



A Study on Engagement of Community in Schools for Quality Education in India

Premananda Borah

Ph.D Scholar, Department of Sociology.
Assam University, Silchar (PIN-788011) India
Email: nandapremaborah@gmail.com
ORCID: 0000-0003-3851-4501

Abstract : *The role of community is required to achieve quality education among students. In the post-Covid-19 era, this is very crucial for overcoming losses in teaching and learning process in India. Nowadays society has become more complex and the knowledge society, raising children has become such a complex process that it can no longer be managed by just one group of professionals as it used to be. Kothari Commission (1964-66), National Policy on Education 1986, Veerappa Moily Report (1992), National Curriculum Framework (2005), The RTE Act 2009 etc. emphasizes the community involvement as a means of improvement of quality education between them encourage students in India. Students are the great source of nation building and nation advancement. Literature studies conducted to understand the role of communities in shaping the good quality of education among students in India. The results of the study show that community play a very important role in supporting the achievement of quality education. The quality of education in society cannot be achieved if it is not fully supported by families and communities. The central research question of this article was what are the main roles and impacts of community engagement on the quality of education in developing countries? The role of communities in the process of achieving quality education in society is reflected in their involvement in supporting and motivating children to learn, providing financial support, maintaining school and college safety, and supporting various programs, who are in direct contact with the community.*

Keywords: *community, engagement, community engagement, improvement of educational quality.*

1. INTRODUCTION:

India is a country of 1.3 billion people, with 67 percent of the Indian population living in rural areas. After 2030, India is expected to be the most populous country in the world (UN 2022). Schooling in rural India is largely dependent on government and government-sponsored schools. For rural India, the education path is not easy, children from rural areas face many challenges until they complete their education. The sharp failure was most recently seen in how the education system collapsed during the COVID-19 pandemic. Many children dropped out of class. Institutions were unable to find ways to deal with the crisis and the government failed to develop adequate strategies. All this will affect the dynamics of society in the long term. Not that other nation hasn't failed, but the point is that science and teachers have failed (The Wire 2022). The COVID-19 pandemic has closed schools around the world, disrupting the education of 1.6 billion students at its peak and widening the gender gap. In some countries, girls are found to have greater learning losses and an increased risk of exposure to child labour, gender-based violence, early marriage and pregnancy. To stem the scars of this generation, the community must reopen and keep schools open, use outreach to get learners back into school, and accelerate learning recovery (UNICEF 2021). In addition, *The State of the Global Education Crisis: A Path to Recovery 2021* report shows that in developing countries, the proportion of children living in poverty was 53 percent before the pandemic and potentially 70 percent given long school closures and inefficiency percent of distance learning to ensure full learning continuity during school closures. And the potential increase in learning poverty could have devastating effects on the future productivity, income and well-being of this generation of children and young people, their families and the global economy. It is therefore very important to strengthen the role of communities in children's learning.



Community engagement in education plays a very important role in supporting the achievement of quality education in schools and colleges throughout the world. Quality education in schools and colleges cannot be attained unless they are fully supported by families and communities. The role of families in the process of achieving educational goals at school is reflected in their involvement in supporting and motivating children to learn, comprising in the form of financial support. Community involvement in supporting the achievement of school goals can be achieved in the form of participating in conducting community study hours, maintaining school safety, supporting various school-college programs that are in direct interaction with the community.

The world has seen significant and dramatic changes over the past three years as a result of the Covid-19 pandemic. Consequently, schools are faced with very complex situations and have to take into account different cultures, backgrounds, socio-economic status and religious beliefs. Schools are therefore in a situation where they face the challenge of preparing diverse groups of children for a rapidly changing future that no single subject can cope with alone (Suarez-Orozco & QinHiliard, 2004). The education of children can no longer be seen as the sole responsibility of schools, and so families and communities must work together for the good of children (Epstein, 1995). Education must become a shared responsibility involving the whole community working together with different types of professionals, teachers and educators for the community's best future citizens.

The importance of engaging communities in removing barriers to education has come to the fore as governments worldwide strive to meet their commitments to education for all. Governments are increasingly recognizing the value of working with communities and sharing responsibility and ownership of education systems. When traditional practices or beliefs prevent marginalized populations, especially girls, from gaining education, government mandates alone are not sufficient to remove these barriers. Communities themselves need to address the underlying factors preventing children from accessing education and then develop solutions that are relevant to their particular situation (Rose, 2003).

