
UNIT 12 INTERFACE BETWEEN SCHOOL AND COMMUNITY

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12.1 INTRODUCTION

The co-operation and companionship are the basic elements of success. These are in the core of the heart for moving ahead in life. Anything can happen smoothly if we do the things with collaboration and co-operation. The matter of school and community are exactly the same. Interface between school and community as well as school and neighborhood plays a vital role in developing each other. Community and neighborhood participation is an important component for making planning, administering and executing the whole schooling process. Same as community and neighborhood, school too plays a significant role in enriching, developing and preserving community heritage, culture and resources by developing capable future generation as per the needs and demands of community and neighborhood. Parents' involvement in school help in improving student's achievement, reduce absenteeism, dropout rate, build good rapport/trust among school and parents and restore parent's confidence in their children's education through becoming part of school.

Right to Education Act, 2009 envisages very clearly about the immense importance of a community in a schooling process. Therefore, the Act has shown us a path towards community involvement in a school organization for overall development

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process. For this, meaningful participation of all type of stakeholders like Panchayati Raj institutions, School Management Committees, Mahila mitra, Parent Teacher Associations etc. are defined in RTE Act, 2009. The Act made several provisions by defining them and giving certain fixed representation of the stakeholders for effective management. The community involvement brings a positive social change in bringing excluded people from weaker section of disadvantaged group from a community. The active role of community helps in making school developmental plan, supervising the academic performances and monitoring the budget allocation, RTE Act tried to bring community and school put at one platform so that the school can be benefitted by solving locally arisen problems through local methodologies.

12.2 OBJECTIVES

After going through this Unit, you should be able to:

- explain the relationship of school and community;
- explain the relationship of school and neighborhood;
- identify the importance of parental involvement in school development;
- identify the role of community in school development;
- outline the significance of community in schooling process;
- discuss the RTE Act and its provisions about community participation; and
- analyse critically the community intervention in school.

12.3 SCHOOL AND COMMUNITY

School and community are closely associated with each other. The success of school and community depends upon the active involvement of both the school and community and works for each other for their own benefits, developments and smooth functioning. School community partnerships can be enhanced by sharing their resources and by involving each other in their development. Community plays an important role to improve schools, strengthen neighbourhood and it leads to a noticeable contribution in solving problems of school as well as society members. Here community members are a group of peoples who are interested in giving their services voluntarily to the schools for its development. It generally involves family/parents, local governments, neighborhood, business entity, NGOs, social workers, educationists, civic societies, and religious groups etc. Building such type of partnership and collaboration requires long term vision, strategic plan, creative leadership and new multifaceted roles for experts and professionals who work in schools and communities for the development.

- The school is a learning organization and it is a miniature form of any society. Community is a part of society itself. The community is a kind of cultural environment in which any specific culture inculcates. It is a socially constructed institution where learning experiences are consciously and intentionally designed. It is provided with the objective to achieve social aims in general, over a period of time. It is also called a sub system of our society. It should coordinate with the immediate environment of the community in which it is located.

In all type of community, the role of community affects greatly in monitoring, administering and planning in school management. Community participation is of in mainly two forms i.e. formal and informal.

When the Right to Education (RTE) Act 2009, brought education as fundamental right for each child, it becomes very important to make it as a right in practical ground. And it is possible only when all the stakeholders come under one roof to join their hands for overall development of a child. This is the formal forms of community involvement in which the mandatory composition of committees is mentioned in the Act as well as specific duties and rights of the committees. As per the provisions of RTE Act 2009, every school should have a School Management Committee (SMC).

The structure of these committees can be various forms like Panchayati Raj institutions, Vidyalaya management committees, village education committees (VEC), Parent Teacher association, village committees etc. These committees run in almost all the sates in one or other forms. But they try to ensure the implementations of provisions prescribed in the RTE Act, 2009.

Informal way of community participation in the development of child and school could be done by community members by rendering their volunteer service to education institutions. These services involve donations, educational and career fairs by entrepreneurs, campus employment forum, expert lecture, financial help, contribution to infrastructure development, etc.

12.4 SCHOOL AND NEIGHBOURHOOD

The immediate social environment of the child where he/she lives is called as the neighbourhood. The relationship between school and neighborhood is an important element in community building. The importance of this relationship is rooted in the value that has always been placed on education and the opportunities of self-improvement that come from an increase in knowledge which stems from education.

