Leading partnership with Community and other Stakeholders: SMCs/SMDCs/CAMS in Jammu and Kashmir

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School Leadership Academy

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Factsheet

The 28% of Indian Primary Schools & 14.8% of UPS have less than 30 enrolments.

The average number of students per grade (1-8th) is 14, with notable proportion below 6.

There are 108017 single teacher schools, & majority of them (85743) are in Primary schools.

As per SEQI of NITI, only 1.9% children of total OoSC got enrolled in Schools

The 52 percent of the schools in J&K have less than 60 students on their rolls.

The 11800 schools have failed to improve the enrolment over the years.

The average number of students per school in public schools is 52.

The average number of students per school in Private schools is 180.

The average number of students per grade (1-8th) is public school is 5.

Learning Objectives

- To understand the needs of society.
- To develop the partnership with society in leading learning.
- To develop synergy in the linkages between society and education.
- To create synergy & accountability through social auditing process.

Keywords: Community Mobilization, SMC, SDMC, CAMS, Enrolment Drive

Introduction

The Community Mobilization as a process whereby a group of people have transcended their differences to meet on equal terms in order to facilitate a participatory decision-making process. In other words it can be viewed as a process which begins a dialogue among members of the community to determine who, what, and how issues are decided, and also to provide an avenue for everyone to

participate in decisions that affect their lives. It refers to the process of building social relationships in pursuit of common community interests. It is also seen as being the foundation of the community development process.

The School management and governance are crucial, and involving communities can help overcome incentive problems and information failures—but only if communities have capacity (WDR 2018). The school leadership has to mitigate the 21st century challenges, and should serve as a effective social change agent. The medium of leadership is the energy of other people, Dick Richards.

The dissatisfaction with the central approach of education and the move towards decentralization introduced various school reform movements, all of which aimed at

‣ Improving efficiency,

‣ Access

‣ Equity,

‣ Quality of education

The difference in management of government schools does not reflect observable differences in

1. Pupil composition,

2. School and regional characteristics,

3. Nor basic demographics or

4. Principal characteristics such as tenure and gender

The SMC/SDMC does, however, seem more closely linked to two features:

(i) the strength of governance, i.e. having strong accountability for pupil performance to an outside body and

(ii) the degree of school leadership, i.e. developing a long-term strategy for the school.

ACTIVITY-1

1. Make a list of local strategies that should be adopted by school to strengthen school and community interface? How does local community with diverse culture & beliefs influence the school? How do you as school leader help in the upliftment of community?

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The integrated scheme of Samagra Shiksha assigns special importance to decentralised planning and implementation with active involvement of community members, teachers, parents, local bodies including Panchayati Raj Institutions, Municipal Bodies, and other stakeholders in the management of secondary education through establishment of multi member School Management and Development Committees. Every secondary school may constitute a SMC/SMDC at the school level which will include representatives of local authorities, academicians, subject experts, officials, representatives of disadvantaged groups, women and parents/guardians of student.

The School Management and Development Committees are expected to co- exist with and leverage on the Parents Teachers Association. Meetings should be planned and conducted on a regular basis. The Integrated scheme framework provides that every secondary school will constitute a SMDC at the School level. As per the framework, SMDCs should include representatives for local authorities, academicians, subject experts, officials, representatives of disadvantaged groups, women and parents/guardians of students. The ultimate aim is to ensure wide participation of all stakeholders in the management of schools. The meeting of SMDC must be held minimum once in every three month. The committee will maintain all the relevant records for recurring as well as non-recurring expenditure. These records will be updated on regular basis and placed before the committee in every meeting. These records and progress on each component/intervention so f the scheme will also be placed in the meetings of Panchayat/Urban local bodies.

