Study Notes: Block 3 - Managing the School-Community Interface

1.0 Unit 9: Community Mobilization (Practical Based)

1.1 Introduction to Community Mobilization

Community Mobilization is a process where people within a community plan and execute actions to take charge of transforming their own community and lives. It is formally defined as:

a capacity building process through which community individuals, groups or organizations plan, carry out and evaluate activities on a participatory and sustained basis for their development...

The difference between an engaged and a disengaged community is illustrated in the "Story of two schools" scenario, where a new teacher seeks directions. The key distinctions are summarized below.

Case 1: Disengaged Community	Case 2: Engaged Community
People had no knowledge of the local school.	People knew where the school was and how to get there.
Residents were not engaged enough to provide guidance.	Residents identified with the school, calling it "our school".
There was no effort to consult others to help the teacher.	People cooperated and connected with each other to help.
A sense of community concern and ownership was absent.	A sense of ownership ("their school") and cooperation was present.

1.2 Importance of Community Mobilization

Effective community mobilization is not merely a supportive activity but a foundational requirement for sustainable educational improvement, as it addresses the following critical areas:

- Creating demand for interventions.

- Increasing the effectiveness and efficiency of interventions.

- Contributing additional resources to the response.

- Reaching the most vulnerable populations.

- Addressing underlying issues that affect education, such as gender disparities and lack of awareness.

- Increasing community ownership and sustainability of programs.

1.3 The Process of Community Mobilization: Key Tasks

The process of community mobilization can be understood through the scenario of "A concerned teacher," who addressed poor student performance by engaging various groups. The key tasks involved and the teacher's corresponding actions are detailed in the table below.

Key Task	Teacher's Actions (Scenario 2 Example)
Identifying your community and its issue	The teacher clearly identified the core issue: "Poor performance of students in Math test."
Identifying the resources available	The teacher systematically identified all potential human resources within the school's ecosystem, including: students (at various performance levels), senior students, fellow teachers, parents, and the school principal.
Developing an on-going dialogue	To foster continuous engagement, the teacher established regular discussions with students, teachers, and parents, and institutionalized peer learning through "study buddies."
Creating an environment for empowerment	The teacher empowered students to take ownership of their learning by having them self-assess their performance and identify the reasons for it.
Promoting community participation	The teacher ensured broad participation by actively discussing and developing strategies with all identified community members, fostering a sense of shared responsibility for the solution.
Working in partnership with community members	To build a strong coalition, the teacher discussed the issue with student groups and other teachers to develop a collaborative strategy that everyone could support.
Identifying and supporting creative potential	The teacher fostered innovation by creating a school-wide system to acknowledge the best "study buddies," "supporting seniors," and "cooperative parents," motivating creative solutions.
Assisting in linking with external resources	The teacher bridged the gap between the school and the wider community by connecting capable parents with neighbors' children, linking internal resources with external support.
Committing enough time	Acknowledging the importance of the issue, the teacher adjusted her schedule to dedicate the necessary time to work with all stakeholders, demonstrating commitment.
Involving all stakeholders	The teacher ensured a comprehensive approach by identifying and involving all relevant stakeholders—students, teachers, the principal, and parents—throughout the entire process.

1.4 The Community Mobilizer: Role, Skills, and Qualities

A community mobilizer is a person who acts as a catalyst to get things moving. Their primary role is to create an atmosphere where the community can achieve a common goal. Key functions of a mobilizer include:

- Bringing people together
- Building trust

- Encouraging participation

- Facilitating discussion and decision-making

- Helping things to run smoothly

- Facilitating the community mobilization process

A successful community mobilizer must possess a specific set of attitudes, skills, and knowledge.

Attitudes

- Willingness to examine a situation

- Respect for all community members

- Non-judgmental and accepting approach

- An understanding of community differences

- A belief in the community's capacity to take effective action

Skills

- Good communication skills, especially listening

- Good facilitation skills to enable communities to conduct their own analysis and problem-solving

- An ability to ensure representation of every member of the community in decision-making and planning

Knowledge

- Sound knowledge of the community mobilization process and a thorough understanding of its principles

- Understanding of the community, its ethics, and sensitivities

1.5 Communication Skills for a Mobilizer

Effective communication is a critical skill for any community mobilizer.

The Communication Process

Communication is the sharing of ideas, facts, opinions, and information. It is considered effective when the message is understood by the receiver in the same sense the sender intended. Its components include:

- **Sender:** The person who wishes to send a message.