Most educators around the world have striven to achieve the goals of quality education through parental and community involvement in the school. The Kothari Commission (1964-66) focused on the need for decentralization of school education and for the involvement of parents and local authorities in school improvement processes. NPE 1986 mainly emphasized the decentralized planning and management of primary education. Village committees were further strengthened in 1992 with support from the Program of Action (POA). In 1992, the 73rd and 74th amendments to the Panchayati Raj provided a basic framework for the decentralization of powers and authorities at various levels. Veerappa Moily submitted a report (1992) to the Government of India on the decentralization of educational planning, which ensures greater community participation in education. National Curriculum Framework (2005) also emphasized the promotion of community participation as a means of improving the quality of education. The 2009 RTE Act provides for the establishment of school management committees. The save the children (2013) report also stressed the importance of community involvement in school education. The role of parents and the community and their involvement in school education has been visualized as an important role in all policy initiatives at national and international level. Studies on community participation in education, aimed at helping schools achieve educational goals, are the reason and effort to establish a harmonious relationship between school work and the work of school committees, which become the basis of school and community activities become school committees.

Policy makers, educators, and others involved in education are looking for ways to use limited resources efficiently and appropriately to identify and correct educational problems and enable children to have a good education. Their efforts have helped to recognize the importance and benefits of neighbourhood participation in education and have diagnosed community participation as one of the strategies to improve access rights and quality of higher education. Although there are still places where communities are preparing them to run schools for their young people today, community involvement in education has not been fully recognized or systematically expanded into broader practice. This paper attempts to summarize these issues by turning to the current literature.

2. MATERIALS AND METHODS :

Through available literature study, this article intends to reflect upon community engagement in schools and colleges in India and how community can engage in quality education. This article is based on existing literature on engagement of family and community in education, community/school partnership, school-based management, local governance, and education decentralization throughout the world. Terms such as community-school partnerships, family-school partnerships, community partnerships in education, family partnerships in education, and community involvement in schools, were used to carry out a comprehensive search for empirical studies from developing countries. Two primary search strategies were followed. The first strategy entailed searching academic databases such as JSTOR, GOOGLE SCHOLAR and journal articles.



3. DISCUSSION AND ANALYSIS :

Concept and Definition of Community Participation :

Sociologically, the notion of community often involves a degree of commitment, identity, and a sense of shared life and destiny. A community refers to a social group with a sense of unity and living in a common geographic area shared by the members, such as culture, language, tradition, law, geography, class, and race. Engagement can be termed in different ways, depending on the context, which illustrates different levels of involvement, such as B. Participation in actual decision-making at every stage, participation in meetings, services, etc. Community participation is a way of taking responsibility and accountability, to identify the problem, to bring different people together to solve problems and make decisions together hold true. Design and implement programs for the development of society. Community involvement in education helps identify problems and problems in school education. According to Tanka Nath Sharma (2008), community participation and involvement comes first: the community should have access to the school, learn about the school and observe what is going on in the school.

The second step would be to make the community aware of the situation and make them aware of the importance of their involvement in schools where their children are educated. The third step would be involvement in the management process of the school where their children are learning, they will be willing to engage in the participatory process. The fourth step would be decision making and part of the school administration. School, family and community partnerships are a better way to place school actions within the community. All stakeholders share responsibility for student learning and development (Epstein & Sheldon, 2006).

Community Engagement in Education in Abroad and India :

According to Melvin Allena JABAR (2010), in Japanese elementary and junior high schools, there are various practices to improve the quality of education, such as: B. Partnerships between teachers and parents and between parents through parent involvement. For example, parents gather for cooking classes, recycling activities, and storytelling. Schools in Japan also offer seminars for parents to improve their own effectiveness in raising and educating their children. In Denmark; Parents have played a large role in running schools. In 1990, Boards of Governors were created for the role of parents to strengthen decision-making in school administration. The boards are responsible for developing policies for school activities, approving the school budget, and creating the curriculum.