1. COMPOSITION OF THE SMC/SMDC/CAMS

The following is the structure is proposed for SMDC at the school level.
(Total:15-18Members)

1. Principal   -   Chairman
2. Senior Teacher   -   Member Secretary
3. Teacher (Social Science)   -   Member
4. Teacher(Science)   -   Member
5. Teacher(Mathematics)   -   Member
6. One Male Guardian   -   Member
7. One Female Guardian   -   Member
8. TWO Panchayat Members/Ward Member   -   Member
9. One representative of ST/SC Category   -   Member

10. One representative of Educationally backward caste   -   Member

11. One Member of Mahila Dal   -   Member

12. ONE Member of Village Education Development Committee

13. THREE Members with Science, Art and Cultural background

14. One Officer from Education Department nominated by CEO

15. One Representative of Finance and Accounts

CO-OPTEDMEMBERS

Besides ,the above indicative list of members, SMDC can include following asco-opted members who can further strengthen the educational environment of schools:

S.No	Officer/officials	Roles
1	SPECIALEDUCATORS (working for children With special needs under Inclusive Education)	They can suggest measures to create an congenial Environment for CWSN for a better inclusive education They can facilitate better enrolment of out of school CWSN through community mobilization with help of other members They can suggest measures to remove architectural Barriers in schools for better accessibility of CWSN to classrooms, laboratories and toilets.
2	Vocational Trainers	They can motivate more students and their parents to opt

For vocational courses, hence making possibilities for increased enrolments.

| 3 | District Resource Group members | They can deliberate the committee members, faculty and students upon existing interventions.

They can educate the members on benefits of newly Launched schemes under Samagra Shiksha |

SUBCOMMITTEESOFSMDC: The SMDC will be assisted by two Sub Committees:

School Building Committee: the major roles and responsibilities of this committee shall be

- Planning,estimation,management,monitoring,supervision,reporting,andmaintenanceofaccountsrelating toconstruction,renovation,repairingandmaintenanceandotherrelatedcivilworks.

- The committee shall present accounts before the SMDC or Panchayat or Urban Local Bodies etc. relating to construction, renovation, repairing, maintenance and other related civil works.

- The committee shall monitor the different construction works being undertaken in the school regularly.
- The civil works will be under taken per rules and regulations of state government.TheseworksmayalsobeintegratedwiththeappropriateRuralDevelopmentSchemes.
- ThemeetingofSchoolBuildingCommitteeistobeheldonceineverythreemonths.

After the start of construction work, the evaluation will be done by third party technical institute/institution which will give its report after completion of 25%, 50%, & 75% of the work respectively. Construction work is done by the construction agency in school.

The composition of School Building Committee is be as follows

Principal	Chairman
One member from panchayat or Urban Local Body	Member
One guardian nominated by PTA	Member

PTA/MTA

The Researchers and educators have long agreed that when parents get involved in education, children try harder and achieve more at school (e.g., Epstein, 1995). The Parents who help and encourage their children to learn at home, and who help develop positive attitudes toward school, contribute to the personal growth and academic success of their children. The various approaches have been developed to help schools gain greater parent involvement. These approaches have several features in common: programs that focus on parenting skills and the development of home conditions that support learning; school-to-home and home-to-school communication about school programs and children's progress; the use of volunteers at school or in other locations to support the school and students; and participation by families in decision-making, governance, and advocacy (Bauch, 1994; Davies, 1991). These approaches, however, were not developed with rural communities in mind. The rural communities differ from urban and suburban ones, and they also differ from one another (Flora, Spears, & Swanson, 1992). Parent involvement programs for rural communities work best when they respond to particular features of the communities they serve.

Academic Committee: The Academic Committee shall be responsible for all academic activities that include: -

- Planning
- Management
- Monitoring
- Supervision
- Reporting
- Collection of data for UDISE.