- **Receiver:** The person or group for whom the communication is intended.

- **Message:** The information being conveyed.

- **Channel and Medium:** The means used to convey the message.

- **Feedback:** The receiver's response to the message.

- **Noise:** Any disturbance that disrupts the clarity of the message.

Types of Noise in Communication

- **Physical Noise:** External disturbances, such as noise from construction work.

- **Psychological Noise:** Distractions within the listener's mind that prevent focus.

- **Physiological Noise:** Physical difficulties in the speaker or listener, such as a hearing problem.

- **Semantic Noise:** The use of words or language that the receiver cannot understand.

The Importance of Active Listening

Active listening is defined as listening with the goal of understanding the speaker's thoughts, ideas, feelings, and needs. It is critical for a mobilizer because:

- It is the foundation for much of our learning.

- It helps us understand the thoughts and ideas of others.

- It allows individuals to feel heard and acknowledged, making them more receptive to alternative suggestions.

- When people feel they have been actively listened to, they are more likely to accept the suggestions that follow.

1.6 Case Studies in Community Mobilization

1.6.1 Community Mobilization under Sarva Shiksha Abhiyan (SSA)

The Sarva Shiksha Abhiyan (SSA) is a national program aimed at providing elementary education to all children aged 6-14. A core part of its strategy is the systematic mobilization of the community and the creation of a decentralized decision-making system. This is often achieved through **Village Education Committees (VEC)**, which play a key role in micro-planning and developing school improvement plans.

Examples of community mobilization initiatives planned under SSA include:

- **Mother Sammelan, Meena Week, and International Women day** in Himachal Pradesh to promote the girl child.

- **Haat-Bazaar** awareness campaigns in tribal areas of Gujarat.

- **Literacy Campaigns** for illiterate mothers in Gujarat.

- **Special enrolment drives** in tribal areas of Orissa.

- **Bal Melas** (Children's Fairs) in various states, including Himachal Pradesh, Rajasthan, and Bihar.

- **Kalajathas** (cultural troupes) in Uttaranchal, Rajasthan, and Bihar.

1.6.2 Community Mobilization as a Strategy of Pratham

Pratham is a large non-governmental organization with the motto **"Every child in school and learning well."** Community participation has been central to its strategy, allowing it to reach

over 34 million children. Pratham has successfully mobilized large numbers of volunteers for initiatives like the nationwide Annual Status of Education Report (ASER) survey.

Key community mobilization activities undertaken by Pratham include:

1. **Mapping:** Visiting a program area to interact with residents and understand the community profile and available facilities.

2. **Meetings with prominent members:** Engaging with leaders like the Pradhan and VEC/SMC members to clarify program objectives.

3. **Meetings in Small/Big Groups:** Familiarizing the community with Pratham's programs and sensitizing them to education issues, often through on-the-spot testing of children and data sharing.

4. **Activities in Schools:** Introducing Pratham's programs and materials to the Head Master and teachers to build rapport with the school system.

2.0 Unit 10: Management of School

2.1 Meaning and Nature of School Management

School Management is the process of directing a cooperative group's actions toward the goals of the school. It involves coordinating efforts to achieve objectives effectively and efficiently. Several key definitions provide further insight:

"Management is the art of getting things done through and with people in formally organised groups." — Harold Koontz

"To manage is to forecast and to plan, to organize, to command, to co-ordinate and to control." — Henri Fayol

"Management is the art of getting things done through people." — Mary Parker Follet

Management utilizes various resources (inputs) to produce desired results (outputs). These resources are often referred to as the **"Five Ms of Management"**:

- **Manpower** (Men and Women)

- **Materials**

- **Machinery**

- **Methods**

- **Money**

Nature of Management

These traits define management as a dynamic and multifaceted discipline. It is characterized by the following qualities:

- **Goal oriented:** It is focused on achieving specific objectives.

- **Universal:** Its principles are applicable to all types of organizations.

- **Integrated process:** It brings together human, physical, and financial resources.

- **Social process:** It involves interactions between people.

- **Activity based:** It involves performing specific tasks and functions.

- **Group Activity:** It coordinates the efforts of a group.

- **Art as well as Science:** It involves both established principles and skillful application.

- **Continuous process:** It is an ongoing cycle of activities.

- **Multidisciplinary:** It draws knowledge from various fields like psychology, sociology, and economics.

- **Intangible:** It is a force that cannot be seen but its effects can be felt.

- **Creative:** It involves finding innovative ways to use resources to achieve goals.