In Finland, the new Basic Education Act of 1999 plays an important role in parental cooperation in the development of school education. Schools have the right to shape their own curricula based on the National Framework Curriculum through parent-teacher meetings, parent assemblies, discussion events and one-to-one meetings between individual teachers and parents. School autonomy was introduced in Austria in the 1980s. The main purpose of this program was to increase parental involvement. In Brazil, the school board has the authority and responsibility for school administration under the decentralized education system. Community involvement in school governance is more important to increase children's enrolment and retention.

According to Nancy Kendall (2007), some states in South Africa (Malawi, Kenya, Tanzania and Uganda) have introduced free or reduced-fee primary education. Community engagement in schools has been qualitatively influenced in a number of ways, e.g. by providing oversight of the school budget, teacher attendance and performance, supervising student attendance and homework, providing resources (labor, money, etc.) for school construction and teacher hiring, and other school-related infrastructure and services.

Government. of India has many policies and plans for community involvement in schooling after self-employment. The Secondary Education Commission (1952-53) emphasized the establishment of a board of directors for schools to ensure their proper operation and the maintenance of reasonable standards. The B.G Kher Committee (1953) emphasized the need for decentralization of management in order to attract grassroots community participation and the involvement of all types of local bodies to promote and manage education for the sake of mass education. Subsequently, the Balwant Rai Mehta Committee (1957) recommended that primary education should be the responsibility of the panchayats. The Kothari Commission (1964-66) emphasized the importance of community participation in school education. It was recommended that in order to develop quality education in schools, it is essential to establish a close relationship between the local communities and the school.

Under the 1986 National Education Policy, central, state, district and local authorities participate in planning, coordination, monitoring and evaluation within a multi-level framework of educational development. It stressed that the establishment of village education committees will greatly contribute to the school improvement program, community involvement in the education process, and creating a new form of accountability of the education system. National Curriculum Framework 1975, 1988, 2000, 2005 have also strengthened the importance of involving community members in curriculum development and school administration. It also focuses on the importance of communities in



providing local resource materials. The Ninth and Tenth Five Year Plans state that there is also a need for the problem of literacy to be addressed through a strong social movement with clearly defined goals, involving state and central governments, Panchayati Raj institutions, city local bodies, voluntary organizations and social action groups, the media and every supportive element in society. Sarva Shiksha Abhiyan (SSA, 2001) is the Government of India's flagship program for performance and ensures community involvement in the program's success.

Initiatives taken by States Government of India for Community Participation:

In Rajasthan, the Shiksha Karmi project (1987) and the Lok Jumbish project, these two projects are externally supported basic education projects aimed at universalizing education to quality education in remote and socially disadvantaged villages with a particular focus on the Community participation in these projects. The village communities make a great contribution to the improvement of the school environment, infrastructure and facilities, enrollment of children through school mapping and micro-planning in the Shiksha Karmi School. Lok Jumbish (1992) was established to partner with local communities and the voluntary sector to improve the quality of education. In Bihar, the Bihar Vidyalaya Shiksha Act of 2000 emphasized partnership between communities and teachers to enroll all children, with particular attention to gender equality and promoting the education of girls, including all migrant children, most of them from Orissa and Bihar. In Madhya Pradesh, Jana Shikshan Adhinyam promotes the decentralization of school education by involving the community to ensure enrollment of all children, monitor regular teacher attendance, mobilize local resources for instruction, monitor children's ongoing learning, remedial education to organize and mobilize resources for small school-level needs.

Sociological Dimension of Community Engagement for Quality Education:

Look after School Building and Maintenance and Facilities:

The member of the school community is responsible for overseeing the proper maintenance of the building and other infrastructure such as garden, boundary wall and availability of separate toilets for girls and boys, availability of drinking water, availability of library and laboratory, participation in bringing in (or gaining) money, material and work; repair, improvement, construction and/or repair of schools, provision of water and sanitation, Planting trees, fencing a playground are the major work can be done by communities for enhancing education in India at school.

Access to education:

Many sociological studies reported that community can hold student enrolment campaigns, monitoring attendance of teachers and students, establishment of community schools or alternative learning programs for skill development, and take action to reduce child labour. Community can provide the support/financial needs of orphans and vulnerable children, using a predominant healthcare facility. Community members are more responsible for overseeing school management, timely delivery of textbooks, exercise books and other educational materials, abolition of corporal punishment and physical and mental harassment.