In addition, the Academic Committee will be responsible for ensuring:-

- Quality improvements
- Equity
- Reducing barriers (like socio-economic, gender & disability)
- Teachers & Students Attendance
- Recommending teachers for Training
- Guidance and Counselling
- Students achievements
- Co-curricular & Extra-curricular activity
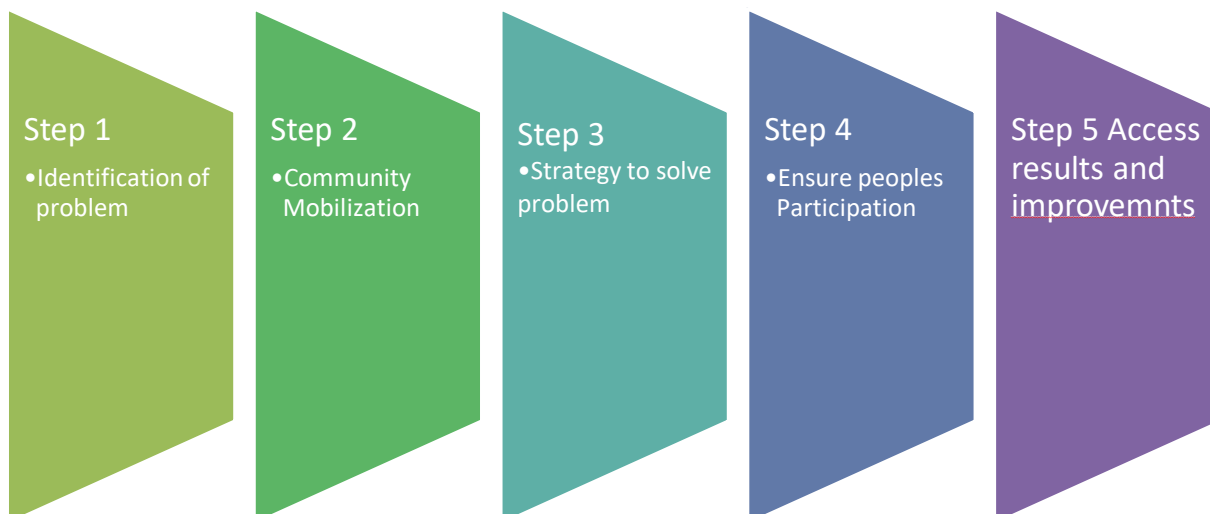- Over all academic & personality development of students & teachers

The composition of Academic Committee shall be as follows:

	Chairman
Principal	
One member from parents	*Member*
One Astt. Teacher each of the following subjects: Science/Maths, Social Science, Language (Hindi/English), Art/Physical Education	*Member*
One student selected by the Principal	Member

Academic Committee should also strive for

▸ Appointment of Additional Teachers to reduce PTR to 30:1

▸ Focus on Science, Math & English

▸ In-Service Training of Teachers

▸ Science Laboratories to encourage Activity Based learning and Project Based Learning

▸ ICT Enabled Teachers Education

▸ Special Focus on Micro Planning

▸ Preference to Ashram Schools

▸ Preference to Area of Concentration of SC/ST/Minority for Opening of Schools

▸ Special Enrollment Drive for weaker Sections

▸ More Female Teachers in Schools

▸ Separate Toilet Blocks for Girls

▸ Inclusive Education for Disabled at Secondary Stage & Vocational Education

The Process of Community Mobilization

Step 1
•Identification of problem

Step 2
•Community Mobilization

Step 3
•Strategy to solve problem

Step 4
•Ensure peoples Participation

Step 5 Access results and improvemnts

As a concept, participation is closely associated with ideas of democracy and civil society. It is extremely familiar to community organizers/ Mobilizes but as an approach, participation has been appropriated by the development sector in an increasing manner since the 1980s. Many experts call the 1980s decade as a decade of organized participation, with an enhanced involvement of non-governmental organizations, community–based organizations. In order to ensure the effective partciption in the developmental process, it is mandatory to consider the following parameters. The absence of consideration to such considerations to such parameter may turn them barriers to effective participation. The Intrinsic factor include perception & personality while as external factors include community, community worker, language, appearance, organizational structure & aims and resources.

