

SMC maturity rubrics – ShikshaLokam					
Parameters	Area of performance	Dormant	Interested	Engaged	Self-directed
<b>School Management</b>					
<b>Roles &amp; Responsibilities</b>	Roles and responsibilities	Not aware of their roles and responsibilities.	Aware of their roles and responsibilities.	Play their roles as described in RTE and SSA with guidance and support.	Takes initiative to provide his/her services to school and makes plans for school improvement.
<b>Meetings</b>	Meetings	Not aware of any SMC meetings being held this year.	Aware of meetings that are being held, but rarely participates.	Most members regularly attend all the meetings.	All members regularly attend all the meetings.
	Agenda	Not aware of the agenda of SMC meetings.	Aware of agenda that are being discussed during SMC meetings.	Draws agenda for the meeting in consultation with school authorities.	Follows up on issues discussed during SMC meetings and ensures implementation of action items.
	Decision making	Not aware of how decisions related to school operations/activities are made.	Aware of decision-making processes on school operations/activities, but does not participate.	Participates in decision making processes.	Participates in decision making processes, as well as contributes to its implementation.
<b>Financial Management</b>	Bank Account	Not aware of joint bank account between SMC and school.	Aware of the joint account being operated by Head Teacher and SMC President.	Aware of joint account, process of approval, allocation and utilization of funds.	Maintains records for all the programs being implemented in addition to having information on available funds and its utilization.

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	School budget/grants	Not aware of school budget/grants.	Aware of school budget/grants and discusses this in SMC meetings.	Discusses the school budget in SMC meetings and influences priorities.	Takes initiative to mobilize additional financial support in case of scarcity of funds.
	Transparency of financial information	Not aware of how funds are utilized.	Aware of how funds are utilized and discusses any changes and/or mismatch.	Ensures that updated information on fund utilization is displayed on the school notice board.	Prepares income and expenditure of school along with school authorities and makes this report available for audit.
<b>School Development Plan (SDP)</b>	School Development Plan	Not aware of School Development Plan (SDP).	Aware of school development plan and their role in preparation of SDP.	Identifies and prioritizes school needs and contributes for developing an action plan.	Reviews SDP and ensures its implementation and quality.
<b>Infrastructure/Provisions for children</b>					
	Mid-day meal program	No effort to check the quality of mid-day meals provided to children.	Occasionally checks quality of mid-day meal.	Regularly checks quality of mid-day meals and ensures hygiene during preparation of food.	Regularly checks quality and quantity of grains supplied; ensures timely supply of grains; takes initiatives to ensure enough vegetables are available for mid-day meal; checks quality of food.
	Incentives from Government	Not aware of schemes/ incentives provided by the Government for children.	Aware of various schemes/ incentives provided by the Government such as uniforms, textbooks and	Monitors provision of schemes/incentives from the Government from time to time.	Demands for quality, adequacy and timely supply of incentives for children and takes necessary steps to report

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			scholarships, etc..		variance.
	Facilities at school	Not aware of infrastructure facilities (water, toilet, compound, class room, playground, electricity, kitchen, clean environment) required for learning.	Aware of infrastructure facilities required for learning.	Ensures maintenance and timely repairs of infrastructure facilities.	Prioritizes infrastructure facilities; makes appropriate provision in SDP; mobilizes resources locally to fulfil the learning needs of the children.
	Monitoring/managing civil works	No effort made to monitor/ manage the civil work being implemented at school.	Occasionally visits school to see the progress of civil works being carried out at school.	Discusses with school authorities on the progress of civil works and monitors its completion.	Takes up civil works with community involvement; ensures quality of work; manages civil works.
	Safety of school properties & premises.	Not aware of their responsibility towards safeguarding school properties and premises.	Aware of their responsibility towards safeguarding school properties and premises.	Ensures hygiene, upkeep and maintenance of school properties and premises. Protects school premises against encroachment and nuisances.	Educates children, youth and community on the importance of keeping the school properties and premises clean and safe. Takes necessary actions on people who violates the civic responsibilities in maintaining hygiene and safety of school properties and premises.
<b>Learning Management</b>					
	Children's learning	Not aware how children are learning (teaching methods, strategies, classroom process, etc.).	Aware of how children are learning and know the classroom processes followed by teachers.	Does classroom observation and discusses with parents on progress of child's learning.	Discusses with teachers on classroom processes and understands metrics for measuring child's learning.

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	Recruitment of additional teachers	Not aware of teacher requirement in the school.	Aware of teacher requirement in the school.	Identifies local personnel and mobilizes funds to pay their honorarium.	Identifies qualified personnel to meet teacher requirements; mobilizes funds to pay their honorarium; sustains availability of personnel and funds for honorarium.
	Enrolment & retention	Not aware of their role in student's enrolment and retention.	Aware of their responsibility to ensure all school going children in the community are enrolled in school.	Participates in enrollment drive; sensitizes parents on importance of education; motivates them to send their children to school regularly.	Takes initiative to conduct enrolment drive; ensures their mainstreaming and regularity in attendance.
	Teacher absenteeism	Not aware about teacher absenteeism.	Aware and concerned of teacher absenteeism; occasionally discusses about this with Head Teacher.	Visits school regularly to observe teacher absenteeism; discusses with Head Teacher about alternate solutions to keep the children engaged with learning.	Mobilizes qualified youth volunteers to teach kids during teacher absenteeism; takes necessary action for frequent/long absenteeism cases.
	Review of teacher performance	Not aware of classroom activities, teaching methods and Learning Outcomes (LOCs) of children.	Aware of classroom activities, teaching methods and learning outcome of children.	Randomly checks learning levels of children and gives feedback to teachers on their classroom performance.	Reviews LOCs regularly with teachers and parents; discusses and plans performance improvement plans for teachers; regularly monitors learning

