

## **Guideline for School Management Committee May,2026**

### **Introduction**

Educational community mobilization is about involving the local community members to ascertain the needs of the school in terms of priorities, resources, solutions, among other aspects, thereby fostering the principles of equity, good governance, and accountability. In essence, this kind of mobilization enables the community to have complete ownership of educational programs instituted by the government by making use of the collective wisdom to ensure sustainability and transparency. The National Education Policy (hereafter NEP) 2020 emphasizes the need to involve parents, teachers, local citizens, former students, and senior citizens to be volunteers in such endeavors as tutoring, literacy campaigns, mentoring, and teaching assistance among others. Such collaborative effort will turn the schools into centers of joy and inclusiveness, where everyone from the community is involved. From a practical point of view, all such community-based efforts can be coordinated by the School Management Committee (hereafter SMC), which serves as a community-based body to assist school projects. The specific guidelines of establishing an SMC are provided legally in two documents, namely, the Samagra Shiksha 2.0 document, published on October 12, 2022, and section 21 of Chapter IV of Right of Children to Free and Compulsory Education (hereafter RTE) 2009.

### **School Management Committee**

To promote better involvement of the community, NEP 2020, Samagra Shiksha, and the RTE Act 2009 have stressed the importance of formation of School Management Committees as an effective way of ensuring decentralized management in schools. The guidelines issued in 2026 are a replacement of all previous guidelines issued by Ministry of Education (earlier known as MHRD), Sarva Shiksha Abhiyan, and Rashtriya Madhyamik Shiksha Abhiyan (hereafter RMSA). They serve as the basis for formulation of inclusive and accountable education system at the State and UT level. Each school must establish the SMC within one month of commencement of the academic year, including secondary schools up to grade 12, wherein School Management Development Committee (hereafter SMDCs) will be replaced by SMCs. It will include officials, parents/guardians of students, representative of local authorities<sup>1</sup>, 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

The SMC consists of school functionaries, parents, local authorities<sup>1</sup>, experts, alumni members, and persons representing marginalized sections of the society. All the 75% members of the committee shall be parents or guardians of the students whereas rest 25% comprises one-third each from the following categories; the first being local authority members elected by vote, second from schoolteachers, and third from parent representatives. The last one-third members consist of local educators, subject matter experts, senior school children, alumni members, and frontline local community members including Anganwadi Workers(AWWs), Accredited Social Health Activist (ASHAs), and Auxiliary Nurse Midwives (ANM).

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).

Each SMS should consist of 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

<sup>1</sup> “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;

The School Principal/Head Master is the Member-Secretary. This position entails ensuring that the committee is formed on time, conducting elections where at least 50 percent of parents are present, publishing member profiles within one week, and arranging for monthly meetings with a minimum of 50 percent quorum. Some of the functions of this office include managing documentation, coordinating member training within one month, distributing Unified District Information System for Education Plus (UDISE+) report cards, and responding to any higher orders.

The term of service of any Member is two years' subject to a maximum of two terms. Members shall be terminated from the membership because of a child's departure from school, criminal conviction, relocation, or death, as well as continuous absence in four consecutive meetings without an explanation. The process of electing parent members should be free and fair with a minimum voting quorum of 50 percent. Each registered parent with only one vote per child uses voice, show of hands, or secret ballot in case of dispute. The new-formed committee will elect the chairperson and vice-chairperson within a week after formation. To assist in running the business of the organization, leadership may form two sub-committees: the School Building Committee and the Academic Committee.

### **3. Roles and Responsibilities or Functions of SMC**

In terms of governance and education, the School Management Committee plays a pivotal role in ensuring the management of the school system and monitoring various government projects such as Samagra Shiksha, PM SHRI, and PM Poshan. The committee makes a development plan for three years, manages all public funding, and raises CSR funds to improve the school infrastructure. Further, committee members organize themselves into running community drives to identify and include dropouts/out of school children at critical transition periods and assist socio-economically disadvantaged groups (hereafter SEDGs) and Children with Special Needs (hereafter CWSN). In terms of academics, the committee facilitates Parent-Teacher Meetings, teacher attendance, and vacancies. For achieving NIPUN Bharat<sup>2</sup> goals of foundational literacy and numeracy, it ensures coordination between primary schools and Anganwadis and encourages mother tongue education. Concerning student well-being, the committee ensures daily rotation of meal tasting program under PM Poshan, conducts Tithi

