

Community Participation in School Education

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Abstract: Kothari commission (1964-66) focused on need of decentralization of school education and involvement of parents and local bodies in the processes of improvement of school. . NPE 1986 emphasised primarily on decentralized planning and management of Primary education. A report (1992) was submitted by Veerappa Moily to the government of India on decentralization of educational planning ensuring greater community participation in education. National Curriculum Framework (2005) also emphasized to encourage community participation as a means of enhancing quality education. There is a provision to constitute school management committees in RTE act 2009. This paper focuses on policy and practices of community participation in the school education after independence in India. It also focuses on international scenario of community participation in the school education. It also identifies some problems for proper functioning of school committees. Suggestions are given to improvement of proper function of school committees.

Keywords: Community Participation

1. Introduction

Most educationists around the world have been striving hard to attain the goals of quality education through parents and community participation in school. Kothari commission (1964-66) focused on need of decentralization of school education and involvement of parents and local bodies in the processes of improvement of school. NPE 1986 emphasised primarily on decentralized planning and management of Primary education. Village Committees were further strengthened with the support of Programme of Action (POA) in 1992. In 1992, the 73rd and 74th constitutional amendments provided a basic framework of decentralization of powers and authorities to the Panchayati Raj at different levels. A report (1992) was submitted by Veerappa Moily to the government of India on decentralization of educational planning ensuring greater community participation in education. National Curriculum Framework (2005) also emphasized to encourage community participation as a means of enhancing quality education. There is a provision to constitute school management committees in RTE act 2009. Report of "save the children" (2013) also emphasised the importance of community participation in the school education. Role of Parents and Community and its participation in school education have been visualized as an important role in all policy initiatives at national as well as international levels.

This paper focuses on policy and practices of community participation in the school education after independence in India. It also focuses on international scenario of community participation in the school education. It also identifies some problems for proper functioning of school committees. Suggestions are given to improvement of proper function of school committees.

2. Concept of Community Participation

Community refers to a group of people from a common geographic area, caste, sex, religion. According to word bank (1999), Communities can be defined by characteristics that the members share, such as culture, language, tradition,

law, geography, class, and race. Participation can be referred in various ways depending on the context that clarifies different level of participation such as participation in 'real decision making at every stage, attendance at meeting, services etc. According Mark Bray (2000), a community has at least some features such as: a network of shared interests and concerns; a symbolic or physical base; extension beyond the narrowly-defined household; and something that distinguishes it from other similar groups. Community participation in education helps to identify issues and problems in school education. School is a part of community and community supports school to give quality education to every student for the development of the society. According to Tanka Nath Sharma (2008), Community participation and involvement follows as First, the community should have an access to be in the school, learn about the school and observe what goes on in school. Second step would be to make community aware of the situation and make them realize the importance of their involvement in schools where their children are receiving education. Third step would be involvement in the management process of the school where their children are learning, they will be ready to get into the process of involvement. Fourth step would be decision making and be a part of school governance.

Community participation is a concept that attempts to bring different people together for community problem solving and decision making. Community participation is a way to take responsibility and accountability, to identifying the problem, to design and implement programme for the development of the society. Its members include from different groups, caste, religion, and sex etc.

3. Dimension of Community Participation in Education

Look after School Building and Maintenance and Facilities

School community member has a responsibility to monitor proper maintenance of the building and other infrastructure facilities such as garden, boundary wall, and availability of

separate toilet for girls and boys, availability of drinking water, availability of library and laboratory etc.

Supervision

Community members have responsibility of supervision of school administration e.g. attendance and punctuality of teachers, attendance of students, timely supply of textbooks, notebooks and other teaching materials, abolition of corporal punishment and physical and mental harassment, regular health checkup for children, audit of financial grants etc.

Teacher Hiring

If there is needed a teacher, then community members have a responsibility to hire teachers. Sometime community member can work as a volunteer. They provided awareness programme at all level.

Responsiveness

How effectively the schools are running and managing to bring quality education. It means willingness and readiness of community member to help students, teachers, and staffs, availability for guidance and advice, giving personal attention and curiosity to help students.