Like other civic institutions such as temples, churches, mosques, gurudwaras, theatres, community centers, etc. now schools have been also become central points of cities, villages, and towns. Now, schools are become representative of their community. These days' schools are adopted by community as its integral part and situated boldly in the center of community.

Neighborhood, have also been shown to play an important role in children's development. According to National Knowledge Commission (2009), ' there are various issues related to access, concepts, creation, application and services related to knowledge to build excellence in the education system to meet the challenges of the 21st century'. One of the solutions to this challenge lies in expanding the concept of common neighborhood schools. This will bring children from diverse social, economic and ethnic backgrounds together to help and achieve bigger desired objectives of integration, equity and quality. Neighborhood schools will require active participation of local community and parents to supervise, manage and monitor in order to overcome some of these barriers. The neighborhood promotes quality of life, community feeling, and well-being by providing facilities. Sharing of community resources or facilities with all the members of community can play an important role in the up gradation of community or neighborhood itself.

When a school is placed in a neighborhood, it will definitely affect its environment and social concerns. Neighborhood schools have a direct link with the quality of the neighborhood as well as on the learners' development process. Schools in neighborhood provides comfort, safety and harmony among learners. Neighborhood is also benefited by the schools by enriching its culture with the help of interface between school and neighborhood. It is clear from the above discussion that schools, families, communities and neighborhoods play a fundamental role in determining how children develop educationally.

Check Your Progress 12.1

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

1. What do you mean by a community?

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2. Explain the role of neighbourhood in reference to school.

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12.5 PARENTAL INVOLVEMENT IN SCHOOL

If school education is kept at the center of a circle then the most important component of its circumference must be parents who are directly affected by the whole schooling process. It is a hard fact that the main stakeholders are the only parents or care-givers in a school system. Both 'parent engagement' and 'parent involvement' in schools are important in development of school and schooling process of the children.

Parents Engagement

Parents and teachers both share a responsibility or working together to help their children to learn and to meet educational goals and achievements. It happens when teachers involve parents in school meetings, events, and parents volunteer their support at school, but sometimes it's up to the parents to involve themselves with their children's education. In it, teacher holds the role of a partner in providing academic support to parents in their children learning. In this way, they give their contribution for their child development as well as in school development. Parents make a commitment to prioritizing their child's educational goals and teachers should listen and provide a space for collaboration with parents.

Parents Involvement

While in parent involvement, parents participate in school events or activities, and teachers provide learning resources or information about their student's grades. In

it, teachers hold the main position and primary responsibility to set educational goals. Teacher works as an advisor not as a partner who guides parents through academic support for their child. Parent involvement in schools is the first step to parent engagement and, ultimately, parent partnership. When parent and teachers work mutually to create a blossoming classroom, the effect on their students become reflective.

Parents and children are the main stakeholders of an education system and it is they who bear the burden of the defective school system. They need to be given a chance and support to bring about a change in the education system. The school authorities should realize that they hold the powerful role to initiate the process of improving school system and reversing the decline in school system, through their constructive and collective efforts in this process. Parents as a community member can contribute in the following manner:

- Contribute in School Management Committee through giving their valuable suggestion and in implementation of the same.
- Help in preparing an effective School Development and implementation of the same.
- Play as a role of bridge between the school and community, different level authorities by representing the school at various platforms.
- Volunteering their services to schools such as spend quality time with children and teach them variety of skills in schools.
- Volunteer their services as a support teacher when teacher is not available at school.

The Right to Education Act, 2009 underlined the role of parents in schooling process by envisaging involvement of community participation in school. The composition outlined in this Act clearly mentioned the highest percentage (75%) of parent's involvement in community participation in school development. Formally this kind of concepts are capitulated by the RTE Act, 2009 but there is an idea of parental involvement in schools since the beginning of the notion of schools in formal or informal way. The involvement of parents in schools can be defined as the participation by the parents in school events and activities in all form either in scholastic or co-scholastic. The socio-emotional changes in student's behavior occur when the parents involve actively in school's activities and coordinate with the teachers. Research studies have been already proven the immense impact of parents' involvement in their wards education and many more like:

- Children able to adapt well to school and school environment.
- They attend school more seriously and regularly.
- They consistent in doing their homework and assignment.
- Improvement in achievement level as well as grades.
- Gain better social skills.
- Less chance of drop-out from school.
- Have improved behavior.