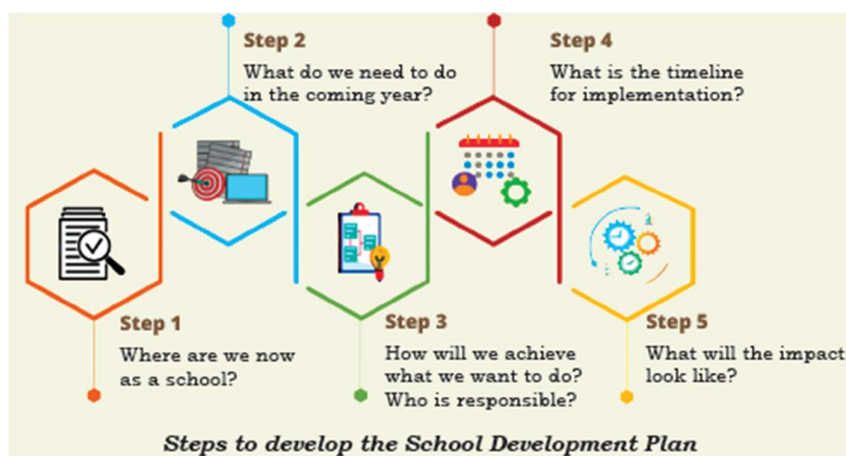
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<sup>2</sup> NIPUN Bharat (National Initiative for Proficiency in Reading with Understanding and Numeracy) is the national mission under NEP 2020, aiming to ensure every child achieves foundational literacy and numeracy (FLN) by Grade 2 by 2026-27. 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](https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf)

Bhojan festivals’ meals and manages kitchen gardens using community efforts (Shram Daan). With regard to financial matters, the committee is involved in managing school budget, civil work procurement till ₹30 lakh, stock ledgers, and participating in social audit in Gram Sabha meetings. Finally, the SMC guarantees strict child protection and compliance with the POCSO Act by conducting quarterly campus safety walks, holding bi-annual disaster drills, monitoring attached residential hostels, and driving eco-friendly green practices under Mission LiFE.

#### 4. School Development Plan

The School Development Plan (hereafter SDP) is an organizational master plan that integrates all the activities in the school for three years. It is an ever-changing plan that integrates physical infrastructure with educational aims in order to improve performance, enrollment, and attendance of students. The academic goals set in the SDP must focus on the learning outcomes and the competency approach of education based on the aims of NIPUN Bharat, skills education, and 10 bagless days. Within three months of the expiry of the previous SDP, the SMC should formulate a new SDP divided into three sub-plans for each year. Such a document should include the class-wise forecast of enrollments, teachers’ recruitment, physical infrastructure or equipment, and all year-wise financial needs, including the entitlements of the students such as free books and uniforms. In terms of its process, the SDP undergoes a five-stage cycle: baseline assessment of the existing situation, assessment of future needs, establishment of action points and responsible personnel, timeframes for their realization, and impact assessment of the whole plan. Lastly, the completed SDP should be submitted to the concerned authority before the end of the fiscal year and publicly available in the open domain.



## **5. Meetings and Procedures**

Structured meetings, regularly convened, are essential for the smooth running of the School Management Committee. In order to keep up the momentum in their activities, the formal meetings should be organized at least once in a month. Any decisions taken in these meetings can only be regarded as legal if fifty percent of the total number of committee members attend them. All schools are required to organize their meetings in accordance with the directions given in this regard by the State, District or Block level authorities, or in accordance with the State or UT Government orders in that regard. This would help each member to attend these meetings in full capacity and use these as a platform to discuss the performance of the school as well as address the problems faced therein. In order to ensure transparency in the whole process, detailed minutes of the meetings should be taken and officially accepted by all the members and posted on the notice board of the school. PTAs, wherever feasible, may be associated with the working of the SMC. Additionally, schools must have physical suggestion boxes/feedback registers for community suggestions regarding school management, child protection, and teaching materials that must be reviewed quarterly and included in meeting minutes.

## **6. Capacity Building and Training**

For effective governance, monitoring, and oversight in aspects such as enrollment, attendance, and academic performances of students, there is a need for systematic capacity building among members of SMC. This is due to the fact that the effectiveness of the activities of SMC is highly dependent on the levels of knowledge, motivation, and skills of the members of the committee. Annual training/ orientation sessions for all SMC members should be undertaken within one month after the formation or constitution of the committee. Training/ orientation sessions must be held in local areas and local language to encourage greater participation. Training is provided on different subjects ranging from provisions for equitable and quality education, planning for SDP, academic monitoring, financial management, social audit, inclusive education, priorities under NEP 2020, digital literacy and safety at schools. Orientation sessions are preferably undertaken physically although they can be switched to blended (online and physical) as required. Local experts and educationists knowledgeable about the locality should be engaged, while certificates for successfully completing the program should be considered. National digital platforms such as NISHTHA, DIKSHA, and ULLAS should be utilized by States and UTs for blended learning, refreshers, and peer learning/mentoring.