Involvement in Policy, Curriculum and Textbook Preparation and Distribution

The community member also involves in policy, curriculum and textbook preparation and distribution. The community members have responsibility to develop and design curriculum and learning materials accordingly the local context.

According to the World Bank (1999) ways through which communities can contribute to the school education

- advocating enrollment and education benefits;
- boosting morale of school staff;
- raising money for schools;
- ensuring students' regular attendance and completion;
- constructing, repairing, and improving school facilities;
- contributing in labor, materials, land, and funds;
- recruiting and supporting teachers;
- making decisions about school locations and schedules;
- monitoring and following up on teacher attendance and performance;
- forming village education committees to manage schools;
- actively attending school meetings to learn about children's learning progress and classroom behavior;
- providing skill instruction and local culture information;
- helping children with studying;
- garnering more resources from and solving problems through the education bureaucracy;
- advocating and promoting girls' education;
- providing security for teachers by preparing adequate housing for them;
- scheduling school calendars;
- handling the budget to operate schools;
- identifying factors contributing to educational problems (low enrollment, and high repetition and dropout); and
- preparing children's readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development.

Benefits of community participation for school education

Most of the educationists are realizing the significance and benefits of community participation in school education and also recognized community participation is one of the ways to improve educational access and quality. Community participation is significantly correlated to school community relation (Hamdan 2013). Report of "save the children" (2013) also emphasis the importance of community participation in the school education. Community-based approaches to educational development have the potential to enhance ownership, accountability, and efficiency. Community involvement in education facilitates the identification of community-specific education issues and informs the development of strategies to remove barriers to access and quality in education within a given community (Shilpi Sharma et. al.2014). Deka A. (2016) found that the overall effect of community participation in school was positive. There are following benefits of community participation in school education.

- Maximizing limited resources
- Developing need and context-based curriculum
- Identifying the problems and addressing
- Promoting Girls' Education
- Creating and Nourishing Community-School Partnerships
- Realizing Democracy
- Increasing Accountability
- Ensuring Sustainability
- Improving Home Environment

Community Participation in India: Policy Review

Govt. of India has many policy and planning on community participation in school education after independent. Secondary Education Commission (1952-53) emphasized to construct a managing board of schools to ensure their proper running and the maintenance of proper standards. The B.G. Kher Committee (1953) emphasized the need for decentralization of management to attract community involvement at the grassroots level and involvement of all types of local bodies to promote and manage education in the interest of mass education. Subsequently, the Balwant Rai Mehta Committee (1957) recommended that primary education should become the responsibility of the Panchayats. Kothari commission (1964-66) emphasized the importance of community participation in the school education. It recommended that it is essential to establish intimacy between local communities and school to develop quality education in the school. It also recommended that decentralization of education at all levels. It also says that only decentralization of administration and to vest it in the local authority is not enough but also provides local leadership and trained officers to prepare their duties and make the necessary resources available to the local authority. This will be a major task for states education department.

According to National Policy on education 1986, District boards of Education will be created to manage education up to the higher secondary level. Within a multi-level framework of educational development, Central, State and District and Local level agencies will participate in planning, co-ordination, monitoring, and evaluation. Local

communities, through appropriate bodies, will be assigned a major role in programmes of school improvement.

The importance of community involvement has also been highlighted in National Policy on Education 1986 (programme of action 1992). It emphasized establishment of district boards of education, district institutes of education and training, and village education committees will go a long way towards the school improvement programme, the involvement of the community with the educational process, and creating a new form of accountability of the educational system.

The ministry of human resource development GOI, 1993, a committee on decentralization of educational planning was set up with Veerappa Moily as its chairman. This report proposed Panchayati raj structures for management of education and their responsibilities. According to this report there should be three level for management of education and their responsibility as 1) Panchayat level where Panchayat comprises single village and village level where Panchayat comprises a group of villages, 2) Panchayat Samiti at the intermediate level, Zilla Parishad at the district level.