- Have better understanding and relationship with their parents.
- Have higher self-esteem.

12.5.1 Effectiveness of Parental Involvement in Schooling Process

Effectiveness can be understood very easily when we come to know the fact that a teacher can be motivated by parent's appreciation and respect. When a parent's whole life (wards) is at stake how can anyone deny this realm that they should associate with the schooling process. A parent can affect a school in the following ways positively:

- The cooperation given by parents is an influencing factor to determine school's academic achievement. They can give innovative ideas and suggestions in making school development plan.
- They supervise the student's performance time-to-time through parent-teacher meetings held regularly by schools or anytime whenever it is required.
- Their motivations and encouraging attitude lead to a school teacher or administrator in a positive direction.
- Their own ward develops a kind of sense of responsibility towards his/her academic performance as well as school environment.

The ongoing research has shown us that the parents' involvement gives a kind of security feelings in their wards and they do well in every area. But some time it is also found that too much interference by parents harasses students' academic and cultural freedom which is too necessary for a child schooling life. It is also seen sometimes that the care-givers become a learning resource as they can easily do lots of arrangement like water supply or raising funds for a school program. They easily may become a type of bridge between the schools and other stake holders. The parents especially mother's influence can be helpful in some sensitive areas like using sanitary napkins for health and hygiene, dealing adolescence behavior, health & hygiene and gender sensitization among their wards.

The development of a child cannot be done only by teachers or school or parents only. They have to associate and join their hands together. There is not always a win-win situation that parents always support and assist schooling process but even though their critics make a school aware towards tiny things which may be ignorable by school planners but not by parents as they are more sensitive towards their wards than schools staffs.

Check Your Progress 12.2

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

3. How does parents involve in schooling process?

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4. Differentiate between parental involvement and parental engagement.

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12.6 ROLE OF COMMUNITY IN SCHOOL DEVELOPMENT AND SCHOOLING PROCESS

Schools, parents, and the community should work together for the school development and schooling process. This initiative will definitely promote the health, well-being, and learning of all students. When schools are interested in involving parents and engage community resources for the betterment of school then, they are able to respond effectively to the needs of students. ‘Family and community’ involvements promote partnerships with ‘school and society’. The result of this partnership is sharing and maximizing resources which help children in developing healthy behavior and relationship with others.

The role of community in school development can be categorized the following:

- Community as a resource
- Community as a pressure group
- Community as a monitoring body
- Community as an evaluator
- Community as a part of school family not a separate entity from school
- Community as a bridge

The community has a significant importance in a country like India where there is diverse culture and ethnicity. In such situation without involving the community either in formal or informal, the school can’t function in a proper and smooth way. Community has formal and informal power to participate school development plan and academic achievement for their students. Role of community in the development of the schools are as follows:

- The contribution of a community can be seen explicitly when school can’t handle drop-out cases for greater enrollment. In such cases these committees find out such students from their own locality and convince them to come to school.
- They can observe the classroom and give feedback along with some positive objections.
- They treat themselves as a pressure group so that some positive plans can be applied and some negative practices can be omitted.
- The community does not only raise the funds for some specific activities for schools but also, they monitor the budgets allocated for schools.

- The community connects as a bridge among districts, blocks, villages and schools for better decisions.
- The community not only involve in monitoring, administering and managing the schooling process but also, they can be an important asset for improving quality of education as an assessor, monitor, watchdog and facilitator like monitoring mid-day meal preparation, school maintenance, providing skill instruction and local culture information, etc.
- They may collaborate their ideas and efforts with SMC vision and this 'shared vision' helps the schools run effectively to a large extent.

The community can become a learning resource for subject enrichment as they have more practical knowledge in versatile area as one of their cases is described in the case study given below.

CASE STUDY

Community as a Learning Resource

In a school, a Mathematics teacher wanted to teach the quick calculations that can be done in shopping. S/he wanted to teach practically. So, she invited a vegetable seller just outside the school. The seller explained how he calculates orally and quickly the values like 1kg, 1/2kg, 1.25kg, and even 575 grams. He became teacher of teacher that day and student learned both enthusiastically and easily.