Reflective Questions

1. How education institutions, processes & action satisfy needs of in society.
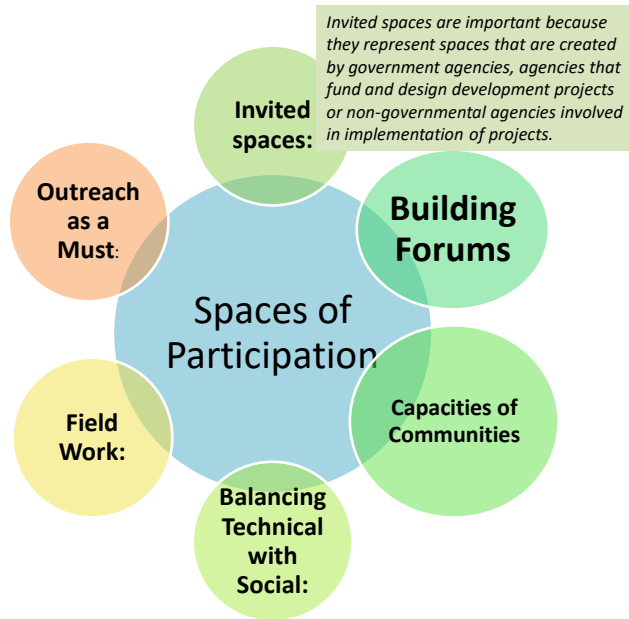
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2. What are the socio-economic & cultural components influence the education system.

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Invited spaces are important because they represent spaces that are created by government agencies, agencies that fund and design development projects or non-governmental agencies involved in implementation of projects.

Invited spaces:

Outreach as a Must:

Building Forums

Spaces of Participation

Field Work:

Capacities of Communities

Balancing Technical with Social:

7

Case Study-I

Stakeholders for Institutional/Community Level Planning for Enrolment Drive

1. Student involve ex students having some achievements like presently studying in medical engineering, good colleges across J & K & India.

2. Teacher (including Ex teacher & masters being popular, reputed in community

3. Parents especially mothers

4. School Management Committee/School Development Management Committee

5. Administrators (SCERT/DSEK/DIET/CEO/ZEOs/Complex head)

6. Panchayati Raj Institutions/Municipal Councilors especially concerned Panch/Sarpanch/ Namberdar/Village Chowkidaar

7. Community (Mohalla President/Religious leaders/local authorities

8. Non Government Organizations /Self Help Groups/ Special abled organizations

9. Judiciary as per Right To Education Act 2009
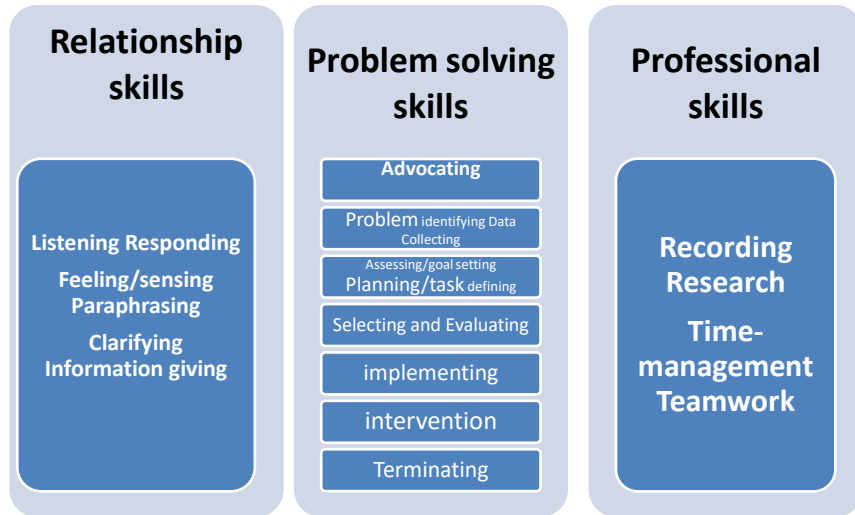
10. Local Volunteers/Youth brigades