National Curriculum Framework 1975, 1988, 2000, 2005 have also strengthened the importance of involvement of community members for curriculum development and management of the school. It also focuses the importance of communities for providing local resource materials.

The Right to Education Act 2009 came into force on April 1, 2010. It was an important act in the Indian education. One of the important provisions of the RTE Act 2009 is to constitute school management committees. According to this act, At least 75 percent of the SMCs are to comprise parents, disadvantaged groups, and weaker sections of society and also there is representation of minimum 50 percent representation of women in the committee. The role of SMCs in the school is assigned to monitor the working of school and grants received by the governments or local authority or any other source and preparing a plan for the school development which fostering quality education. So that it is clear that role of community participation is to establish democratic value and ensuring the right to education is a fundamental right.

Ninth five year plan says that it is equally necessary that the problem of universal elementary education and literacy is tackled through a strong social movement with clearly perceived goals and involving the State and Central Governments, Panchayati Raj Institutions, Urban Local Bodies, voluntary agencies, social action groups, the media and every supportive element in society. The tenth five-year plan also emphasized to the involvement of the community and it will be made more systematic by involving the Panchayati Raj institutions (PRIs) and urban local bodies. VECs, Mother-Teacher Associations (MTA) and Parent-Teacher Associations (PTA) would have a formal role in the management of schools in the village. Twelfth five year plan also emphasis involvement of parents in the school management to bring quality education. Effective functioning of SMCs and Parent Teacher Associations (PTAs) is essential for quality education in the school.

Special efforts and innovative approaches should be required to enable illiterate, semi-literate or less-educated parents to partner with schools in their children's learning process.

The District Primary Education Programme (DPEP) was launched in 1994 with the assistance of World Bank, European Commission, and Department for International Development (DFID) of the United Kingdom, the Netherlands and the United Nations International children's emergency Fund (UNICEF). Its aim was to operationalize successful total literacy campaign in a favorable climate. DPEP has provided training to over three million community members and about one million teachers.

Sarva Shiksha Abhiyan (SSA, 2001) is Government of India's flagship programme for achievement of Universalization of Elementary Education. It also ensures that involvement of community participation for the success of the programme. Many kinds of community-based institutions have been involved such as Parent Teacher Association (PTA), Mother Teacher Association (MTA), Village Education Committee (VEC) and Gram Panchayat.

The government of India has initiated a programme for universalization of secondary education, "Rashtriya Madhyamik Shiksha Abhiyan" in 2009. According to RMSA, Involvement of Panchayati Raj and Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent – Teacher Associations will be ensured in the planning process, implementation, monitoring, and evaluation.

After independence, time to time, Government of India has been made policy and Act for decentralization of education. Many programmes have been initiated to achieve the goal of decentralization of education.

Community Participation in Abroad: A Review

According to Melvin Allena JABAR (2010), Different practices are going on in Japanese elementary and junior high schools for the improvement of quality education such as partnerships between teachers and parents and among parents through parental involvement.

Japanese schools provide great involvement of parents in the school. It provides information about school norms and policies, children's work. Japanese school also provide parental participate as *volunteers*. For example, parents gather for cooking classes, recycling activities and story tellers. Schools in Japan also provide seminars for parents to improve their own efficacy in educating and rearing their children. In elementary school, parents are provided to attend skills training on various areas such as ironing, sewing, cooling, reading etc. it also provide a seminar on proper use of mobile phones and the internet etc. it makes parents be aware of how such technologies can negatively affect their children. Parents play a pivotal role in parent-teacher associations as *decision makers* in Japanese schools. Parents have more power than teachers to make decisions about the affairs of the association. Parents are initiated PTA activities and not by the teachers. Parents have also decided

the disbursements of funds. PTA meeting is also called by PTA officers from various schools to discuss matters which are needed to school children. Apart from those types, there are two other important roles of *parents as partners of teachers and other parents*. There are open and available communication channels between teachers and parents in the Japanese school. Teacher visit to his/her students' homes to talk with the parents about school concerns, child's talents and abilities, and child's safety. The teacher also uses another communication channel to convey messages to parents about school events and student's performance. The other role of parents is *partners of other parents*. It is used to convey information to parents regarding school-related matters over the phone. Schools are also provided a network-type directory to parents containing children's names, their corresponding contact numbers, and chain/order of communication. There is also children association which is a community-based group consisting of school children and parents. It is another platform where parents can interact and exchange ideas pertaining to their children's education. Children associations are also involved garbage recycling and camping activities organizing by parents.

