implementation of plans**
- **Mode of communication to the SMC/ SDMC members for attending the meeting i.e. prior notice**
- **Teaching-learning plans indicating community participation**
- **Community support in improving school facilities i.e. levelling the play ground, compound wall, drinking water, ICT facilities, library, school garden, etc.**
- **Sharing community stories, local arts, folk songs, music, art, craft, agriculture practices, local histories by the village elders on specified days at the time of teachers on leave**
- **Visits organized to the places, community institutions i.e. Gram Panchayat, Post Office and agriculture fields as learning resources and individuals**

Evidences School needs to create

- **The school can create evidences using following devices / techniques:**
- **Surveys conducted on enrolment at the beginning of the academic year**
- **Programmes in which schools and community participated**
- **Incorporated suggestions received from the community**
- **Support in terms of donations/ contributions in kind/ help received from the community, Panchayat office, etc.**

INNOVATION (S)





RESPONSE MATRIX

Core Standard	Level 1	Level 2	Level 3
Organization and Management of SMC/ SDMC			
Role in School Improvement			
School-Community Linkages			
Community as Learning Resource			
Empowering Community			

THANK YOU

