



शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
MINISTRY OF EDUCATION
Department of School Education & Literacy



समग्र शिक्षा
Samagra Shiksha

GUIDELINES FOR SCHOOL MANAGEMENT COMMITTEES (SMCs)



Department of School Education and Literacy,
Ministry of Education, Government of India
(May 2026)

April 2026
Chaitra 1948

PD 1H BS

© ***National Council of Educational Research and Training, 2026***

Published at the Publication Division, by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi – 110 016 and printed at Narain Printers & Binders, D-177-178, Sector-63, Noida (U.P.) 201 301



शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
MINISTRY OF EDUCATION
Department of School Education & Literacy



समग्र शिक्षा
Samagra Shiksha

GUIDELINES FOR SCHOOL MANAGEMENT COMMITTEES (SMCs)

Department of School Education and Literacy,
Ministry of Education, Government of India
(May 2026)

धर्मेन्द्र प्रधान
ଧର୍ମେନ୍ଦ୍ର ପ୍ରଧାନ
Dharmendra Pradhan



शिक्षा मंत्री
भारत सरकार
Minister of Education
Government of India



MESSAGE

I am happy to know that the Department of School Education and Literacy, Ministry of Education is bringing out a comprehensive School Management Committee (SMC) Guidelines, 2026 to delineate the roles and responsibilities of SMC in promoting inclusive education, supporting participatory school development planning, and strengthening collaboration between schools, parents, local authorities, other departments & community.

The National Education Policy (NEP) - 2020 recognizes education as a shared responsibility of the government, schools, parents, and the community. NEP-2020 highlights that meaningful parental and community engagement is essential for improving student learning, well-being, and school accountability—especially for children from disadvantaged and under-represented sections. Empowered and well-functioning SMCs, I strongly believe, will go a long way in building inclusive, supportive, and effective learning environments.

The vision of Hon'ble Prime Minister for Viksit Bharat @ 2047 places education at the heart of nation-building and people's participation at the core of governance. A strong, inclusive, and self-reliant India can be built only when every child receives quality education and when communities actively participate in shaping the future of their schools.

In this context, SMCs play a crucial role in strengthening school education at the grassroots. By bringing together parents, teachers, and community members, SMCs support schools in improving learning outcomes, ensuring accountability, and promoting equity. Their involvement in school planning and decision-making helps schools respond better to local needs and creates a strong sense of ownership and trust within the community.

The journey towards Viksit Bharat @ 2047 depends on nurturing capable, confident, and responsible citizens. Strong schools, supported by active and empowered SMCs, are fundamental to achieving this national goal. By strengthening school governance at the grassroots, we are laying a firm foundation for the future of our children and the future of India.

I am confident that these Guidelines will provide a strong and future-ready framework for effective school governance across the country and contribute significantly to ensuring quality, equitable, and holistic education for every child.


(Dharmendra Pradhan)

सबको शिक्षा, अच्छी शिक्षा

Room No - 21107, 1st Floor, Office of Hon'ble Education Minister, Gate number 04, Kartavya Bhawan-2, New Delhi-110001

E-mail : minister.sm@gov.in

जयन्त चौधरी
JAYANT CHAUDHARY



कौशल विकास और उद्यमशीलता
राज्य मंत्री (स्वतंत्र प्रभार) एवं
शिक्षा राज्य मंत्री
भारत सरकार

Minister of State (Independent Charge) for
Skill Development and Entrepreneurship
and Minister of State for Education
Government of India



Message

Education lies at the heart of national development, and community participation is its most powerful driving force. Building an inclusive and future-ready nation requires that our schools be deeply rooted in, and actively supported by, the communities they serve.

The National Education Policy (NEP) 2020 envisions schools as vibrant institutions where parents, teachers, and local stakeholders collaborate to ensure holistic development, improved learning outcomes, and the well-being of every child. Central to this vision are School Management Committees (SMCs) which form the grassroots platforms for community participation, shared responsibility, and collective action.

The School Management Committee Guidelines, 2026 strengthen this framework by clearly defining roles and responsibilities, promoting inclusive and gender-balanced representation, and enhancing capacity-building. These Guidelines empower SMCs to contribute meaningfully to school governance and student outcomes.

When communities take ownership of their schools, children benefit the most. Empowered SMCs will foster a culture of partnership, trust, and shared commitment to every child's success, and advance the goals of NEP 2020 toward quality, equitable, and holistic education for all.


(Jayant Chaudhary)

संजय कुमार, भा.प्र.से
सचिव

Sanjay Kumar, IAS
Secretary



स्कूल शिक्षा और साक्षरता विभाग
शिक्षा मंत्रालय
भारत सरकार
Department of School Education & Literacy
Ministry of Education
Government of India



Message

Education is a shared societal responsibility, as envisioned in the **National Education Policy (NEP) 2020**, which places strong emphasis on decentralized governance, community participation, and active community engagement in school education. NEP 2020 recognizes that school's function best when they are closely connected with their communities and when local stakeholders collectively contribute to the growth and development of every child.

In this context, **School Management Committees (SMCs)** play a vital role in strengthening local school governance. As statutory bodies at the school level, SMCs serve as an important platform for parents, teachers, and community members to work together to support schools. Their active involvement is essential for effective school planning, better utilization of resources, improved learning outcomes, and the overall well-being of students. Strong and functional SMCs help ensure that schools are inclusive, accountable, and responsive to local needs.

Empowered SMCs are central to fostering a supportive learning environment, promoting equity, and ensuring that the voices of parents and communities—especially from disadvantaged sections—are meaningfully reflected in school decision-making. In addition, they bring in accountability & transparency.

The **School Management Committee Guidelines, 2026** have been developed to translate this vision into practice. These Guidelines aim to strengthen grassroots governance by clarifying responsibilities, encouraging participatory school development planning, and promoting collaboration between schools, families, local authorities, and the wider community. The guidelines have been developed after stakeholder consultations & considering all rules, previous guidelines of SSA, RMSA & Samagra Shiksha and supersede all earlier guidelines on this issue.

As India moves forward on the path towards **Viksit Bharat @2047**, the role of strong community institutions becomes even more critical. Quality school education, supported by active and empowered SMCs, will be key to nurturing informed, skilled, and responsible citizens.