Tanka Nath Sharma (2008) reviewed international practices of community participation in school education. Based on this reviewed community participation of some countries are presented in the following section.

In Denmark, Parents have played a huge role in running of schools. In 1990, Boards of school governors was created for the role of parents which is to strengthen decision making in the school governance. Five – seven members are in each board among parents, including two members from school and two from students. The boards are responsible for developing guidelines for school's activities, approving the school budget and making the curriculum. Danish parents are very responsible for their children's schooling.

In England, the governance of schooling provided power or greater autonomy of decision-making by schools. 9-20 members are in governing body in each school which are elected by parents and staff members and governing body nominated additional community governors. The main role of the board of governors are to provide direction for school governance, ensure accountability, participate in decision-making, control of the school budget for purchase of books, equipment, stationary and other goods and service. The governing boards also play a core role for new appointments of teachers and, staff member.

In Finland, New Basic Education Act of 1999 provides a significant role of co-operation of parents for school education development. Schools have right to design their own curricula based on the National Framework of Core Curriculum with the help of parent-teacher meetings, parents' meetings, discussion events and one-to-one discussions between individual teachers and parents.

In Spain, there are two parents association: Spanish Confederation of Parent Associations (CEAPA) and National Catholic Confederation of Parents (CONCAPA) which take part in the management of schools.

In Austria, since the 1980s a schools autonomy scheme was introduced school management. The main role of this scheme was to enhance the involvement parents. A board is constituted by a representative of parents and students in each class by voting. Since 2000, boards and other community representatives control the management of schools.

In Brazil, the school board has the authority and responsibility of school management under the decentralized framework of education. At present, the principal has not authority utilizing the resources of school without the approval of the board. The teachers, students, and parents are the members of the school board. Involvement of the community in school management more significant to increasing enrolment, retention of the children.

In Nepal, new provision for the SMC in the 7th Amendment has wide implication in the implementation of educational programs and plans for enhancement of quality education. The School Management Committee have a significant involvement in improving the management efficiency, efficiency related to planning, monitoring, supervision, and evaluation of the schools. There is a legal process for electing four representatives from guardians or parents including one female member in the management committee. Nepal has another community involvement which is Parent Teacher Association (PTA). The main role of PTA is to strengthen the quality of teaching learning, advice, the school about fees structure and communicate the parent and community about the educational programs of the school.

According to Nancy Kendall (2007), a number of state of South Africa (Malawi, Kenya, Tanzania, and Uganda) has adopted fee-free or fee-reduced basic education. A wider group of stakeholders, including sub-national government personnel, teachers, and principals, parents, and occasionally students are involved in the construction of frameworks for improvement of quality education. Parental and community involvement in schools has been affected quality in a number of ways such as providing an oversight of school budgeting and teacher attendance and performance; managing student attendance and homework; providing resources (labour, money, etc.) for school building, teacher hiring, and other school infrastructure and services; and advocating at local and national levels for changes that may improve educational access, retention, and completion.