Quality of the Education:

Community also should involved in tutoring, support for extracurricular activities (sports, culture, crafts), provision of examination support, creation of teaching/learning aids using locally available materials, adapting the curriculum to the local context and culture, providing relevant life skills content in school programmes.

Safety/Security:

Community participation through consultation on a specific issue, such as creating and monitoring codes of conduct for teachers in relation to sexual harassment and corporal punishment, providing teachers with security by providing them with adequate housing, establishing schools as safe conflict zones, developing disaster risk reduction plans are very much required for enhancing teaching learning process.

Gender equity:

Community participation through advice on a specific topic such as encouraging girls to enroll, assisting with uniforms and other costs, addressing the need for separate, functioning latrines, promoting active female role models through the participation of women in community organizations, establishing mentoring groups and clubs are the crucial for any educational goal.



Involvement in Policy, Curriculum and Textbook Preparation and Distribution:

The community member also participates in policy, planning, implementation and evaluation for quality education, creation and distribution of curricula and textbooks. Community members are also responsible for developing and designing curricula and learning materials according to the local context.

Benefits of Community Participation for School Education :

Most educators recognize the importance and benefits of community involvement in school education, and recognized community involvement is one of the ways to improve access and quality of education. Community involvement is significantly correlated with the relationship with the school community (Hamdan 2013). The Save the Children report (2013) also emphasizes the importance of community involvement in school education. Community-based approaches to educational development have the potential to improve ownership, accountability and efficiency. Community involvement in education facilitates the identification of community-specific educational problems and informs the development of strategies to remove barriers to access and quality of education within a given community (Shilpi Sharma et al.2014). The benefits of community participation in the quality of education in society can be seen in terms of maximizing limited resources, developing needs and context-based curricula, identifying the problems and addressing them, promoting the education of girls who Creating and maintaining community-school partnerships, realizing democracy, increasing accountability, ensuring sustainability, improving the living environment. The school committee as a form of community participation in education should have the opportunity to further develop and improve school quality. Community participation helps fulfill the right to access education in schools where performance and achievement is similar or higher than others in the context. It also increases school accountability by reducing teacher absenteeism and increasing teacher effort, and this appears to contribute to improved student academic performance in general. Community involvement in school governance has been shown to increase accountability for both learning outcomes and school resources. Involvement in curriculum development that ensures cultural relevance of subject matter and teaching styles leads to broader inclusion in the educational process (USAID 2011).

Education is an effort to shape the future generation of a nation conducted under the responsibility of government, parents and community. The education system is a shared responsibility of government, parents and community (Sumarsono, Imron, Wiyono and Arifin, 2016). Participation in the community has a positive impact on the psychosocial development of students. The educational program managed jointly by the school principal, teachers and the community is able to improve the learning outcomes of the students. Similarly, Hughes and MacNaughton (2002) found in their research that good communication between parents and teachers and between teachers is a prerequisite for quality parenting education for children, which affects cognitive and social development of children and improves success in education. It states that the community is entitled to participate in the planning, implementation, monitoring and evaluation phases of the educational program. The community also has an obligation to provide resources for the implementation of education. In fact, the community can fully participate in any process of implementing education in schools.

The entire community plays an essential role in the growth and development of its young people. In addition to the crucial role that parents and family members play in a child's education, the wider community also has responsibilities to ensure quality education for all students, mentoring of students, and fundraising. Today, the old model has been replaced by a much more inclusive approach: school-family-community partnerships now include mothers and fathers, step-parents, grandparents, foster parents, other relatives and careers, business leaders and community groups, all participating in goal-oriented activities, at all Grade levels, in connection with student performance and school success. Researchers cite the involvement of the parent-family community as key to addressing the early school leaving crisis¹, finding that strong partnerships between school, family and community promote higher educational aspirations and more motivated students. this broad support is essential in order to close performance gaps. The positive effects of connecting community resources to student needs are well documented.

Challenges and Limitations of Community Engagement:

As with any field of programming, there are challenges and limitations to be overcome or circumvented. The traditional marginalization of some groups (women, minorities, youth and children) often limits their freedom to engage in community-wide initiatives. Entrenched prejudices against marginalized groups can manifest themselves in a reluctance to include or collaborate with them and value their contributions. Lack of coordination of teachers and parents, lack of awareness of the community and community members not very aware of their duty, illiteracy and low level of education, lack of involvement in school planning, lack of training program, lack of awareness of financial grants are the main challenges in developing countries (Tripathi K.K. 2011). Many communities have entrenched power structures, including in schools, which are often characterized by authoritarianism, corruption and a lack of transparency.