I am confident that these Guidelines will support States and schools in building effective and participatory SMCs, thereby contributing meaningfully to improved learning outcomes, student well-being, and the long-term vision of a developed India.


(Sanjay Kumar)

Room No - 21102, 1st floor, Office of Secretary DoSEL, Gate number 04, Kartavya Bhawan-2, New Delhi-110001

E-mail : secy.sel@nic.in

Preface

School education forms the foundation of an equitable, inclusive, and progressive society. The quality of schooling is deeply influenced not only by policies and resources but also by the extent to which communities are meaningfully engaged in the life of schools. Recognizing this education reforms have consistently emphasized decentralized governance, community participation, and shared accountability for children's learning and well-being. School Management Committees (SMCs) represent the most critical institutional mechanism at the grassroots for translating this vision into practice.

The **National Education Policy (NEP) 2020** places strong emphasis on decentralised governance and the active involvement of parents, local communities, alumni, and other stakeholders in school education, recognising schools as vibrant centres of learning that are closely embedded within their communities. NEP 2020 underscores the importance of shared responsibility, community ownership, and participatory decision-making to improve learning outcomes, inclusion, and overall school functioning. While provisions related to School Management Committees (SMCs) exist under the Samagra Shiksha framework and Right of Children to Free and Compulsory Education (RTE) Act, 2009, there has been a felt need for a comprehensive, unified, and updated national framework that clearly articulates the structure, functioning, and full potential of SMCs in the contemporary educational context. Accordingly, these National Guidelines for School Management Committees have been developed to serve as the **consolidated national guidance focused on SMCs**, applicable across all levels of school education.

These Guidelines in supersession of all earlier guidelines on the subject aim to strengthen SMCs as vibrant platforms of participatory governance by clearly outlining their **composition, constitution, tenure, election processes, roles & responsibilities**, capacity building of SMC Members seeking CSR support etc. They provide detailed guidance on academic oversight, school planning through the School Development Plan (SDP), financial management, social audit, safety and well-being of children, promotion of inclusive and equitable learning and convergence & coordination with Line Departments in a whole -of-government approach. Special emphasis has been placed on the role of SMCs in ensuring enrolment, retention, and mainstreaming of Out-of-School Children (OoSC) and dropouts, supporting children from socio-economically disadvantaged groups, and fostering foundational literacy and numeracy. All of these collectively should result in desired Learning Outcomes for the students who will be taking forward the vision of Viksit Bharat @2047.

These Guidelines are intended to serve as a reference framework for States and Union Territories to harmonize their rules and procedures while responding to local contexts. Ultimately, they seek to empower communities to take collective responsibility for schools, ensuring that every child learns, thrives, and completes quality education in a safe, inclusive, and nurturing environment.



(Archana Sharma Awasthi)
Additional Secretary, DoSEL
Ministry of Education

Table of Contents

1. Introduction	1
2. School Management Committee (SMC)	1
2.1 Norms for Selection of SMC members	2
2.2 Composition of SMC	3
2.3 Roles and Responsibilities of Member-Secretary	3
2.4 Tenure	4
2.5 Election process of Parent/Guardian Members of the SMC	4
2.6 Sub-Committees of SMC	5
3. Roles and Responsibilities or Functions of SMC	6
4. School Development Plan (SDP)	12
5. Meetings and Procedures	14
6. Capacity Building and Training	14
7. Financial Management and Social Audit	15
8. Leveraging Resources through Convergence with Ministries/Departments	16
9. Monitoring and Support to SMCs	19
10. Conclusion	19
Annexures	21

1. Introduction

1.1 Community mobilization and participation is the process of engaging communities to identify their priorities, resources, needs, and solutions in ways that promote representative participation, good governance, accountability, and peaceful change. In the context of education, community mobilization and the close involvement of community members are extremely critical. This approach fosters a bottom-up process, enabling effective planning, implementation, monitoring, evaluation, and ownership of government programs by the community. Active community participation ensures transparency, accountability, and the use of collective community knowledge for the better functioning of schools. Through effective decentralization, it ensures community ownership of school-based interventions, strengthens governance structures, and supports sustainable educational development.

1.2 **National Education Policy (NEP), 2020** emphasizes the active involvement of local communities, alumni, and senior citizens for enhancing learning in schools by encouraging them to volunteer in various activities such as tutoring, literacy drives, mentoring, teaching support and guidance etc. (para 3.7). As guided by the NEP 2020, schools should grow as vibrant centers where learning and community come together. When parents, teachers, and local people take part in school activities, they help create an atmosphere of care, inclusion, and pride. Every school can become a place that not only teaches children but also brings the whole community together.

1.3 **The Samagra Shiksha 2.0** framework (issued on 12th October, 2022) in 'Chapter 13: Community Mobilization' details the composition, functioning etc. of the School Management Committee (SMC) which is the committee at ground level that plays an active role in the implementation of Samagra Shiksha Scheme and other initiatives of the School Education Department.

1.4 **Right of Children to Free and Compulsory Education (RTE) Act, 2009** under Chapter IV: Responsibilities of Schools and Teachers, **Section (21)** details about composition and functions of SMC in schools.

2. School Management Committee (SMC)

To strengthen community participation in school education, NEP 2020, Samagra Shiksha Scheme and RTE Act, 2009 place significant emphasis on the formation of SMCs as a vital element of decentralized governance. As a cornerstone of community mobilization, the SMC strengthens decentralized school governance and empowers communities to actively participate in shaping and improving school education. **Keeping in view, the provisions of NEP, 2020, Samagra Shiksha Scheme, RTE Act, 2009 and earlier guidelines of MoE (erstwhile Ministry of Human Resource**

Development (MHRD)) in Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), etc., following guidelines regarding SMCs are being issued. These guidelines are in supersession of earlier guidelines and instructions.

These guidelines shall serve as a reference framework for States/ Union Territories (UTs) to strengthen school-level governance mechanisms and to harmonize local rules and procedures with the national vision for inclusive, participatory, and accountable education.