According to D. T. Gamage (1993), In USA, Annual Conference of State Governors, education reform was made in 1986. Two broad strategies were emerged, school site-based governance and choice. Site-based management was a plan for improving schools governance. It proposed two key strategies for achieving this goal. a) The transfer of power to make decisions regarding budget, staffing, and instruction, from the central/regional offices to the individual schools. b) Participation of all stakeholders such as administrators and staff, teachers, parents, and the local community in decision-making at the individual school level. Different strategies were adopted by each state to improving the education system. The Education Improvement Act enacted by South Carolina in 1984, the following had seven main components

which affect the operation of schools. i) raising student performance by improving academic standards; ii) strengthening the teaching and testing of basic skills; iii) elevating the teaching profession by strengthening the training, evaluation, and compensation of teachers; iv) improving the leadership, management, and fiscal efficiency of schools at all levels; v) implementing strict quality controls and rewarding productivity; vi) creating more effective partnerships among schools, parents, communities, and business people; and vii) providing school buildings conducive to student learning. In Chicago, comprehensive legislation introduced decentralisation from 1990 for governance of the school. Each school should be governed by an elected council consisting of eight representatives of the parents and community, two teachers with the principal as an ex-officio member. Each council is authorised to appoint the principal on a four-year contract, allocate budgetary resources, and prepare long-term plans for school improvement. The principal is entitled to appoint teachers on merits.

Community participation in the school education is not a new term in the developed country. It has been initiated to achieve the goal of decentralization of education in the 1980s. It has been also initiated in the many developing countries to bring the quality education. It has a great impact to bring quality education. Many developed and developing countries have been made policy and Act for decentralization of education.

Initiatives by states for community participation

In Rajasthan, Shiksha Karmi project and Lok Jumbish project, these two projects are externally aided projects for basic education for universalization of education with a quality education in the remote and socially backward villages with a special emphasis on community participation in these project. Shiksha Karmi Project of Rajasthan was initiated in 1987. The village communities (VECs) have a great contribution to the improvement of the school environment, infrastructure and facilities, enrolment of children through school mapping and micro-planning in the Shiksha Karmi School. The project covers 2,708 villages in 147 blocks spread over 31 districts (10th planning commission report).

Lok Jumbish was launched in 1992 by GOI and GOR with support from Sida. Lok jumbish project has been set up for innovative management structures on the principal of decentralization. It aims is to build a partnership with local communities and the voluntary sector to improve quality education. It has a positive contribution to the development of improving MLL based textbooks for class I-IV. It has conducted school mapping in 8,921 villages, opened 2,560 Sahaj Shiksha Centres covering 47,000 children and started 529 new primary schools and 268 upper primary schools, 239 pre-school centres of anganwadis and formed over 7,600 Mahila Groups. (10th planning commission report).

Decentralisation process was initiated under the Kerala Panchayat Act Amendment 1999. Members of PEC are Panchayat Education Committees and Ward members. The school plan is developed by the PEC and all the funds are routed through the Panchayat and some of the Panchayat use

their own resources for the school. Special efforts are made by PTA and teachers to enrol all children with special focus on gender equity and promotion of education of the girl child include all migrant children—most of them from Orissa and Bihar. All HMs under that Panchayat are presented report of PEC in monthly or bimonthly meetings which is chaired by Sarpanch.

In Bihar, Bihar Vidyalaya Shiksha Act of 2000 provides for the election of Vidyalaya Shiksha Samiti. VSS roles are for supervision of civil works, oversee financial transaction, organise campaigns to enrol out of school children and girls, ensure that they are retained. But VSS are not involved in any academic matters of inside the classroom.

In Karnataka, Village Education Committees have been formed through a special government order 2001. The Chairman of VEC is from the elected Panchayat. The government introduced the Namma Shale (My School—a School-community connect programme) in 2007 which run in four clusters in four districts. This programme has 7 important stakeholders—teachers, parents, children, SDMC members, CBO members, GPs and government education department. All are involved in all the school development issues from monitoring to capacity building.

Nagaland Government had brought an enactment Nagaland education Institution and Services rule 2002, on 15 April 2002 for communitisation of elementary education. The VEC has certain administrative, academic and financial power and function to manage elementary education in the village. The VEC has the administrative functions to disbursing salaries and granting casual leave to teachers and the staff of the school, procure furniture, stationery, etc. and select/recommend the appointment of substitute teachers against long term vacancy. The academic functions of the VEC include to ensuring universal enrolment and retention of all children aged 6-14 years, implementing annual plans and programmes of the government, and ensuring free textbooks reach the children and the mid-day meal is well managed.