Explored common Issue: Deceasing Enrolment in public Schools
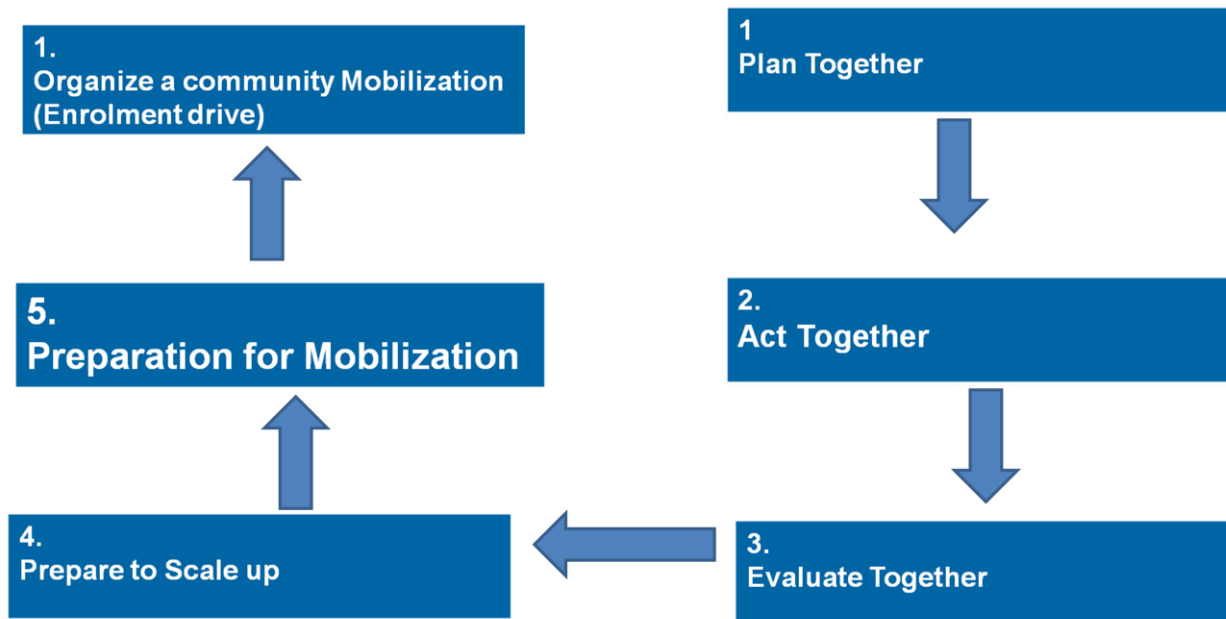
Characteristics of School Leader as Community Mobiliser

1. He/She must **Complete knowledge** of whole community including demographics /social strata's/number of schools

2. He/She must **Build strong trust** and activate & encourage other members of community for the common goal of increasing enrolment in government schools.

3. He/She must **Posses good communication** and motivation skills & adopt participatory two way communication with community members, facilitating discussion & decision making &**must promote and sustain community engagement**

4. She must empower communities by engaging them in **collective and constructive dialogue** to develop effective action plan.

5. He/She must be **compassionate, empathetic & trustworthy**.

6. He/She must **respect cultural diversity, tradition values** and beliefs of community.

7. He/She must include **range of people, groups and institutions**, as well as vulnerable and Socially and Educationally Deprived groups (SEDGs).

8. He/She must reinforce messages to the community using **multiple channels** (Friday sermons, local media print/electronic, social media,

9. He/She must help things to run smoothly, as good manager especially conflict management, as Conflict arises because of diversity, competition with private schools/surrounding schools, unreasonable expectations from parents

Skills for Community Mobilization

Relationship skills

Listening Responding

Feeling/sensing Paraphrasing

Clarifying Information giving

Problem solving skills

Advocating

Problem identifying Data Collecting

Assessing/goal setting Planning/task defining

Selecting and Evaluating

implementing

intervention

Terminating

Professional skills

Recording Research

Time-management Teamwork

8

Steps of Community Mobilization in Education

Step-1 identification of Common problem of Issue

➢ Gather information (factual) about identifying resources & constrain

➢ SWOT Analysis

Step -2 Select Strategy to Solve/ Problem

dialogue with interaction with individual

Step-3 Community Mobilization

Shared concern/common need

Capacity/Training programme for Community mobalizers/BRCs/CRC/Volunters/

Campaign to mobilise special focus group like SC/ST/OBC/Tribal/Girl Child, Child Labour (Rural/ Behaks), Children fair, cultural programmes on said theme