2.2 Components of the Management Process

The management process consists of four sequential components designed to guide an organization toward its goals.

1. **Situation Analysis:** *Analyzing and evaluating the environment of the school to create a vision.*

2. **Strategy Formulation:** *Designing and developing strategies to achieve the school's goals.*

3. **Strategy Implementation:** *Putting the formulated strategy into practice.*

4. **Strategy Evaluation:** *Determining if the strategy is working correctly and achieving the expected results.*

2.3 Functions of Management

Management can be broken down into eight distinct but interrelated functions.

2.3.1 Planning

Planning is the foundational function of management that involves setting objectives and determining a course of action to achieve them. It answers five key questions: What to do?, When to do?, Where to do?, Who is to do?, and How to do?

2.3.2 Budgeting

A budget is a quantitative expression of a plan for a future period. It serves a dual role as both a planning tool, by documenting goals in financial terms, and a controlling system, by allowing for the comparison of budgeted results with actual results.

2.3.3 Organizing

Organizing is the function of bringing together the manpower and material resources required to execute plans. The core steps in the organizing process are:

1. Identifying the activities necessary to achieve the objectives.

2. Grouping similar activities into manageable units.

3. Assigning duties or tasks to appropriate individuals.

Following these steps, the manager must delegate the necessary authority to individuals and fix responsibility for results, thereby defining the authority-responsibility relationships within the organization.

2.3.4 Directing

Directing is the function of putting plans into action. It is the interpersonal aspect of management that involves influencing, guiding, and motivating subordinates to work effectively toward organizational goals.

2.3.5 Controlling

The controlling process ensures that performance does not deviate from established standards. It involves three steps:

1. Establishing performance standards.

2. Comparing actual performance against these standards.

3. Taking corrective action when necessary.

2.3.6 Coordination

Coordination is the synchronization of specialized activities and efforts to provide unity of action in pursuit of a common goal. Its core is "unity of purpose," and it consists of three key elements: balancing, timing, and integrating.

2.3.7 Decision Making

Decision-making is a primary function of management, defined as a course of action consciously chosen from a set of alternatives to achieve a desired result. Key implications of decision-making include:

- Choice

- Continuous activity

- Goal oriented

- Relates to a specific problem

The decision-making process involves defining the problem, analyzing it, developing alternatives, selecting the best solution, implementing it, and ensuring feedback.

2.3.8 Evaluative Activities & Programmes

Strategy evaluation is the process of determining whether a chosen strategy is achieving the organization's objectives. Its fundamental activities are:

- Reviewing the internal and external factors that are the basis for current strategies.

- Measuring performance.

- Taking corrective actions.

2.4 Types of Management: Participatory vs. Non-Participatory

Management styles can be broadly categorized based on the level of stakeholder involvement in decision-making.

Participatory Management	Non-Participatory Management
Empowers employees by involving them in organizational decision-making.	The manager makes all decisions alone and imposes them on employees.
Encourages the involvement of stakeholders at all levels to analyze problems, develop strategies, and implement solutions.	Discourages employees and can negatively affect their efficiency and morale.
Fosters a sense of ownership and is more likely to lead to behavioral change and successful implementation of decisions.	Can lead to a lack of belongingness among employees for the organization.
The designated manager retains final responsibility but actively seeks input, analysis, and recommendations from staff.	Does not empower employees or support their professional growth, making it difficult to achieve organizational goals.

This distinction is critical in the educational context, as participatory management aligns directly with the collaborative principles of School Management Committees (SMCs), whereas a non-participatory approach can undermine community partnership.

3.0 Unit 11: Resource Management of School and Community

3.1 Types of Resources

Effective management depends on the skillful use of three primary types of resources: human, material, and financial.

3.1.1 Human Resources

A human resource is the knowledge, skill, and effort that people contribute to a production process. For example, the knowledge and skills farmers use to cultivate land are a human resource. In a school, teachers and management staff are human resources who apply their efforts to convert students into educated and trained individuals.

3.1.2 Material Resources

Material resources are the physical 'inputs' required for production. In the farmer example, material resources include land, seeds, water, and machinery. For a school, these would include the building, classrooms, furniture, books, and teaching aids.

3.1.3 Financial Resources

Financial resources are goods and services converted into money form. When surplus goods and services are sold in the market, they generate income, which constitutes a financial resource. A country's ability to generate wealth (i.e., financial resources) is directly linked to its level of development and its capacity to fund services like education.