- ◆ Every School should constitute a SMC, **within one month** of starting of the academic year.
- ◆ **States and UTs are advised to have SMC in every school including secondary schools (upto Grade 12) in place of School Management Development Committee (SMDC).**
- ◆ It will include officials, parents/guardians of students, representative of local authorities¹, academicians, subject experts, alumni of the school and representatives of disadvantaged groups.
- ◆ The number of members of the committee may be decided based on the enrolment of the children:

Enrolment Range	Approx. No. of Members
Up to 100 students	12–15 members
100–500 students	15–20 members
Above 500 students	20–25 members

2.1 Norms for Selection of SMC members

- i. **Seventy five per cent (75%)** of the strength of the SMC shall be from amongst parents or guardians of children.
- ii. The remaining **twenty five per cent (25%)** of the strength of the SMC shall be from amongst the following persons:
 - (a) one third (1/3) members from amongst the elected members of the local authority, to be decided by the local authority;
 - (b) one third (1/3) members from amongst teachers from the school, to be decided by the teachers of the school;
 - (c) remaining one-third (1/3) of the members shall be selected from among local educationists, subject experts, academicians, senior students, alumni of the school, and frontline community workers such as Anganwadi Workers (AWWs), Accredited Social Health Activist (ASHA) and Auxiliary Nurse Midwife (ANM) serving the neighborhood areas of the school. These members will be chosen by the parent representatives of the Committee.

¹ “Local authority” means a Municipal Corporation or Municipal Council or Zila Parishad or Nagar Panchayat or Panchayat, by whatever name called, and includes such other authority or body having administrative control over the school or empowered by or under any law for the time being in force to function as a local authority in any city, town or village;

Note:

- ◆ **Fifty per cent (50%)** of the strength of the SMC shall be women.
- ◆ Proportionate representation shall be given to the parents or guardians of children belonging to **Socio Economically Disadvantaged Groups (SEDGs) i.e. SC/ST/OBC etc. and Children with Special Need (CwSN).**

2.2 Composition of SMC

Each SMC shall consist of the following members:

1.	Elected Member from Parents/Guardian	Chairperson
2.	Elected Member from Parents/Guardian	Vice Chairperson
3.	Parents/Guardian from all grades of children studying in school	Member
4.	Elected members of the local authority	Member
5.	Teachers from the school	Member
6.	Local educationists/Subject Experts/academicians/senior students/alumni of the school/AWW/ASHA/ANM	Member
7.	Principal/Head Master/School In-charge	Member-Secretary

2.3 Roles and Responsibilities of Member-Secretary

Duties of Member-Secretary are as under:

- i. To ensure the **constitution of SMC within one month** of starting of the academic year.
- ii. To organize timely **Annual General body meeting** for selection of members through election among Parents/Guardian of children studying in schools. (It may be ensured that 50% of the parents/guardians are present during election)
- iii. To display the complete details of newly formed SMC members at prominent places in school buildings within one week of formation. Details of Parents/Members should include Name, Designation, Contact Number, Email Id etc. In case of Parent/Guardian, details of Child Name and his/her Class should also be mentioned with the name of Parent/Guardian.
- iv. To conduct SMC meetings at-least **once a month.**
- v. To ensure the quorum of the SMC (minimum 50%) during the meeting.
- vi. To prepare **agenda items** to be discussed in the SMC meetings.
- vii. To maintain a register as per norms for recording of SMC details, information related to meeting notices, members present in the meeting, agenda and minutes of the meeting etc.

- viii. To record **minutes and decisions** of the meeting properly and make available to all the members of the committee and public.
- ix. To ensure **capacity building training** of SMC members within one month of the constitution of SMC. Further as per the requirement training/workshops for SMC members may be organized on a periodic basis.
- x. To display the **School Report Card** available at Unified District Information System for Education Plus (UDISE+) portal at prominent places in school and make it available to the SMC members in the first meeting.
- xi. To ensure compliance of orders/directions issued by District/Block level officers regarding SMC meetings, composition, election for selection of members from parents/guardians, inclusion of nominated members in SMC etc.
- xii. To carry out any other responsibility assigned by the Head of School or District Education Officer or any higher authority.

2.4 Tenure

The term of the members of the SMC shall be for two years. The SMC may continue beyond the term of two years till the new committee has been reconstituted. The process of constitution of the new committee should preferably be started before the completion of the tenure of SMC so that there is no discontinuity of SMC. **A member can be re-nominated for another term but a member cannot remain in office for more than two consecutive terms except member-secretary.**

- i. Tenure of SMC members shall be terminated in following conditions:
 - (a) If the child of the Parent/Guardian member leaves the school.
 - (b) Detention/Conviction of a member whether on a criminal charge or otherwise.
 - (c) Migration of the member from the block/district.
 - (d) Sudden Death of member.
 - (e) If a member is absent in four consecutive meetings without any information.
- ii. Any casual vacancy created due to any of the reasons stated in point (I), shall be filled as per the procedure prescribed by the implementing authority/State Government.

2.5 Election process of Parent/Guardian Members of the SMC

The election of parent or guardian members of the SMC shall be conducted in a democratic, transparent, and inclusive manner to ensure meaningful community participation in school governance. States/UTs may prescribe their own detailed procedure for election and nomination of SMC members in accordance with their respective rules or order. The election procedure detailed below is indicative:

- i. At the start of the academic year, the head of the school shall initiate the election process by issuing a notice to all parents and guardians of enrolled children, clearly outlining the schedule and procedure for conducting elections in accordance with the norms prescribed by the respective State or Union Territory.
- ii. Only one parent or guardian of each enrolled child (whose name is already registered in the admission form) shall be eligible to participate in the election.
- iii. Parents or guardians may nominate themselves or other eligible and willing parents/guardians from within the school community. Adequate representation of SEDGs and parents of CwSN, including 50% representation of women, and representation across all classes within the school should be ensured.
- iv. In cases where the number of candidates exceeds the prescribed number of seats, the election shall be conducted through voting by raising hands or voice vote; however, in the event of any dispute or unresolved contention, voting by secret ballot may be adopted to ensure fairness.
- v. A minimum quorum of 50% of parents or guardians of enrolled children must be present at the time of voting.
- vi. The election process may be supervised by a designated education officer or authorized representative to maintain impartiality and transparency.
- vii. Upon completion of the process, the names of all elected parent or guardian members shall be officially recorded by the head of the institution.

After formation of SMC, the first meeting of the newly constituted committee may be held on the next working day or latest within one week. Chairperson and Vice-Chairperson shall be elected in the first meeting.