Step-4 Implementation through Peoples Participation

• developing anongoing dialogue, Community Ownership,

• Strengthening SMCs/SDMCs

• Awareness of political/social, cultural issues & relationship with ethical issues

Ladder of Participation
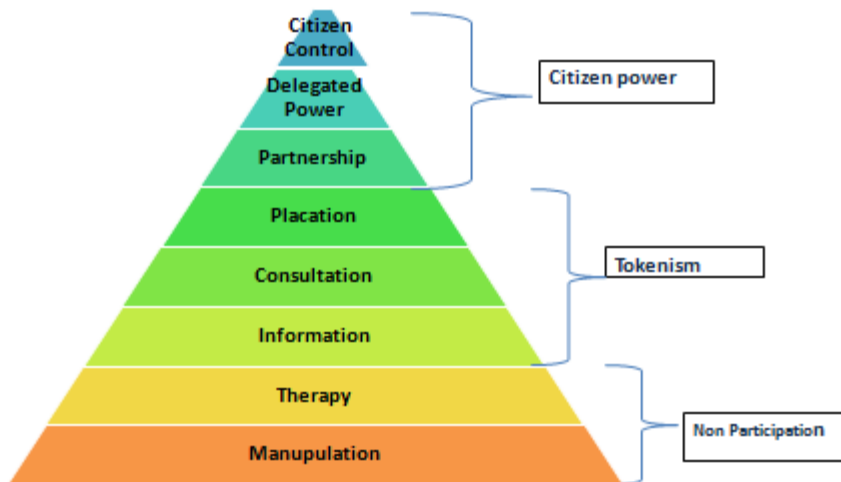
2. MEETING OF SMDCS

The District Nodal Officers in consultation with the Education Department shall facilitateandcoordinateforpreparingscheduleofmeetingsforeveryschoolwithhis/herjurisdiction.Itwillb eensuredthatmeetingsareheldfrequentlyandinanycaseatleastoncein a fortnight. The schedule of meeting will be circulated among all the members well inadvancebytheprincipaloftheschoolconcernedrecordofthemeetingsshallbemaintainedadequately.

3. SMDC & Parent Teachers Association

- TheSchoolManagementandDevelopmentCommitteesareexpectedtoco-existwith and leverage on the Parents Teachers Association.
- Meeting of PTA should be held at least once in a month.
- Theclassteacherwillmaintainsuggestion/complaintsRegisterforparents of every class.
- The Principal and Vice-Principal will review this Register regularly &t ake appropriate action on the suggestions and complaints
- This register itself should contain a column for "Action Taken".
- This Register will also be placed in the meetings of SMC and the meeting of PRI/ULBs.
- **Parental involvement in children education is largely believed to lead** to improve learning

outcomes.

- The School Management and Development Committees are expected to co-exist with and leverage on the Parents Teachers Association. Under RTE 2009 & Samagra Shiksha, every school should have a Parents Teachers Association.

- The PTA should be held once a month & Register containing complaints & suggestions including action taken on the same should be placed before the SMDC in its meetings.

4. TRAININGOFSMDCMEMBERS

Proper training and capacity building of SMC/SMDC/CAMS members about their roles and responsibilities is extremely critical towards ensuring their active and effective participation in planning, plan preparation, monitoring and supervision of the school level activities. Samagra Shiksha framework provides for annual training of SMDC members though DIETs.

5. ROLE & RESPONSIBILITIES OF SMDC

SMDCs are expected to take necessary steps for overall growth & development of the school leading to conductive educational environment for academic excellence. An attempt has been made to detail the role & responsibilities envisaged for the SMDCs in the various chapters of Samagra Shiksha Framework:

- The SMDC will be responsible for all activities including planning, collection of data, implementation, monitoring, evaluation and taking corrective/remedial actions on all the components/interventions of the scheme-infrastructural as well as academic and others at the school level.

- The SMDC/CAMS shall prepare a school or complex level perspective Plan and Annual Plan.

- The SMDC/CAMS through various stakeholders should undertake extensive community mobilization to overcome barriers in children belonging to ST, SC, OBC, Educationally Backward Minorities at Secondary and Higher Secondary stage.