12.6.1 Community Participation in Schooling Process

The following themes can be categorized from the recommendations given in the RTE Act, 2009:

- Changes in policies
- Capacity building
- Reforming quality of education
- Linkages and networking
- Accountability and transparency

RTE Act, 2009 brought significant changes in policy like specific provisions of elected members of local bodies in constituting the various committees. These committees have to make an annual School Development Plan (SDP) for monitoring and managing the school functions. This plan mainly focuses on:

- School should be within the reach of the students (1km for primary and 3 km for secondary).
- All children should come to school from 6-14 years in the community.
- The school has enough and appropriate infrastructure consisting of classrooms, separate toilets for girls, mid-day meal preparation room etc.
- There should be enough teachers to meet the RTE Act, 2009 ratio of teacher and students as 1:30 and 1:35 at the lower and upper primary classes respectively.

- The committees monitor the training given to teachers regularly so that their capacity building can be done.
- The committees may raise fund for school functions and also check the budgets.
- Mainly these committees have to supervise them as a pressure group. They may act as resourceful entity in linking the bridge between all stakeholders and school components. Drop-outs cases are very much dealt by these committees as they could only know about the reason and location of drop-outs. Mainly they could help the school in providing local solutions to locally arisen problems.

12.6.2 Initiatives taken by the States for Community Involvement

Almost every state has accepted the importance of the community involvement and they have taken initiatives, some examples are given below:

Andhra Pradesh: Bal Mitra Kendra is organised by community to assist girl's education.

Gujrat: Sakhi, Sahyogini and Anganwadi bring community come closer to various school programmes.

Madhya Pradesh: To ensure quality education, village education register is maintained.

Check Your Progress 12.3

- Note:** a) Write your answer in the space given below.
b) Compare your answers with the ones that are given at the end of the Unit.

5. How does community participation bring changes in school development?

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6. Give two examples of community involvement for schooling process

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12.7 RIGHT TO EDUCATION ACT, 2009 IN THE CONTEXT OF BRINGING SCHOOL AND COMMUNITY TOGETHER

Education brings social change in every society over the times. Keeping this as an inevitable fact in mind, our policy makers and educators brought reforms in school education by bringing school and community together under the special

laws and provisions as recommended in RTE Act, 2009. When RTE Act, 2009 came into as a law for envisaging the education as a fundamental right, the specific provisions through section 21 in which the idea about school and community collaboration outlined and enforced. This section talks about community's active involvement in school and schooling process both in formal and informal way. RTE Act 2009, brings community and school together through various committees like parent teacher association, School Management Committees, etc. Almost all states have formed such committees to bring reforms in academic, planning and managing the schooling process.

12.7.1 Right to Education Act, 2009 and Community

During the British rule in India, Education had been restricted only to a limited segment of society and despite the execution of much legislation, advocating compulsory education for the people no significant progress was achieved as a result. After independence, Article 45 was enshrined in the constitution of India that Stated, 'the state shall endeavour to provide within a period of 10 years from the commencement of the Constitution, free and compulsory education to all children until they complete the age of 14 years'. India kept struggling to ensure universalization of elementary education (UEE) and the first major document that reflected Government's will and determination towards achieving the goal of elementary education came in the form of National Policy on Education (NPE), 1968. Finally, in the 86th Amendment of the Constitution of India paved the way in achieving the goal of making education as a fundamental right but with a rider that the manner of enjoying this right would be decided by follow up legislation consequent to the present one. The 'Right of Children to Free and Compulsory Education Act- 2009' came into implementation on 1st April, 2010 as an outcome of a legislation passed by the Indian Parliament in the month of August 2009, the follow up legislation as mentioned in the 86th Amendment, 2002. Rules and guidelines were formulated by the central government to help the states in implementation of RTE act 2009.

The formation of School Management Committee (SMC) for every school is one of the important structures made in the RTE Act, 2009 under section 21 and construction of School Development Plan (SDP) under section 22 with many important functions assigned to them. The committee includes parents, teachers, local authority, and representatives' civil society as community members which will utilize the wider, local community and bring them together for the holistic betterment of their local school. The Act envisages the role of community in the planning, managing and administering the school and schooling process by establishing various forms of community-based institutions like school management committees, gram panchayat committees or parent teacher association etc. 'In essence, the Act hands over the management of the school to the people with the highest stake in their success and are thus best to manage them, with the aim to instil the spirit of ownership. Some of the functions of the SMCs include- preparation of School Development Plans (SDPs), school monitoring and overseeing the utilisation of school grants. In addition, they are also the first-point of contact for any kind of grievances that may emerge at the local level'. The uniqueness of such a structure is that this makes the states legally bound and provisions apply uniformly to all Indian states. Here we are going to discuss School management committee and School development plan where the community plays an important role in quality education, school development and schooling process.