2.6 Sub-Committees of SMC

The Chairperson, Vice Chairperson and Member Secretary may constitute sub-committees among the members of SMC as per their requirement for effective functioning of SMC. The SMC may be assisted by two sub-committees as under:

- (a) **School Building Committee:** The School Building Committee may be made responsible for planning, estimation, management, monitoring, supervision, reporting, and maintenance of accounts relating to construction, renovation, repair and maintenance of school infrastructure. It may ensure safety, child-friendly and gender-responsive facilities, universal accessibility, compliance with prescribed financial and technical standards, while ensuring diligent monitoring for the timely execution of all civil works to create a safe, inclusive, and learner-friendly environment.

- (b) **Academic Committee:** The Academic Committee may be responsible for all academic activities including planning, management, monitoring, supervision, reporting, data collection for UDISE+, etc. It shall also ensure continuous improvement in the quality of education and equity by addressing socio-economic, gender, and disability-related barriers; monitoring teacher and student attendance; supporting guidance and counselling; tracking student achievement; promoting enrichment and developmental learning activities; and fostering the overall academic, social, and personality development of students and teachers. By anchoring these responsibilities, the committee serves as the primary custodian of student achievement and the overall academic health of the school eco system.

3. Roles and Responsibilities or Functions of SMC

The SMC plays a pivotal role in **ensuring effective school governance and enhancing the quality of education**. Its primary functions include monitoring the overall working of the school and overseeing the timely and effective implementation of educational schemes, including Samagra Shiksha, PM SHRI, and PM Poshan. The SMC is responsible for preparing and recommending a comprehensive School Development Plan (SDP) by identifying gaps in infrastructure, surveying existing facilities, and

addressing the specific needs of the school. The SMC will be responsible for mobilizing donations/contributions from CSRs to upgrade school infrastructure. It will also monitor the utilization of grants received from the appropriate Government, local authorities, or other sources, while promoting parental and community involvement to strengthen school-community linkages. By identifying the school needs and preparing actionable plans, the SMC fosters synergy between the school, community, and local authorities, creating an inclusive, safe, and well-resourced learning environment. Accordingly, the major areas of roles and responsibilities of SMC members may include:



By identifying the school needs and preparing actionable plans, the SMC fosters synergy between the school, community, and local authorities, creating an inclusive, safe, and well-resourced learning environment. Accordingly, the major areas of roles and responsibilities of SMC members may include:

- i. **Ensuring Enrollment, Retention, and Inclusive Learning Opportunities for All Children:** SMC members should ensure the enrollment and regular attendance of all children, with particular focus on those who belong to SEDGs and CwSN. It should also be

ensured that no child faces any discrimination or barrier in pursuing and completing school education. The SMC should also support the school in ensuring that there are no instances of harassment or abuse of any child in the school. Any such case should immediately be reported to concerned authorities. The SMC should also assist the school in identification of Children with Special Needs (CwSN) by using PRASHAST APP and other methods and support their inclusion in all activities.

- ii. **Enrolment drives for mainstreaming Drop-out and Out-of-School Children (OoSC):** Based on school records and community databases, SMC members should support identification of OoSC and dropout children, and make concerted efforts with school staff to mainstream them into age-appropriate classes. To facilitate this, the provisions of free and compulsory school education may be widely publicized through door-to-door campaigns, counselling of Parents and Children, local media, community radio, Gram Sabhas, and other community platforms. Every effort should be made to ensure that no child is left behind in accessing and completing school education. SMC may support schools in updating database of out of school children and children transitioning from pre-primary (Balvatika / Anganwadis) to Grade 1, Foundational to Preparatory (Grade 2 to Grade 3), Preparatory to Middle (Grade 5 to Grade 6) and Middle to secondary level (Grade 8 to Grade 9).
- iii. **Ensuring timely distribution of Student Entitlements:** SMC members should ensure timely delivery of free textbooks, uniforms, scholarships, stipend, and other such provisions to eligible students.
- iv. **Support in Parent Teacher Meetings (PTMs):** The SMC may fully support in organizing and conducting regular PTMs to share the performance of the students in school on academic and other activities sports, fitness, health, arts, conduct, behavior etc. PTMs are an effective way of including the parents/guardian in the educational journey of children.
- v. **Academic Planning and Support:** SMC members should ensure that schools follow the norms and standards set under Samagra Shiksha Scheme and NEP 2020. They should monitor that teachers attend school regularly, complete the syllabus on time, and meet parents to share their child's progress. The committee may support necessary actions to address teacher shortage and support teacher's engagement primarily in academic work.

SMC should support teachers in preparing the school calendar, observing classroom activities, and identifying learning gaps to strengthen teaching-learning processes and improve students' Learning Outcomes (LOs). The SMC should report a teacher's frequent absence to the concerned authorities so that continuity in

learning is not affected. To make learning more engaging, relevant, and connected to the community and enrich bagless days, SMCs should:

- **Facilitate organisation of community-based learning events** such as science fairs, heritage walks, or environmental drives to foster experiential learning.
 - **Support in promoting project-based learning** on community issues like water conservation, waste management, or sustainable farming, linking classroom knowledge to real-life challenges.
 - **Raise demands of skills in alignment** with local businesses and industries need with a view to integrate relevant skills and facilitate internships or apprenticeships for skill education, in line with NEP 2020 mandates.
- vi. **Support in achieving Foundational Literacy and Numeracy (FLN) goals:** The SMC shall further promote community and parental engagement to achieve the FLN goals under the NIPUN Bharat Mission², fostering collective accountability for quality education in every school by encouraging the use of the child’s mother tongue in early grades, supporting creation of local language reading corners, storytelling sessions, and parent-led reading clubs. SMC may also facilitate the development of multilingual teaching-learning materials by teachers and community volunteers... The SMC should support focused, time-bound efforts to make the school ‘NIPUN’ by ensuring that all students attain grade-appropriate FLN competencies. Local youth volunteers, in collaboration with teachers, may organize periodic community learning festivals, reading campaigns, or similar initiatives to assess, reinforce, and celebrate students’ progress in foundational literacy and numeracy. The SMC should promote joint planning and activities between Anganwadi workers and primary teachers to ensure joyful, play-based early learning, and a smooth transition from Anganwadi to school. The committee may also collaborate with local artists, artisans, and elders to integrate traditional knowledge, arts, and local heritage into school activities, including the use of local songs, rhymes, crafts, and festivals, thereby supporting skill development and cultural rootedness among students. Details guidance on parental and community engagement is provided in Chapter 14 of the NIPUN Bharat Implementation Guidelines (2021).
- vii. **Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) and Health Initiatives:** The SMC members should actively monitor the implementation of the PM POSHAN scheme through overseeing the