Local leaders may be reluctant to share power and may seek to direct the community engagement process by determining who should be involved, assigning roles, and so on. In contrast, strong community leaders can have a major impact in providing local resources and increasing participation in supporting education. Involving local leaders in the participatory assessment process can help gain their buy-in and support, and make them more accountable to community members.

4. CONCLUSION:

Most social scientists and educators claim that participation in the community improves the quality of education. In the developing world, community involvement is important to school governance and its impact is positive. The community board/council has major powers for school management, such as: B. Academics, Administration, Function of School, Curriculum Creation etc. but in India parents are ignored in curriculum creation. Community involvement is not a panacea to solve all school education issues and problems, but it does make it easier to bring quality education to schools. It is the decentralization of school management to improve quality education. There are different strategies and practices of community participation abroad. Communities are involved in many areas like administrative, academic and financial power and functioning of the school etc. In India, many policies recommend community involvement in school education to improve the quality of education. Under the 2009 RTE Act, this is essential to the establishment of a community committee for each school. Indian states have established their own community building rules for school education. Much research shows a positive outcome of community involvement in school education. But the basic reality is that communities are not working properly in many places. So it is not enough to just make politics and act. Now the education system is being privatized. Many schools are privately owned. Do they follow rules, regulations, policies and laws? How then can we achieve the goal of decentralizing education? This study also found that access to space for participation sometimes fosters inequality in the community and perpetuates the marginalization of some citizens. This is in part because participation continues to be used as a technical contributor to development processes, and a failure to invest in real community building through participatory processes that embrace the rich, diverse, and chaotic disorder that often characterizes communities. This requires a framework that sees students, parents and communities as rights holders, citizens entitled to participate. In general, these studies conclude that communities are promising collaborative efforts to improve school sites and innovate learning, teaching, and research processes. Therefore, the potential of knowledge communities should be further explored to optimize and sustain collaborative educational change in communities.

5. RECOMMENDATION FOR IMPROVEMENT IN COMMUNITY PARTICIPATION

The following recommendation can be followed to improve community participation.

- The training program should be communicated to all teachers, family members and community members about the current educational program and changes.
- An awareness-raising program for community participation should be organized at village level.
- Appropriate communication should be established between the school and community members. Community linkage programs should be organized at all levels.

Funding: The research study did not receive any funding source.

Declaration of Conflict of Interest: The author has declared that there is no conflict of interest or no competing financial or personal interest in this study. The author also confirms that the manuscript is the authors original work and manuscript has not submitted elsewhere for publication.

REFERENCES:

1. Ahmad, R., & Said, H. 2015. *Effect of community participation on school community relations*. Academia.edu. Retrieved August 14, 2022. https://www.academia.edu/6389063/Effect_of_Community_Participation_on_School_Community_Relations
2. Anon. n.d. "Basic Education Act 628/1998." *Splash-Db.Eu*. Retrieved July 14, 2022 (<https://splash-db.eu/policydocument/basic-education-act-6281998/>).
3. Anon. n.d. "Kothari Commission (1964-66) - Facts, Objectives, Recommendations." *BYJUS*. Retrieved July 14, 2022 <https://byjus.com/free-ias-prep/kothari-commission/>.
4. Arun Kumar. 2022. "Education in India at 75: The Challenges Facing the System, Students and Teachers." *The Wire*. Retrieved August 20, 2022. <https://thewire.in/education/education-in-india-at-75-challenges-system-students-teachers>.