3.2 Financial Sources of Income for Schools

Schools receive funding from a variety of sources to support their operations and programs.

1. **Government**
   - This includes funding from both the Central and State governments. In India, education is on the concurrent list, meaning both levels of government can legislate on and fund it.

2. **Other Agencies**
   - These include private bodies, organizations, trusts, and external agencies (like the World Bank) that help fund education to meet the large-scale demand that the government alone cannot fulfill.

3. **Local Bodies**
   - These include municipal boards, Zila Parishads, and Village Panchayats. They are responsible for providing civic facilities to their communities, including education.

4. **Voluntary Contribution from Community**
   - This traditional source of support comes directly from the community. Contributions can take several forms, including:
     - Free labour to construct buildings
     - Contribution in material form
     - Money
     - Free land

5. **Endowment**
   - An endowment is a 'corpus fund' provided by an individual, family, or trust for a specific or general purpose. The interest generated from this fund provides a regular source of income for the institution.

6. **Savings**
   - Savings are surpluses of income over expenditure. When grants are received or income is generated, any unspent funds can be saved and used later for school development activities.

7. **Examination Fees and Other Fees**
   - While government schools typically do not charge fees, government-aided and private unaided schools collect various fees from students. The structure and amount vary by school type. Common fees include:
     - Tuition fees
     - Examination fees
     - Computer fees
     - Pupil's fund
     - Admission fees

- Development fees

4.0 Unit 12: Management Approaches of School and Community Partnership

4.1 Introduction to Management Approaches

The **"Human Capital Theory Approach,"** introduced by economist T.W. Schultz, provides a framework for understanding education as an investment. This approach posits that spending on education creates a productive resource known as 'human capital'. Its main points are:

1. The process of learning results in a new form of productive resource known as 'human capital'.

2. Spending on education is an investment that leads to further human and physical capital formation.

3. The learning process can be compared to the production process in an industry.

4. Differences in wages are often due to differences in education and training, which raise a worker's productivity and efficiency.

However, this model has been critiqued because factors other than education—such as the distribution of job opportunities, technical progress, and how wages are determined—also significantly influence an individual's income.

4.2 Types of Management Approaches

Educational planning and management are guided by several distinct approaches, each with a different focus.

4.2.1 Manpower Requirement Approach

This approach links education planning directly to the future manpower needs of various sectors of the economy. It aims to ensure that the education system produces a sufficient number of individuals with the specific skills and qualifications required by the job market.

4.2.2 Cost-Benefit Analysis Approach

In this approach, education is treated as a productive investment, and decisions are based on comparing its costs and benefits.

- **Costs** include direct costs (fees, taxes) and opportunity costs (income forgone by students while in school).

- **Benefits** include economic benefits (higher lifetime earnings for individuals) and non-monetary benefits (such as good citizenship and a positive work culture).

4.2.3 Social Demand Approach

This approach is driven by the idea that economic development and rising standards of living create a public or "social" demand for education. This demand is often framed as a fundamental human right, leading to policies aimed at expanding access to education for all who desire it.

4.2.4 Social Justice Approach

This approach uses education as a tool to protect the interests of disadvantaged sections of society, in line with the goals of the Indian Constitution. It focuses on creating policies and programs to ensure equitable access and opportunity for groups such as Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), and minorities.

4.3 Strengthening School-Community Partnership

A strong partnership between schools and their communities is essential for achieving educational goals. The legal basis for this partnership in India is established by the **Right of Children to Free and Compulsory Education Act, 2009 (RTE Act)**.

Section 21 of the RTE Act mandates the formation of a **School Management Committee (SMC)** for every school. This committee is composed of elected representatives from the local authority, parents or guardians, and teachers.

The SMC is tasked with four primary functions:

- Monitor the working of the school.

- Prepare and recommend school development plans.

- Monitor the utilization of grants received from the government, local authority, or any other sources.

- Perform other functions as may be prescribed.

While this partnership is crucial for school development and accountability, it is important that the functional responsibilities of the school management and the community (represented by the SMC) are clearly defined to avoid potential conflicts and ensure smooth collaboration.

Ultimately, the concepts explored throughout these units—from community mobilization and resource management to the core functions and approaches of management—all converge at the school level. The School Management Committee (SMC) serves as the legally mandated vehicle for putting these principles into practice. It is through the effective functioning of the SMC that the theoretical frameworks of management are translated into tangible actions, leveraging community resources and participatory decision-making to create a thriving educational environment for every child.