- SMDC/CAMS can conduct civil works including repair & maintenance for improvement of school facilities in accordance with laid down rules and procedures.

- The SMDC can certify the maintenance and repair work under taken in a school forwhich technical provisions need to be followed. The community's right to know the cost parameters has to be fully respected.

- The SMDC will maintain all relevant records for recurring as well as non-recurring expenditure. These records will be updated on a regular basis and placed before thecommitteeineverymeeting.Therecordsandprogressoneachcomponent/interventions of the scheme may also be placed in the meetings of the Panchayat/Urban local bodies.

- The SMDC will inspect the work sites and takes stock of progress of recurring and non-recurring expenditure under various components of the scheme, availability of required facilities and text

books, status of education including teachers attendance,studentsattendance,conductofteachersandstudents,qualityaspects,lawandorder situation in and around school premises, health condition of students, equityaspectslikeproblemsandcountersbygirls,SC/STs,childrenbelongingtoBPLfamiliesandeducation allybackwardminorities.

6. FINANCIALDOCUMENTSTOBEMAINTAINEDBYSMDCs

Since a number of interventions have to be carried out by SMDC a bank account of SMDC should be opened. A separate Cash Book , Bank PassBook, Procurement related documents should be maintained. All the financial transactions should be recorded in the cashbook.

- Monthly Bank Reconciliation should be done and signed statement should be maintained in are gister or as part of cashbook. A separate file should be maintained for vouchers properly linked to cash book and numbered.
- Stock Register and Fixed Asset Register should be maintained and updated by SMDC. Annual physical verification of these register should be carried out.

The school fund shall be subject to audit by internal/departmental officers at any time and the SMDC shall be responsible for submission of annual accounts at the end of each financial year without which no further grants shall be permissible.

7. **Role of DIET Principals**

To Facilitate Nodal Officers by providing teams for monitoring.

8. **Role of District Nodal Officers**

✓ To monitor the approved schools of their districts.
✓ To ensure that all schools have established SMDCs
✓ To check whether SMDC meetings and PTMs are being conducted in time in their districts.
✓ To keep record of such meetings on random basis.
✓ To publish the achievements on official social groups

Social audit

Social audit is the process of verification by the society to know about the gaps in process, quality, quantity and utility of the scheme being implemented for them against the laws, provisions and processes laid by the system and to analyse and review it publicly and improve its implementation. The objective of social audit is to ensure transparency and accountability in the system. It not only empowers the people but also gives the right to validate the system by increasing their participation.

The key advantages of Social audit is

1. Trains the community on participatory local planning.
2. Encourages local democracy.
3. Encourages community participation.
4. Benefits disadvantaged groups.
5. Promotes collective decision making and sharing responsibilities.
6. Develops human resources and social capital

They principles of Social Audit are

1. **Multi-Perspective**: Aim to reflect the views (voices) of all those people (stakeholders) involved with or affected by the organization/department/program.

2. **Comprehensive:** Aims to (eventually) report on all aspects of the organizations / program work and performance.

3. **Participatory:** Encourages participation of stakeholders and sharing of their values and views.

4. **Multidirectional:** Stakeholders share and give feedback on multiple aspects.

5. **Regular:** Aims to produce social accounts on a regular basis so that the concept and the practice become embedded in the culture of the program covering all the activities.

6. **Comparative:** Provides a means whereby a program or organization can compare its own performance each year and against appropriate external norms or benchmarks; and provide for comparisons to be made between programs/organizations doing similar work and reporting in a similar fashion.

7. **Verified:** Ensures that the social accounts are audited by a suitably experienced person or agency with no vested interest in the program implementation.

8. **Disclosed:** Ensures that the audited accounts are disclosed to stakeholders and the wider community in the interests of accountability and transparency.