² NIPUN Bharat (National Initiative for Proficiency in Reading with Understanding and Numeracy) is the national mission under NEP 2020, aiming to ensure every child achieves foundational literacy and numeracy (FLN) by Grade 2 by 2026-27. Aim of this mission is to achieve grade level competencies in reading, writing and numeracy at Foundational stage. The guideline is available at: https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf

day-to-day management of the program, by ensuring food quality by tasting meals on a rotational basis with teachers before serving. The concept and importance of Tithi Bhojan may be discussed during the SMC meetings to emphasize the significance of additional meals for enhancing the nutritional status of children. Tithi Bhojan is a community participation initiative relying on Indian traditional practice of providing food to people. Under this initiative, community members provide nutritious and healthy food to the children as an additional food item or full meal on special occasions/festivals e.g. birthdays, anniversary, marriages, various festivals and days of national importance etc. Parents and community members may also be engaged in discussions on incorporating local menu variations and development and upkeep of School Nutrition (Kitchen) Gardens with the participation of students, SMC members, and community volunteers through Shram Daan. In addition, periodic health check-ups, hygiene sessions, and nutrition awareness activities may be organized by SMC in convergence with health authorities.

- viii. **Infrastructure and facilities Oversight:** In collaboration with community members and local authorities, SMC members may actively contribute to various educational initiatives, including the Building as Learning Aid (BaLA) program, the promotion of digital learning tools, enhancement of Science labs, Atal Tinkering Labs (ATLs), STEM (Science, Technology, Engineering and Math) Labs, Sports room and equipment, library in school and Activity-Based Learning Spaces in alignment with the provisions of the NEP 2020. They may also support fostering child-friendly learning environments by ensuring that the school is clean and well maintained by regular upkeep and repairs. The arrangements for drinking water, toilets, boundary wall, access roads, ramps etc. may be ensured by collaborating with other concerned departments.
- ix. **Financial Management:** The SMC shall review the school's budget to ensure proper management of funds, including the safe custody of finances, appropriate control over expenditures, timely payments to the correct individuals or entities, and accurate maintenance of financial records. The committee shall assist in preparing the school's annual statement of receipts and expenditures and ensure that no financial irregularities occur.

SMC members shall contribute to the preparation of budget estimates for the upcoming financial year and may propose new items of expenditure with appropriate justification. The committee is authorized to exercise financial powers beyond those delegated to the Principal/Head of School, provided such actions remain within the approved budgetary provisions.

- x. **Assist in Social Audit and Monitoring:** The SMC members play a vital role in the continuous monitoring of school activities and implementation of government programs such as Samagra Shiksha. Their responsibilities include ensuring effective planning, management, and community involvement to enhance school development, improve student enrollment and retention, and reduce dropouts. During the social audit process, SMC members are expected to actively participate in Gram Sabha meetings and public hearings, and follow up to ensure that actions are taken on audit findings at the school level.
- xi. **Community Participation and Resource Mobilization:** The SMC shall drive school transformation by fostering a collaborative ecosystem of community participation and strategic resource mobilization by engaging parents, alumni, volunteers, corporate entities, and local organizations to contribute time, expertise, and resources. As part of resource mobilisation efforts, the SMC should explore and leverage Corporate Social Responsibility (CSR) funds from local companies and Public Sector Undertakings (PSUs) to support the enhancement of school infrastructure, quality improvement initiatives, including academic and pedagogical support. The SMCs shall engage civil society organizations (CSOs) and community leaders to facilitate formal monitoring and reporting of these initiatives in schools, ensuring long-term impact and visibility for all partners. The community shall be mobilized to identify the non-literates and volunteers for literacy under

Understanding Lifelong Learning for All in Society (ULLAS³) (Nav Bharat Saksharta Karyakram), thereby strengthening community ownership and social accountability in education.

Local residents, alumni, and retired professionals can actively contribute to schools as **mentors and volunteers**, under the **Vidyanjali**⁴, providing experience-based guidance to students. The SMC shall facilitate community mobilization to encourage participation in the **Vidyanjali initiative** (<https://vidyanjali.education.gov.in>) of the Ministry of Education, thereby fostering a sustained culture of volunteerism and community support that enriches learning experiences and promotes holistic student development.

- xii. **Ensuring Safety, Security, and Well-being of Children in Schools:** SMC must ensure that every school provides a safe, inclusive, and child-friendly environment for all children. They should strictly

³ ULLAS is India's flagship program, focused on achieving functional literacy, numeracy, digital, and life skills for adults 15+ who missed formal schooling, using a volunteer-based, hybrid (online/offline) model aligned with NEP 2020 to empower citizens and foster a national learning movement

⁴ Vidyanjali is a dedicated digital platform enabling Government and Government-aided schools to receive voluntary services, assets, CSR support from corporate/PSU entities, and public donations in a transparent and structured manner.

uphold child rights, including protection from physical or mental harassment, discrimination, or any form of abuse. Information related to the School Safety Pledge, Protection of Children from Sexual Offences Act (POCSO) Act, and Internal Complaint Committee (ICC) should be clearly displayed in the school.



The SMC members must actively participate in preparing and reviewing the School Safety and Security Plan through regular meetings with school authorities, teachers, and Parent-Teacher Associations (PTA). Decisions from the Anti-Bullying and Child Sexual Abuse (CSA) Grievance Committees should be discussed in SMC meetings. A School Safety Committee, including SMC members, must conduct a ‘Safety walk’ of the premises every quarter and ensure that all safety standards are followed.

The SMC should also promote students’ mental and emotional well-being by ensuring respectful and supportive behaviour by teachers and staff, effective implementation of child-protection and anti-bullying policies, and access to counselling and psychosocial support, particularly for children from Socio-Economically Disadvantaged Groups (SEDGs) and other vulnerable backgrounds. The committee should act as a bridge between the community and the school to safeguard every child’s right to a safe and nurturing environment. The SMC may also support students and parents during school closures caused by natural calamities, adverse weather conditions, unrest or other emergencies, with reference to the Ministry of Education’s ‘Guidelines on parental participation in home-based learning during school closures and beyond’.