5. Balwant Rai Mehta Committee Report 1957. Retrieved July 14, 2022. <https://larry-d.com/balwant-rai-mehta-committee-report-1957-91/>
6. Bray, M., 2001. *Community partnerships in education: Dimensions, variations and implications*. Paris: Unesco. <https://unesdoc.unesco.org/ark:/48223/pf0000123483>
7. Chuaungo, M. 2016. *Recommendations of the Kothari Commission/Education Commission, 1964-66*. Academia.edu. Retrieved September 14, 2022. https://www.academia.edu/30217361/RECOMMENDATIONS_OF_THE_KOTHARI_COMMISSION_EDUCATION_COMMISSION_1964_66
8. De Vries, Bregje and Jules Pieters. 2007. "Exploring the Role of Communities in Education." *European Educational Research Journal* 6(4):382–92. <https://doi.org/10.2304/eeerj.2007.6.4.382>
9. Deka, Pratisha. (2016). "A study on parental involvement in higher level of education: voices of parents and students in Pub-Kamrup College and Patidarrang College, Kamrup district." *The Clarion- International Multidisciplinary Journal*. 57(5). 10.5958/2277-937X.2016.00009.5.
10. Desi Eri Kusumaningrum, Desi, Nurul Nurul Ulfatin, Maisyaroh Maisyaroh, Teguh Teguh Triwiyanto, and Imam Imam Gunawan. 2017. "Community Participation in Improving Educational Quality." *Proceedings of the 2nd International Conference on Educational Management and Administration (CoEMA 2017)* (<https://www.atlantis-press.com/proceedings/coema-17/25882334>).
11. Epstein, J. L. 1995. *School/Family/Community Partnerships Caring for the Children We Hare*. Scirp.org. Phi Delta Kappan: Scientific Research Publishing 76: 701-712. Retrieved July 14, 2022 <https://www.scirp.org/reference/ReferencesPapers.aspx?ReferenceID=796573>.
12. Gamage, D. T. 1993. "A Review of Community Participation in School Governance: An Emerging Culture in Australian Education." *British Journal of Educational Studies* 41(2):134–49. <https://doi.org/10.2307/3121618>
13. Gatt, Suzanne. 2010. "The role of the Community in Enhancing Learning". *Journal of Educational Studies* XII: 20-28. (https://www.researchgate.net/publication/259533814_The_role_of_the_Community_in_Enhancing_Learning/citation/download).
14. Google. 2009. *RTE Act 2009.PDF*. Google Drive. Retrieved August 14, 2022. https://drive.google.com/file/d/1ta15AvZh57_S7Khuq3oKPQTRwn0-xvg3/preview
15. Hamid, et al. 2013. "Effect of community participation and school community relations". *Middle East journal of scientific research* 16 (3):378-382. DOI:10.5829/idosi.mejsr.2013.16.03.11655
16. HUGHES, PATRICK & Macnaughton, Glenda. 2000. Consensus, Dissensus or Community: The Politics of Parent Involvement in Early Childhood Education. *Contemporary Issues in Early Childhood*. 1. 10.2304/ciec.2000.1.3.2. https://www.researchgate.net/publication/250151556_Consensus_Dissensus_or_Community_The_Politics_of_Parent_Involvement_in_Early_Childhood_Education/citation/download
17. INDIAN CULTURE. 1966. *Report of the Education Commission (1964-66)*. Retrieved September 14, 2022. <https://indianculture.gov.in/reports-proceedings/report-education-commission-1964-66>
18. *International Children's Charity*. Save the Children UK. 2013. Retrieved August 14, 2022. <https://www.savethechildren.org.uk/#!>
19. Ishmael, Mkhabela. 2017. "The Role of Community in Education: A Practitioner's Reflection." *Helen Suzman Foundation*. Retrieved July 13, 2022 (<https://hsf.org.za/publications/focus-chapters/focus-56-chapters/the-role-of-community-in-education-a-practitioner2019s-reflection/view>).
20. Jabar, Melvin Allena. 2010. "How Do Japanese Schools Promote Parental Involvement?" *International Journal of Social Sciences and Humanity Studies* 2(1). <https://doaj.org/article/abe5bdf65154bd79ae011d1c8b7a359>
21. Kendall, Nancy. 2007. "Parental and Community Participation in Improving Educational Quality in Africa: Current Practices and Future Possibilities." *International Review of Education* 53(5-6):701–8. <http://www.jstor.org/stable/27715424>
22. Kenneth A. Russell. 2009. "Community Participation in Schools in Developing Countries: Characteristics, Methods and Outcomes." Retrieved July 13, 2022 <https://files.eric.ed.gov/fulltext/ED519214.pdf>.
23. Kenny, K., Lei P., Paxton W., Talbot-Zorn M. and Henck A. 2013. *Community participation in improving learning*. Save the Children, Connecticut USA, ISBN: 1888393-27-0.
25. Kumar, Monoj. 2019. "Community Participation in School Education". *International Journal of Science and Research (IJSR)* 10(1): 1245-1252. DOI: 10.21275/SR201224191731
26. *Madhya Pradesh Jan Shiksha Adhiniyam, 2002*. Scribd. Retrieved August 14, 2022. <https://www.scribd.com/document/355235084/Madhya-Pradesh-Jan-Shiksha-Adhiniyam-2002-pdf>