In Madhya Pradesh, Jana Shikshan Adhinyam promotes decentralisation of school education. The Jana Shikshan Adhinyam (JSA) act provides for PTA and Teachers Association which has a responsibility to ensure enrolment of all children, monitor regular attendance of teachers, mobilise local resource persons for teaching, monitor ongoing learning of children and organise remedial education and mobilise resources for small requirements at the school level. Inclusiveness is promoted through community member.

In Gujarat, VEC and Ward Education Committee was enacted in 1996 and approved in approved by the legislature in 2003. There is also a different level of decentralised structures—District, Taluka, and Village. District Panchayat has a vest to recruit primary school teachers through a staff selection committee. The funds for Meena Manch, Residential Alternative Schools, payment of Bal Mitra salaries, Civil Works, Disbursement of teacher and school grant and IED grant for CWSN have now been transferred to the village level or the school level.

In 2008, the Government of Tamil Nadu had made the roles and responsibilities of the Village Education Committees. Local bodies/school committees also look after the maintenance of school buildings.

Andhra Pradesh, Academic Monitoring Committees have been created under RTE act 2009. They are involved to monitor the quality of education such as teacher absence, teachers have to take permission of AMC to take leave, civil works, and other infrastructure and student progress.

Time to time, about all states have initiated community participation in the school education. Accordingly, they have made policy and plan for the community participation in the school and it has positive impact on the education system.

Current status in community participation in school education

School level committees have been created in all most states under SSA programme. They are known as different name village education committee, school management committee, school development and management committee, parent-teacher association, academic monitoring, teacher association etc. In force of Right to Education Act 2009, School Management Committee (SMC) have been created by states to achieve the goal of decentralization of education.

At Primary Level:

All government, government aided and special category schools shall have to constitute

SMCs as per Section 21 of the RTE Act. Since private schools are already mandated to have management committees on the basis of their trust/society registrations. It is a permanent body, the president and members shall have a term of three years. Key function of SMCs are

- Making School Development Plan (SDP) as per the RTE guidelines/norms
- Management of school
- Supervising and supporting implementation of SDP
- Supervision/monitoring of finance, management, academic progress, distribution of entitlements & other functions
- Ensuring accountability and transparency in the system through the social audit mechanism
- Keeping proper accounts of the fund available and sharing its deployment and utilization with the 'Aam Sabha'
- Creating and maintaining an educational database
- Coordinating with the local authority, generating funds from other sources for development of schools
- Monitoring academic progress of the children
- Instituting social audit mechanism and processes to bring transparency in the system and ensure universal participation

At Secondary Level

RMSA framework provides that every secondary school have to construct a school management and development committee (SMDC) at the school level. This committee is responsible for all the activities including, planning, a collection of data under Education Monitoring and

Information System (SEMIS), implementation, monitoring, evaluation and taking corrective/remedial actions on all the components/interventions of the scheme- infrastructural as well as academic and others, at the school level. The committee maintain all the relevant records for recurring as well as non-recurring expenditure. These records are updated on regular basis and placed before the committee in every meeting. These records and progress on each component/ interventions of the scheme are also placed in the meetings of Panchayat / Urban Local Bodies.

The School Management and Development Committee is assisted by two sub committees, School Building Committee and Academic Committee, headed by the Principal and Vice Principal respectively.

The School Building Committee is responsible for all the activities including planning, estimation, management, monitoring, supervision, reporting, maintenance of Accounts, monthly squaring up of accounts, presenting accounts before the School Management Committee or Panchayat or Urban Local Bodies etc. relating to construction, renovation, repairing and maintenance and other related civil works.

The Academic Committee is responsible for all academic activities including planning, management, monitoring, supervision, reporting, and collection of data for SEMIS etc. The Academic Committee is responsible for ensuring quality improvements, equity, reducing barriers- like socio-economic, gender and disability, teachers and students attendance, recommending teachers for training, guidance, and counselling, students achievements, co-curricular and extra-curricular activities and overall academic and personality development of students and teachers.