- xiii. **School Infrastructure Safety and Disaster Preparedness:** To further ensure school safety and security, the SMC must oversee infrastructure safety and disaster preparedness. It must regularly inspect school buildings, classrooms, water and sanitation facilities, electricity connections, and other critical infrastructure to ensure safety, hygiene, and functionality. The committee should verify that the school has a functional Disaster Management Plan and ensure that safety and evacuation drills are conducted at least twice a year.

- xiv. **Hostel Management:** In the schools where Kasturba Gandhi Balika Vidyalaya (KGBVs)/Netaji Subhas Chandra Bose Residential Hostels (NSCB Hostels)/Hostels of other departments (PM JANMAN, DAJGUA, etc.) are attached to the schools or are in the same campus, the SMC should monitor the condition and activities of these hostels. This includes ensuring proper maintenance, hygiene, safety, child-friendly facilities, and adherence to prescribed rules and standards.
- xv. **Encouraging Environmental and Green Practices:** The SMC should promote sustainable and Green Practices in schools, such as tree plantation under Ek Ped Maa Ke Naam, establishing and maintaining Nutrition (Kitchen) Garden, implementing waste segregation, energy conservation, and adopting other eco-friendly initiatives under programs such as Mission LiFE.

The roles and responsibilities may be allocated to the sub-committees, as deemed fit. Few other additional responsibilities of SMC are as in **Annexure-I**.

4. School Development Plan (SDP)

The school should prepare short term and long-term SDP which should focus on improvement of students' enrollment and attendance, teachers/staff performance, budget management, facilities and infrastructure (Foundation, Preparatory, Middle and Secondary stages), etc.

- i. SDP is a combination of educational plans that guides the infrastructure plan and its effective usage in the learning processes. SDP should reflect the educational vision of a school and ways to achieve it. It is a master plan and base document for the school's educational development as well as infrastructure work along with its development in phases. The planning should be seen as an evolving process rather than one time activity. SDP prepared by SMCs should contain the manner through which the school has all facilities such as barrier free infrastructure, availability of required facilities to improve the performance of school and encourage attendance.
- ii. Academic activities shall prioritise improvement in learning outcomes and the overall quality of education, with a focus on foundational learning, competency-based education, and holistic development of learners. These activities must be integrated into the SDP and aligned with the goals of NIPUN Bharat Mission, Skill Education

SDP is a strategic planning document, covering all the school's activities over a period of three years. It is the road map that sets out the changes a school needs to make, to improve the level of student's achievement and shows how and when these changes will be made.

initiatives, the 10 Bagless Days, thereby fostering a comprehensive learning ecosystem.

- iii. The SMC shall prepare an SDP within three months of the expiry of previous SDP after mapping the outcome of the previous SDP and reassessment of the needs. **The SDP shall be a three-year plan comprising three annual sub plans.** The SDP shall contain the following details –
 - (a) Estimates of class-wise enrolment for each year;
 - (b) Requirement, over the three-year period, of the number of additional teachers, including Head Teachers, subject teachers and part time teachers, separately for all levels of school education, calculated, with reference to the prescribed norms.
 - (c) Physical requirement of additional infrastructure and equipment over the three-year period, calculated with reference to the prescribed norms and standards.
 - (d) Additional financial requirement over the three-year period, year-wise, in respect of (b) and (c) above, including additional requirement for providing special training facility, entitlements of children such as free text books and uniforms, and any other additional financial requirement for fulfilling the responsibilities of the school.
- iv. The SDP should be signed by the Chairperson/Vice-Chairperson and Member Secretary and submitted to the local authority before the end of the financial year in which it is to be prepared.
- v. The SDPs of all schools/school clusters of all States/UTs shall be in the public domain. The SMC will use the SDP for oversight of the functioning and direction of the school and will assist in the execution of these Plans. Detailed guiding principles for SDP are attached at **Annexure-II**.
- vi. The sub plans for each year should be reviewed annually by the end of March.



Steps to develop the School Development Plan

5. Meetings and Procedures

Regular and well-structured meetings are vital for the effective functioning of SMC. Meetings should be held at least once in every month. A quorum defined as a minimum of **50% of the committee members** may present for any decision to be validly made during the meeting.

Each school shall conduct meetings in accordance with directions issued by State, District, or Block-level authorities, or as per relevant State and UT Government orders, ensuring that all members receive timely notice and are able to participate fully. Meetings should serve as an open forum to review school progress and address any challenges.

Minutes of all meetings must be accurately recorded, approved by committee members, and publicly displayed on the school notice board or digitally (where available) to ensure transparency.

To enhance feedback, parental involvement, and collaborative action on school improvement, Parent-Teacher Associations (PTAs) may be integrated into the functioning of SMC. Suggestion boxes or feedback registers shall be maintained in every school to capture community inputs on school functioning, quality of teaching-learning materials, and child safety. The SMC shall review feedback quarterly and include key points in meeting minutes.

6. Capacity Building and Training

- i. To enhance student support particularly in areas such as enrolment, attendance, and academic performance as well as to improve governance, monitoring, oversight, and local stakeholder-led initiatives, the capacity of SMC must be systematically developed. The effective functioning of SMCs relies heavily on the knowledge, motivation, and skills of their members. Therefore, regular capacity-building efforts and orientation programmes are essential.
- ii. Annual training and orientation programmes for all SMC members should be conducted within one month of the committee's constitution or reconstitution, preferably in local areas and in local language to ensure maximum participation. Training content may cover a broad range of topics depending on local requirements, including:
 - (a) Provisions related to promote equitable and quality education
 - (b) Preparation and implementation of School Development Plans (SDPs)
 - (c) Academic monitoring and school performance improvement
 - (d) Financial management and social audits
 - (e) Inclusive education practices
 - (f) Key priorities outlined in the National Education Policy (NEP), 2020

- (g) Digital literacy and use of educational technology
 - (h) School safety and well-being of students
- iii. Orientation of team members preferably be conducted in Physical mode. As per the requirements, later it can be conducted in both blended mode (online and in-person). Local experts and educationists, who best understand local contexts, should be engaged. Provision of certificates for successful completion may be prioritized.
 - iv. States and UTs may be encouraged to leverage national digital platforms such as National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA), Digital Infrastructure for Knowledge Sharing (DIKSHA), and ULLAS for volunteering, literacy activities, or to provide blended learning modules, refresher trainings, and opportunities for peer learning. Any existing modules may also be used by States/UTs with required updations/modifications. Apart from annual training, States/UTs may organize peer-learning or mentoring sessions among SMC members where experienced members share good practices with new committees.