27. Maunah, Binti. 2020. "The Contribution of Family and Community Education in Realizing the Goals of School Education." *Cendekia: Jurnal Pendidikan Dan Pembelajaran* 14(1):1–12. DOI:10.30957/cendekia.v14i1.606
28. MHRD. 1992. *National policy on education, modified*. New Delhi.
https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf
29. MHRD. 1988. *National policy on education-1986*. Retrieved August 14, 2022.
http://14.139.60.153/bitstream/123456789/7622/1/National%20Policy%20on%20Education%201986%20Implementation%20Report_G1530.pdf
30. MHRD. 2005. *National curriculum framework 2005*. Government of India. Retrieved August 14, 2022.
<https://www.ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
31. Ministry of Education. 1952-53. Report of the secondary education commission, New Delhi. Retrieved July 14, 2022. (https://www.educationforallinindia.com/1953%20Secondary_Education_Commission_Re)
32. Mondal, Puja. 2014. "Top 4 Projects Initiated by Government on Rural Education in India." *Your Article Library*. Retrieved July 14, 2022 <https://www.yourarticlelibrary.com/sociology/top-4-projects-initiated-by-government-on-rural-education-in-india/34978>
33. NCERT. 1975. *National curriculum framework*, New Delhi.
https://ncert.nic.in/pdf/focus-group/NCF_10_Year_School_eng.pdf
34. NCERT. 1988. *National curriculum framework*, New Delhi.
https://ncert.nic.in/pdf/focus-group/NCESE_1988.pdf
35. NCERT. 2000. *National curriculum framework*, New Delhi.
https://ncert.nic.in/pdf/focus-group/NCF_2000_Eng.pdf
36. NCERT. 2005. *National curriculum framework*, New Delhi.
<https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
37. Patel, Rupal. 2021. "Importance of Community Participation in School Education." *SSRN*. Retrieved July 13, 2022 (https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3954649).
38. Pradhan, M., et al. 2011. "Improving Educational Quality through Enhancing Community Participation: Results from a Randomised Field Experiment in Indonesia". Washington D.C.: World Bank.
<https://gsdrc.org/document-library/improving-educational-quality-through-enhancing-community-participation-results-from-a-randomised-field-experiment-in-indonesia/>
39. *Programme of action-education 1992*. Retrieved August 14, 2022.
https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/POA_1992.pdf
40. Ramachandran, V. 2013. *School Management for Quality Inclusive Education and Decentralised School Governance*. New Delhi: National University for Education Planning and Administration.
<https://eruindia.org/files/school-management-09-04-13.pdf>
41. Rao, V.S. 2012. "PTA Members" Participation in Primary Education: A Case Study of Tribal Areas." *Journal of Educational Planning and Administration* 4:567-578.
https://www.academia.edu/2625815/PTA_Members_Participation_in_Primary_Education_A_Case_Study_of_Tribal_Areas
42. Research, American Institutes for, Organization, U.S.A ID Institution, Usaid, and Institution. 2011. "First Principles: Community Engagement in Education Programs." *Education Links*. Retrieved July 13, 2022 (<https://www.edu-links.org/resources/first-principles-community-engagement-education-programs>).
43. *Role of school leader in invoking community participation in rural area 1992*. 1992. Retrieved August 14, 2022.
<http://ncsl.niepa.ac.in/SLA/module-2022-23/haryana/module-2.pdf>
44. Rose, R. 2003. *Strategies to promote inclusive practice*. Google Books. Retrieved September 14, 2022.
https://books.google.co.in/books/about/Strategies_to_Promote_Inclusive_Practice.html?id=e4nGPI656pMC&redir_esc=y
45. Sarva Siksha Abhiyan. *Scribd*. Retrieved July 14, 2022 <https://www.scribd.com/document/432483458/Sarva-Siksha-Abhiyan>
46. Sharma, S., Burnette, D., Bhattacharya, A., & Nath, S. 2014. *Community Participation in Primary Education*. South Asia, Mumbai: Model Districts Education Project Columbia Global Centers. Retrieved on 01/08/2022
https://globalcenters.columbia.edu/sites/default/files/content/Mumbai/Publications/13.MDEP_Community%20Participation.pdf
47. Sharma, Tanka Nath. 2013. "Structures and Mechanisms of Community Participation in School Management." *Journal of Education and Research* 1:72–85. DOI:10.3126/jer.v1i0.7954
48. Shilpi Sharma, D. B. 2014. Community participation in rural primary education: An underestimated