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					progress of children.
	Mainstreaming Out Of School (OOSC) and dropout children	Not aware of OOSC and dropout children in the community.	Aware of OOSC and dropouts' children in the community.	Conducts survey for OOSC and dropout children; discusses plans and strategies with school authorities to mainstream these children.	Organises bridge courses for OOSC and dropout children; ensures their enrollment into school; monitors their regular attendance and retention.
<b>School-community linkage</b>					
	Parent-Teacher Meeting (PTM)	Not aware of their role in conducting PTMs.	Aware of their role in conducting regular PTMs.	Conducts PTM once in 3 months and discusses about child attendance and learning progress.	Has a structure in place to conduct PTMs; discusses and seeks feedback from parents on school functioning and their participation in school activities, etc., apart from discussing about child's attendance and learning progress.
	Grievance redressal	Not aware of grievances raised by students, parents or teachers.	Aware of grievances raised by students, teachers, parents and has a tendency to listen to them.	Hears grievances of students, teachers and parents; takes responsibility to address their grievances as first level of local authority to support.	Has a structure in place for grievance redressal and ensures that anybody can confidently approach SMC members for addressing their grievances regarding school and its function.
	Parent-community engagement in school activities	Not aware that they can seek support from other stakeholders for	Aware of their role in seeking support from parents and community	Seeks support from parents, elected representatives,	Has set processes and plans to strengthen school-community

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		school activities.	members for enrolment, attendance and retention of children, organising school events etc..	village leaders for enrolment, regular attendance and other school celebrations; conducts school events jointly with community.	relationship; creates space for initiating educational dialogues, amongst parents, local Community Based Organisations (CBOs) and Panchayat Raj Institution (PRI) members in order to improve quality of education.
<b>Ensuring child safety</b>					
	Physical safety of children	Not aware of physical safety aspects of children.	Aware of the physical safety aspects for children.	Visits school regularly to check if the physical environment is safe for children. This includes checking toilets, playground, classroom, furniture conditions, kitchen condition, drinking water facility, first aid services, etc..	Oversees hygiene, upkeep and maintenance of the school; takes initiative to ensure that teachers and students are educated on handling emergency situations/accidental incidents in school premises.
	Emotional security of children	Not aware of any emotional security aspects of children.	Aware of emotional security aspects of children.	Demands for proper orientation to teachers, parents on child safety and emotional security aspects including display of child	Notifies local authority on any deviation or violation of child rights such as mental/physical harassment including corporal punishment, denial of admission, any

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				helpline prominently at school premises.	form of discrimination, and urges for proper action against the same
	Inclusive education	Not aware of Children With Special Needs (CWSN) in their community.	Aware of CWSN in their community and have data on the same.	Conducts enrolment drive, bridge course and special campaign for girl children, CWSN and child labourers in the community.	Establishes network with concerned departments and local NGOs to address the needs of CWSN; ensures non-discrimination against provision of special facilities such as hearing aids, ramps, braille etc.
<b>Network and collaboration</b>					
	Mobilizing community resources for learning	Not aware of available local resources that can be used for learning.	Has information on skilful resources in their community such as artisans, craftsmen, achievers/renowned persons in the community.	Understands the need for extracurricular skills among children; makes use of locally available skilful resources to create awareness on vocational skills.	Creates opportunities for children to develop their skills in various fields such as farming, dairy, pottery, tailoring, traditional arts, dance, etc., to serve the society.
	Network with local authorities	Not aware of programmes and provisions available at local Panchayat level for school improvement.	Aware of programmes and provisions available at local Panchayat level for school improvement.	Makes efforts to incorporate various programs of Gram Panchayat (GP) for school improvement while making the School Development Plan.	Establishes good rapport with Education Standing Committee members at Panchayat level to incorporate school improvement programs into Gram Panchayat plan.

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	Leverage community partnership	Not aware of various services being provided by local NGOs, CBOs and other departments in the community.	Aware of various services provided by local NGOs, CBOs and other departments in the community.	Approaches local NGOs, CBOs and other departments for various programs that are beneficial for children such as health check-ups, scholarships, mobilising resources for infrastructure and learning improvement, etc..	Establishes good rapport with local NGOs, CBOs and other departments to leverage benefits for children; provides feedback on quality of services/programs provided by them.
<b>Sustainability</b>					
<b>SMC Federation</b>	Mentoring support	Not aware of the SMC Federation and its concept.	Aware of SMC Federation and its concept.	Seeks opportunities to engage with SMC coordination committee/ Federation to discuss school development related issues.	Seeks mentoring support from SMC Federation and makes recommendation to bring changes at policy level for continuous and sustained school improvement programs.

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