7. Financial Management and Social Audit

- i. Transparent and accountable financial management is a fundamental responsibility of the SMC. All funds received for executing their functions must be maintained in a separate joint bank account, held in the names of the Chairperson and Member Secretary, specifically for managing SMC-related finances. The Principal or Head of the School is responsible for the proper maintenance of school accounts and the safekeeping of all related records.
- ii. **All civil works costing up to ₹ 30 lakh may be executed by the SMC. The SMC may ensure transparent planning, procurement, and execution while maintaining proper records of accounts.** The involvement of community through SMC in the procurement process not only creates a sense of ownership among the stakeholders but also achieves transparency in procurement.
- iii. **The Civil works more than ₹ 30 lakh may be executed by inviting public tender as per latest Central Public Works Department (CPWD) Works Manual and/or State PWD works procedures. The SMC may participate in all stages of tender finalization and project execution to ensure transparency, quality, and timely completion.**
- iv. The SMC member may certify the maintenance and repair work undertaken in a school for which technical provisions need to be followed. The community's right to know the cost parameters has to be fully respected. The indicative list of the items to be procured at the school/committee level are in **Annexure-III**.

- v. A separate Cash Book, Bank Passbook, Procurement related documents should be maintained. All the financial Transactions should be recorded in this cash book.
- vi. Monthly Bank Reconciliation should be done and signed statements should be maintained in a register or as part of a cash book. A separate file should be maintained for vouchers properly linked to the cash book and numbered.
- vii. Stock Register and Fixed Asset Register should be maintained and updated by SMC. Annual Physical verification of this register should be carried out.
- viii. The school fund shall be subject to audit by internal/departmental officers at any time and the SMC shall be responsible for submission of annual accounts at the end of each financial year without which no further grants shall be permissible.
- ix. These records must be made available during audits. The accounts should be duly signed by the Chairperson/Vice-Chairperson and the Convenor/Member Secretary of the SMC and submitted to the local authority or displayed at notice board of the school within one month of their preparation.
- x. Grants allocated for school infrastructure, Composite School Grants, and entitlements for free children's resources such as textbooks, uniforms, and scholarships shall be utilized in collaboration with SMC strictly in accordance with the approved norms of Samagra Shiksha Scheme.
- xi. To strengthen transparency, SMC may preferably maintain **digital records of income and expenditure**. Financial records, meeting minutes, and audit summaries may be displayed on the school notice board.
- xii. To further enhance transparency and accountability, the SMC is encouraged **to conduct social audits at least once every academic year**, following the 'Guidelines for Social Audit of Samagra Shiksha' issued by the Dept. of School Education and Literacy, Ministry of Education (https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_for_Social_Audit_of_Samagra_Shiksha_scheme.pdf).

8. Leveraging Resources through Convergence With Ministries/Departments

SMC may plan and implement school activities in coordination with other government departments and local bodies to ensure efficient use of resources and avoid duplication of efforts. This convergence will help strengthen student's performance, school infrastructure, health, nutrition, skill, and community initiatives under the whole-of-government approach. An indicative list of Departments and activities include:

i. Department of Health and Family Welfare

- (a) Implement the School Health Programme (SHP) by supporting teachers as Health and Wellness Ambassadors.
- (b) Promote hygiene through the Menstrual Hygiene Scheme (MHS)—ensure access to sanitary products and disposal facilities.
- (c) Organize annual health, fitness, and nutrition camps in collaboration with local health authorities.
- (d) For implementation of ‘Tobacco Free Education Institutions’ guidelines
- (e) School health program, including de-worming and micro-nutrient supplementation, with special attention to vulnerable groups, especially girls approaching adolescence.

ii. Department of Rural Development

Facilitate use of Viksit Bharat – Guarantee for Rozgar and Aajeevika Mission-Gramin (VB-G RAM G) funds for any construction requirement for school infrastructure and strengthening BaLA features.

iii. Department of Urban Development

SMC can access support from Urban Local Bodies (ULBs) such as Municipal Corporations and Nagar Panchayats under Schemes like Atal Mission for Rejuvenation and Urban Transformation (AMRUT⁵) and Swachh Bharat Mission (SBM⁶).

iv. Department of Drinking Water and Sanitation

- (a) Maintain clean toilets and hand-washing stations under Swachh Bharat Mission (SBM).
- (b) Promote menstrual hygiene and safe disposal practices through Menstrual Hygiene Management (MHM).
- (c) Ensure access to safe and adequate drinking water facilities in school through Jal Jeevan Mission (JJM)

v. Department of Women and Child Development

- (a) Create safe spaces and referral systems through Child Protection Services (CPS).
- (b) Close co-operation with the State Commission for Protection of Child Rights (SCPCR) to ensure that children get their rights under the RTE Act
- (c) Improving coordination with Anganwadi Centers and Schools

⁵ Under the AMRUT scheme, ULBs provide essential infrastructure including water supply, sewerage systems, green spaces, toilet facilities, playgrounds, and improved transport connectivity.

⁶ Swachh Bharat Mission enables “Garbage-Free” school campuses through scientific solid waste management, alongside effective greywater and blackwater handling in urban areas.

vi. Department of Skill Development and Entrepreneurship

- (a) Coordinate for skill development activities.
- (b) Guide students toward career paths aligned with local industry needs.

vii. Department of Social Justice and Empowerment

- (a) Use Deendayal Disabled Rehabilitation Scheme (DDRS) for CwSN Students.
- (b) Promote Pradhan Mantri Young Achievers Scholarship Award Scheme for Vibrant India (PM-YASASVI) scholarships by identifying eligible Other Backward Classes (OBC) students and assisting with applications.
- (c) Support early intervention programs to prepare children with special needs for mainstream education.
- (d) Support for ensuring Nasha Mukta Vidyalaya.

viii. Department of Youth Affairs and Sports

- (a) Organize school-level sports events under the Khelo India initiative.
- (b) Upgrade sports infrastructure using the National Programme for Development of Sports.
- (c) Encourage participation in the National School Band Competition to foster creativity and teamwork.
- (d) Use of public sports facilities for school children.
- (e) Take support of coaches and experts of various sport and arrange for yoga instructors.

ix. Department of Law and Justice

- (a) Ensure compliance with child protection laws including the POCSO Act.
- (b) Conduct legal literacy sessions for students, parents, and staff.
- (c) Establish clear reporting mechanisms for bullying, abuse, and corporal punishment.

x. Department of Home Affairs

- (a) Collaborate with local police to enforce child protection laws.
- (b) Conduct safety audits and emergency preparedness drills.
- (c) Ensure staff are trained to handle incidents under the POCSO Act.

xi. Department of Panchayati Raj

- (a) Mobilize community volunteers for school improvement projects.
- (b) Strengthen school-community engagement in both rural and urban areas.