Parent teacher association and mother teacher association have co-existed with SMCs and SMDCs at both primary and secondary level. The role of PTA is to conduct meeting at least one day in a month and present before SMCs and SMDCs to register complain and give a suggestion for the proper functioning of the school. All states have been created their own guideline for SMC, SMDC.

Problems in community participation in school education

According to recent research reviews, following problems are found in community participation in school education

Problem-Related to SMC Meeting

- Lack of co-ordination of teachers and parents. Teachers fail to communicate timings of the meetings and parents fail to attend. They also found that barriers for the functioning of SMC such as Cultural Barriers, Corruption, Political Pressure, communication. (Shilpi Sharma, et al. 2014)
- The low percentage of meetings were organised at the cluster level For SMC member. (Panda B. N. 2014).

Problem-Related to Awareness

- Lack of awareness among SMC about RTE 2009 (Mozhiyarasi K.S. 2016).

- SMC members were not aware much regarding their duty (Shivam P.K. et al. 2015).
- Lack of awareness of PTA, lack of Membership in PTA, lack of participation in school planning, lack of training programme on the role of PTA, Lack of awareness of financial grants. (Vasanta Srinivasa Rao, 2012)
- Local elitism, Decreasing interest of community members, Illiteracy and low educational level, Lack of interest on the part of political leaders and bureaucrats, Dearth of human resources fit for the work is a major problem of the field, Lack of expertise in the planning, Lack of propaganda and ensuring awareness (Tripathi K.K. 2011).

Problems Related to Developing School Development Plan

- Functioning of SMC such as no democratically elected body, totally HM has to lead SMC, no adequate resource material to develop skill, the gap among gram panchayat, SMC, parents and teachers (Pawar S. 2016).
- Lack of SMC member's awareness, Lack of fund for School Development Plan, lack of interest among poor and illiterate parents is the main problem of participation in SMC meetings. (Mohalik R. & Bhattacharya D. 2015).
- There was a significant relationship in the level of functioning of school management committee in awareness of RTE Act and utilization of grants, meeting of committee and preparation of school development plan (Mozhiyarasi K.S. 2016).

Suggestions for improvement in community participation

There are following suggestions for improvement in community participation.

- The training programme should be given to all teachers, HMs and community member about current amendments (RTE, 2009).
- Awareness programme should be organized at village level about community participation.
- Democratically, community members should be elected.
- Proper communication should be established between school and community members.
- SMC should be straightened and monitored by higher authorities
- Community linkage programme should be organized at all level.
- The involvement of SMC members needs to improve in the daily activities of the school.
- Meeting should be organized for SMC member at all level.
- SMC members should be motivated to take part in all the school activities such as identifying school going children, admission drive, convincing parents for sending children to school

4. Conclusion

Most of the educationists claim that community participation enhances the quality of education. In the developed country, community participation is important for the school governance and its impact is positive. Community board/council has much authority for school management

such as academic, administration, function of the school, preparation of curriculum etc. but in India, parents are ignored in curriculum preparation.

Community participation is not a panacea to solve every issues and problems of school education but it facilitates to bring quality education in the school. It is decentralization of school governance for enhancement of quality education. There are various policies and practices of community participation in foreign countries. Communities are involved in many areas such administrative, academic and financial power and function of school etc. In India, many of policies are recommended for community participation in the school education for enhancement of quality education. After RTE Act 2009, it is essential for constructing community board for each school. Indian states have made their own rules for community formation for school education. Many of research findings show a positive result of community participation in the school education. But the ground reality is that many of places, communities are not working properly. So only making of policies and acts are not enough for it. Now education system is going to be privatised. Many of schools are running under private body. Are they following rules, regulations, policies, and acts? Then, how can we achieve the goal of decentralization of education? Only set objectives of the RTE Act of 2009 regarding community participation in school will be materialised, if training programme, awareness and motivational programme, proper should be made at grass root level. SMC should be monitored by higher authorities.

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