12.7.2 School Management Committee (SMC)

School Management Committee is an important component in RTE Act-2009 and has a vital role in actualizing the goals of RTE. It has incredible potential to renovate the present system of education, including teachers and parents. Consistency of positive actions by SMC will change the dynamics and solutions will begin to take shape, first and focal levels and then at the larger systematic levels.

As per RTE Act 2009, in every school whether it is government, government-aided and special category schools there will be a SMC. While private schools are already mandated to have such types of committees on the basis of their trust/society registrations, they are not covered by Section 21A.

12.7.2.1 Basic Structure of SMC

As per the RTE Act, the nature of SMC should be heterogeneous. The representation of local authorities, women, guardians, subject specific teachers and other dignitaries should be the member of the SMC.

As per the RTE Act, the SMC composition is as follows:

- The size of SMC is not clearly specified but it should be of a manageable size. Rajasthan state defined, the number of members shall have 15 and accordingly in Maharashtra it is between 12 and 16.
- 75% (3/4th) members should be parents or guardian of the children studying in that school.
- 25% (1/4th) members should be from the school itself, may be subject specific teachers, local authorities and other dignitaries.
- 50% of women representation is compulsory.
- Representation of weaker section should be proportionate.
- Gap between two meetings should not be more than 2 months and minimum six meetings are compulsory in an academic year.
- Minutes of meetings should be recorded properly.

As an example, the SMC composition of the State Delhi is as follows:

Table 12.1 SMC Composition in Delhi

S.N.	Member	Status in the committee	No. of members
1.	Parents or Guardians of students	Members/Vice-chairperson	Twelve (3/4 th or 75%)
2.	School Principal	Member/Ex-Officio Chairperson	One
3.	Elected representative of the local authority	Member	One
4.	Subject specific teachers of the school	Member/Convener	One
5.	Educationist/ Social worker of locality	Member	One

(Source: SCERT, 2019)

Activity 1

As discussed above about the structure of SMC in schools observe the SMC structure in the schools of your State and present.

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12.7.2.2 Key Functions of SMC

Some of the key functions of the School Management Committees recommended by Right to Education Act, 2009 are as follows:

- The main function of SMC is to prepare School Development Plan (SDP) as per the RTE Act guidelines/ norms under Section 22.
- Participate and monitor in managing the school and for its development.
- Help in supervising and implementing SDP.
- Supervision and monitoring of financial, academic and other co-curricular activities in the school.
- Through social audit ensure accountability and transparency in the system.
- Keeping proper accounts of available funds along with allocation, distribution and utilization with the 'Gram Sabha'.
- Generate and maintain educational database.
- Supporting and monitoring academic progress of the children.
- Coordinate between schools and society with available community resources of the society.

12.7.3 School Development Plan

The School Management Committee is responsible to construct or form School Development Plans. Committee members have major responsibility to monitor the utilization of government grants and funds along with whole school environment. The School Development Plan should be prepared at least three months before the end of the financial year. The main aim of preparing School Development Plan is to identify and review the strength and weaknesses of the school. It shall include the following details:

- Estimation of class wise enrolment for each year.
- As per estimated enrolment of students, required number of additional teachers (subject and grade wise) including part time teachers.
- Estimation of additional infrastructure and equipments.
- Additional financial requirements.
- Required additional support and training for teachers and students.

- The pan should be signed by chairperson and vice chairperson of the SMC.
- It should be submitted to the appropriate authority before the end of the financial year.

12.7.3.1 Construction of School Development Plan

For construction of School Development Plan, the members have the following responsibility:

- To identify the available resources in the school or community.
- To Align components of school development plan and expressing quantifiable targets for next 2 years based on consultative process.
- To quantify the classrooms, toilets, school boundary, furniture, first aid, drinking water, garden, teaching and learning material, school uniform, text books, library books, aids and appliances for differently-able children, mid-day meal requirements, etc.
- To get an idea about the training programmes related to students and teachers for their further development.
- To address the community mobilization for never enrolled children, drop-outs, learning level of the students, etc.
- To finalize the monitoring and review of the school development plan.
- To prioritize action and the implementation of the development plan.