## **7. Financial Management and Social Audit**

Transparency and accountability in financial management are essential responsibilities of the SMC. All money received should be kept in an account jointly operated by the Chairperson and Member-Secretary. Accounts and records relating to all transactions will be maintained by the Principal/Head of the School. The SMC shall be able to undertake civil works for a total expenditure of up to ₹30 lakh for promoting community involvement and transparency. In case of civil works requiring higher costs than ₹30 lakh, public tendering will have to be conducted according to Central and State PWD manuals, although the SMC will take part in the process of selecting the tender and its execution. Technical maintenance and repair work may be certified by SMC members, considering the right of the community to know about all cost details. Logistically, it should be ensured that transactions of the SMC will be recorded in a separate Cash Book; a passbook of the bank and a separate file of vouchers, numbering those associated with the cash book, will also be kept. The committee should maintain Stock Register and Fixed Assets Register, conducting physical verification on an annual basis. In order to continue being eligible for grant allocation in the coming years, SMC is required to produce annual accounts after the completion of each financial year. The account books should bear signatures of the Chairperson / Vice-Chairperson and Convenor / Member-Secretary and either should be submitted to the local body or should be uploaded on the school bulletin board within one month after the preparation of the accounts. It should be ensured that all infrastructural, composite, and resource grants are used in coordination with SMC following the Samagra Shiksha model.

## **8. Convergence of Resources, Performance Monitoring, and Community Ownership**

The SMC ensures optimal use of resources through convergence by conducting school-related activities in collaboration with eleven core ministries of the government in a “Whole-of-Government” model. In terms of student well-being, this organization collaborates with Health and Family Welfare Ministry by appointing teachers as Health and Wellness Ambassadors and organizing annual health camps. Infrastructure and cleanliness on the campus are enhanced by utilizing the VB-GRAM G construction money allocated for rural areas, tapping into urban municipal assistance provided by AMRUT and the Swachh Bharat Mission<sup>3</sup>, and ensuring a supply of clean drinking water through the Jal Jeevan Mission. Concerning inclusion, safety,

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<sup>3</sup> Swachh Bharat Mission enables “Garbage-Free” school campuses through scientific solid waste management, alongside effective greywater and blackwater handling in urban areas.

and welfare, SMC works with the Women and Child Development Ministry to enhance coordination between Anganwadis and social justice and empowerment ministry in securing special assistance for CWSNs and providing Pradhan Mantri Young Achievers Scholarship Award (hereafter PM-YASASVI) scholarships. Lastly, the organization collaborates with Skill Development to route industry careers, with Youth Affairs for organizing Khelo India training, and with Law and Justice and Home Affairs for organizing safety audits, drills, and POCSO law compliance. The very first page of the Meetings Register should have a list showing various annual indicators such as meetings held, participation, decisions taken, and usage of funds. Where physical meetings are not possible, schools can hold virtual or hybrid meetings using platforms such as WhatsApp or Google Meet. The committee checks school feedback boxes once a month, while the Block Education Officer sorts out any operational problems. In essence, changing schools into inclusive learning communities helps transform them from liabilities to assets of the community. By enabling various stakeholders such as parents, old students, NGOs, and companies to take part in resource mobilization and participatory governance, NEP 2020's goals of community accountability will be realized.

## **9. Conclusion**

The structured monitoring process, supervisory guidance, and coordinated approach required by the national guidelines set out an operational model for sustainable school governance. Consistent monitoring by Block and District Education Officers will facilitate accountability with the help of tangible measures such as meetings' number, members' presence, consensus decision-making, and utilization of funds within the institution's register. Digitalizing the process through hybrid meetings and addressing any operational issues through administrative measures will ensure that the local governance continues to function and is able to adapt under any circumstance. The national guidelines effectively bring the key tenets of the NEP 2020 into practice. Changing schools into learning ecosystems transforms people's outlook on education from an obligation of the state to a common societal mission. Making parents, alumni, civil society entities, and private companies become active guardians through the School Management Committee allows public schools to be turned into sustainable societal assets. This collaborative approach makes sure that schools are inclusive, properly resourced, and safe for everyone and can pave the way for nation-building.