- and understudied component of India's Sarva Shiksha Abhiyan (education for all) initiative. Retrieved August 14, 2022. <https://addletonacademicpublishers.com/contents-pihrm/400-volume-4-1-2016/2640-community-participation-in-rural-primary-education-an-underestimated-and-understudied-component-of-india-s-sarva-shiksha-abhiyan-education-for-all-initiative>
49. Shiksha Karmi project 1987. Retrieved July 14, 2022. <http://14.139.60.153/bitstream/123456789/8162/1/THE%20SHIKSHAKARMI%20PROJECT%20RAJASTHAN%20PROJECT%20DOCUMENT%20D-4267.pdf>
 50. Singh, V., & Prakash, S. 1970. *Lok Jumbish: Rural participatory design in Rajasthan, lessons for the future*. SpringerLink. Retrieved August 14, 2022. https://link.springer.com/chapter/10.1007/978-94-007-7031-7_7
 51. Suárez-Orozco, M. M., & Qin-Hilliard, D. B. (Eds.). 2004. *Globalization: Culture and Education in the New Millennium* (1st ed.). California: University of California Press. <http://www.jstor.org/stable/10.1525/j.ctt1pnvk4>
 52. Sumarsono, R., Imron, A., Wiyono, B., & Arifin, I. 2016. "Parents' participation in improving the quality of elementary school in the city of Malang, East Java, Indonesia." *International Education Studies* 5(2). Retrieved July 14, 2022. <https://www.ccsenet.org/journal/index.php/ies/article/view/63348>
 53. Tripathi, Dr. Krishna & Bajpai, Anjali. 2011. "Decentralised Management of Education in India."
 54. *Journal of All India Association for Educational Research* 23:1-5. https://www.researchgate.net/publication/303233457_Decentralised_Management_of_Education_in_India
 55. Uemura, M. 1999. Community Participation in Education: What do we know?
 56. <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/265491468743695655/community-participation-in-education-what-do-we-know>
 57. UNICEF. 2022. "Learning Losses from Covid-19 Could Cost This Generation of Students Close to \$17 Trillion in Lifetime Earnings." *UNICEF*. Retrieved August 20, 2022 <https://www.unicef.org/press-releases/learning-losses-covid-19-could-cost-generation-students-close-17-trillion-lifetime>.
 58. *USAID Education strategy - 2011 - USAID learning lab*. n.d. Retrieved August 14, 2022. https://usaideallearninglab.org/sites/default/files/resource/files/USAID_Education%20Strategy_2011-2015.pdf
 59. Van Roekel, D. 2008. "Parent, family, community involvement in education." *An NEA policy brief*. Washington, DC: National education Association <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.204.7661&rep=rep1&type=pdf>.
 60. *Welcome to the United Nations*. 2022. Retrieved July 10, 2022. https://www.un.org/development/desa/pd/sites/www.un.org.development.desa.pd/files/wpp2022_summary_of_results.pdf
 61. World Bank Group. 2021. "The State of the Global Education Crisis: A Path to Recovery." *World Bank*. Retrieved September 14, 2022 (<https://www.worldbank.org/en/topic/education/publication/the-state-of-the-global-education-crisis-a-path-to-recovery>).

Web References:

- <https://ideas.repec.org/a/onl/ajoeal/v4y2019i2p292-301id70.html>
- <https://www.indiatoday.in/education-today/featurephilia/story/challenges-of-rural-students-in-india-1703143-2020-07-22>
- https://reliefweb.int/report/world/state-global-education-crisis-path-recovery?gclid=EAIaIQobChMI4bChzNOP-gIVUR0rCh21YwDoEAAYASAAEgK9CfD_BwE