SMCs in schools are getting integrated with community and promotes community participation as per RTE, but complete integration remains far fetched as the same requires not only knowing the provisions but also in conceptualising them. For efficient implementation of physical parameters of RTE like developing infrastructure, fund allocation, attendance of teachers and students, Mid-day-meal, etc., the members are required to be aware with them. However, there is a ready need of understanding the concept behind such provisions.

Many a time, this has been observed that the members of the SMC are not aware about their roles and duties to work in the SMC. They need to be oriented properly before performing their duties. In this regard, the schools and both the Block Resource Centres and Cluster Resource Centres are having important role to empower the members to act actively in the SMC.

Check Your Progress 12.4

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

7. Highlight some provisions of RTE Act on formation of School Management Committees.

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8. Discuss in brief the composition of School Management Committees.

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12.8 LET US SUM UP

The recapitulation of the Unit is as follows:

1. Community and neighborhood participation is an important component for planning, administering and executing the whole schooling process.
2. “School is a miniature form of society”, the famous educationist John Dewey’s statement clearly indicates school is a learning organization in which we grow exactly the same way as we do in a society.
3. Community helps in making school developmental plan, supervising the academic performances and monitoring the budget allocation of the schools. RTE Act, 2009 tried to bring community and school put at one platform so that the school can be benefitted by solving locally arisen problems through local management.
4. The relationship between schools and neighborhoods is an important element in community building.
5. Parent engagement is the process in which parents and teachers sharing a responsibility to help their children to learn better, to meet educational goals and to improve academic achievement.
6. In parent’s engagement, teachers involve parents as a partner in school meetings or events.
7. In the process of parental involvement, parents participate in school events or activities.
8. Teachers hold the primary responsibility to set educational goals and as an advisor not as a partner who guides parents through academic support for their child.
9. The contribution of a community can be seen explicitly when school can’t handle drop-out cases for greater enrollment. In such cases, these committees find out such students from their own locality and convince them to come to school better than school staff.
10. The community not only involve in monitoring, administering and managing the schooling process but also to improve quality of education as an assessor, monitor, watchdog and facilitator like monitoring mid-day-meal preparation, school maintenance, providing skill instruction and local culture information, etc.
11. The formation of School Management Committee (SMC) for every school is one of the important recommendations made in the Right to Education Act, 2009 under section 21A and construction of School Development Plan (SDP) and many other responsibilities.

12. SMC comprising of 75% of parents of students among them 50% should be women; Rest of 25% i.e. 1/4th members should be from school teachers, local authorities' members and students.

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12.10 ANSWERS TO CHECK YOUR PROGRESS

1. Community is a kind of cultural environment where people live with certain common ideologies, values and togetherness.
2. Neighbourhood is an important part of school as both the school and neighbourhood are responsible for each other's development. Neighbourhood provides all sorts of supports for the development of the schools.
3. Parents are the important stakeholder of school system. Parents participate in every development of schools and better parental interaction with school system creates a conducive environment in the schools and that is directly helping the education of their child.
4. **Parent Engagement:** In it parents and teachers both share a responsibility to help their children to learn and to meet educational goals and achievements. It happens when teachers involve parents in school meetings, events, and parents volunteer their support at school. In it, teacher holds the role of a partner in providing academic support to parents in their children learning.

Parents Involvement: While in parental involvement, parents participate in school events or activities, and teachers provide learning resources or information about their student's grades. In it teachers holds the main position and primary responsibility to set educational goals. Teacher works as an advisor not as a partner who guides parents through academic support for their child.

5. Without community, school has no existence. It is therefore, school is called as a miniature of the society. Community helps in developing schools in terms of school infrastructure and human resources, finance, academic and other activities of the schools.
6. Capacity building of the school and providing quality facilities in schools.
7. The formation of School Management Committee (SMC) for every school is one of the important recommendations made in the Right to Education Act, 2009 under section 21A, and the responsibility of SMC is to develop School Development Plan and to monitor its implementation.
8. SMC comprising of 75% of parents of students, among them 50% should be women; Rest of 25%, 1/4th members should be from school teachers, local authorities' members and students.