- (c) To ensure any resources available with Panchayati Raj Institution for school/institution be appropriately used.
- (d) Conducting Tithi Bhojan

9. Monitoring and Support to SMCs

A system of monitoring and supporting SMCs should be in place. Block and District Education Officers should review SMC performance twice a year using simple checklists. Supportive supervision and peer-learning among nearby schools should be encouraged to improve performance instead of punitive measures. To measure the functioning of SMCs, the first page of Meetings Register should have a check list with simple performance indicators such as number of meetings held, attendance percentage, decisions made, fund utilization etc. may be tracked annually. Schools may conduct SMC meetings virtually or in hybrid mode when physical meetings are not possible using tools like WhatsApp or Google Meet. SMC may discuss the feedback received through the feedback box in monthly meetings. Disputes during elections or functioning may be handled by the Block Education Officer (BEO) or any other designated authority.

10. Conclusion

Transforming schools into vibrant learning ecosystems requires **collective ownership**, with **SMCs** serving as the primary institutional platform for community participation. Community engagement must move beyond symbolic support to **structured, sustained, and systemic involvement**.



Parents, alumni, local bodies, Civil Society Organisations (CSOs), corporates, and citizens can contribute through **interrelated pathways**, coordinated through SMCs, to strengthen education delivery, equity, and accountability.

Strengthening schools requires a shift from viewing education solely as the **government's responsibility** to recognising it as **society's shared mission**. Schools must be treated as **community assets**—inclusive, nurturing spaces that belong to everyone. Through SMCs, every stakeholder including parents, alumni, local leaders, volunteers, and private partners can play a meaningful role in shaping the next generation. When communities act as **custodians of public education** through empowered SMCs, reforms become locally owned, responsive, and sustainable.

Schools across the country serve **crores of children**, providing them with opportunity, dignity, and equity, and remain key pillars of **national development and social cohesion**. Through SMC-led volunteering, mentoring, innovation, resource mobilisation, and participatory governance, communities can meaningfully strengthen these institutions. By advancing **NEP 2020’s vision of “Quality Education for All”** and fostering community-driven ownership through SMCs, India can transform its schools into **inclusive, dynamic, and nation-building centres of learning**.

In addition to the Clause-3 Roles and Responsibilities of SMCs, SMC can also carry out or monitor the following activities:

- ◆ Provide a clean, safe, aesthetically nurturing and ethical environment
- ◆ Daily routines like assemblies are followed
- ◆ Ensure systems such as remedial classes, places of study for disadvantaged learners are provided
- ◆ Encourage and facilitate contextual innovations (region specific) in teaching
- ◆ Support access to teaching-learning resources
- ◆ Encouraging displays and activities rooted in Indian traditions
- ◆ Ensuring that values like cleanliness, inclusivity, respect, discipline, empathy, are lived through routine
- ◆ Assist in organising regular parent–teacher–community interaction
- ◆ Protect teachers’ professional dignity
- ◆ Support teachers through community cooperation
- ◆ Support the inclusion of first-generation learners
- ◆ Ensure Gender and social equity
- ◆ Ensure the emotional safety and dignity of every child

Detailed Guiding Principles of School Development Plan:

The school is envisioned as an inclusive and pedagogically rich, sustainable eco-system, safe and secure from hazards, incorporating elements of green building norms, optimum resource-utilization through culturally and environmentally sustainable practices. The guiding principles for school development plan are:

- ◆ Infrastructure plan to follow the education plan.
- ◆ Child-centred planning with overall development of the child (physical, social, emotional and cognitive) addressed.
- ◆ Responsive towards needs of all children and the diversity they bring in a school
- ◆ Entire school space (indoor and outdoor) as learning continuum for a child and the teacher, this is to be recognized by all stakeholders while planning
- ◆ Developing the entire school space as resource for fun and learning activities using ideas of BaLA
- ◆ A safe and secure environment for all children. Clean and hygienic environment for all children
- ◆ Maximizing the whole school as a resource – not just for children and teachers of that school but also for the community and neighborhood schools
- ◆ Respectful towards the local context and tradition – wisdom, social needs, educational needs, culture, geology, climate, flora-fauna, etc.
- ◆ Optimum resource utilization and cost effectiveness
- ◆ Integrates good practices in environmentally sustainable designs – to demonstrate and practice them
- ◆ Adopting user friendly new technology for overall development of the school premises.
- ◆ Overall planning to be aligned with the population trends in the catchment area.
- ◆ Scope for future expansion.

In planning and design of schools and also in construction, it should be ensured that measures to strengthen the environment, health and safety practices are included in accordance with the guidelines contained in (i) Guidelines on School Safety and Security, 2021 Ministry of Education, (ii) National Disaster Management Guidelines School Safety Policy issued by National Disaster Management Authority (NDMA), 2016 and (iii) State and local bye laws of the Statutory Authorities from time to time.

Annexure III

The list of indicative items to be procured at the school/committee level:

- ◆ Uniforms
- ◆ All civil works in schools and attached hostel buildings.
- ◆ Furniture.
- ◆ Teaching Learning Material (TLM) and Text books.
- ◆ School equipment and other items for the improvement of schools from the school grant.
- ◆ Maintenance of school buildings from the maintenance grant.
- ◆ Repair of school buildings from the repair grant.
- ◆ Additional teaching learning materials and other items required under Learning Enhancement Programme (LEP)
- ◆ Laboratory equipment.