Case Study-II

Setting up of Social Audit Coordination & Facilitation Unit (SACFU) by school or DIET/DEO/BEO conducting the Social audit of MDMs in a school. The schedule for conduct of social audits will be decided in consultation with the Department of School Education / nodal Department implementing MDMS;

Social Audit Process at school or Complex or Community level
a) Understanding the role played by the different functionaries involved in the scheme;
b) Verification of –
Regularity of serving meals.
The quality and quantity of food given to children.
The nutritional status of MDM being given to the children.
The regularity of the meals served Kitchen shed-the availability of the infrastructure such as kitchen-cum-stores and the utensils
Hygienic and safe cooking area and mode of cooking
Verification of quality, quantity and transportation of food grains
Verification of the stock and safe storage of food grains and other food items
Verification of Cooking cost and its availability & consumption of meals
 Verification of Cook-cum-helpers payment of honorarium and their appointment

Actual monthly expenditure (NGO, SHG as the case may be
Availability of potable water, toilets, soaps for hand wash, plates, clean dining area
Health records including distribution of medical and health cards
Cross verification of official records with primary data at the community and school level
Verification of the record for tasting of the meal by atleast one teacher
Social inclusion issues – sitting together and eating, ensuring no discrimination etc
Emergency medical plan
The attendance registers, beneficiary or MDM registers, financial registers etc.
Instances of corruption
Any grievances

9. CONCLUSION

Community mobilization and close involvement of community members in implementation of secondary education is extremely critical as it fosters 'bottom up approach' not only ineffective planning and implementation of interventions in the schools but also in effective monitoring, evaluation and ownership of the government programmes by the community. Active participation of the community also ensures transparency, accountability and helps in leveraging the cumulative knowledge of the community for better functioning of schools. Field level research has shown that school functioning has improved significantly in places where communities have been involved actively

Let's reflect how Community Mobilization can help in

1. **Ensuring the enrolment and attendance of all the children**

2. **Ensuring that children belonging to disadvantaged groups and weaker sections are not discriminated**

3. **Monitor that all not-enrolled and drop out children are facilitated to join the mainstream.**

4. **Monitor the identification, enrolment and participation of children with disability in school education**

5. **Maintenance of hygiene and Toilets in keeping with Swachh Bharat Swachh Vidyalaya initiative**

6. **Monitor that teachers are not burdened with non-academic duties**

7. **Ensure that teachers maintain regularity and punctuality**

8. **Ensure regular meetings with parents are conducted.**

9. **Ensure that the learning outcomes, mid-day ¨ meal details and swatchhta rating of the school are displayed in the school**

10. **To disseminate awareness about NAS among schools & society**

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Annexure-I

S. No.	Date	Time	Event	Official
1	18-02-2019	10:00 -10:15 am	Registration	
3		10:20-11:15am	Concept Note SMDC Training Module	SMDC Nodal Officer
6		11:15-11:30	Tea	Tea
7		11:30 – 1:15 pm	SMDC: Structure, Functioning & Financial Aspects	Expert
8		1:15-2:00	Lunch	Lunch
9		2:00 – 4:30 pm	Governance at School level in the Context of Kashmir	Expert
10	19-02-2019	10:00 -11:40 am	Importance of Community Mobilization & Social Auditing	Expert
11		11:40 – 11:50 am	Tea	
12		11:50- 1:40 Pm	Child Abuses & Role of Parent Teacher Association	Expert
13		1:40-2.10	Lunch	
14		2:10 -3:45 pm	Academic Leadership: Role of Heads	Expert
15		3:45-3:50 Pm	Tea will be served within Seminar hall	
16		3:50 – 4:00 pm	Reportuer Report	
17		4:00 – 4:30 pm	Valedictory Session	

Annexure-II (Post Training Monitoring)

S. No.	Date	Time	Event	Official
1	11-05-2019	10:00 - 10:15 am	Registration	
2		10:15-11:20 am	Discussions on HOT SPOTS found in Respective Schools during Inspection	SDMC District Committee
3		11:20-1:15am	SMDC Training Module SMDC: Structure, Functioning & Financial Aspects	SDMC Nodal Officer
4		1:45-2:45 pm	Institutional Planning	
5		2:45 – 3:30	Annual Pedagogical Plan /Academic Planner & Lesson Planning	Expert
17		3:30 – 4:00 pm	Debriefing & Valedictory Session	