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Relationship between students, teachers and parents in low budget schools: A study in Delhi/NCR, India

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Abstract:

Low budget schools are those schools that charge less so that the poor children can get educated. And this paper focuses on the relationship between the students, teachers, and parents of low budget schools and the problems that the students of these school's face in comparison to private school students. The study also addresses the problem of varying expectations of the parents and teachers. This is an exploratory study with primary data gathering sources including personal interviews, surveys, workshops and discussions with principal of various low budget schools are used for the study. Data analysis has been done through statistical tools, and the result shows that there is a critical and interdependent relationship between students, teachers and the parents in low budget schools. The behaviour and attitude of the students depends greatly on the

attitude of their parents and teachers. The findings also include that the relationship between the students, teachers and the parents become the most important element to shape a student's life.

Keywords: Low Budget Schools, Low Cost, Student, Teacher, Parent, Relationship

Introduction:

A whole new segment of education providers has joined the market as a result of market needs throughout the years. These are Private schools that are "affordable," "low-cost," or "budget". These schools are usually established by a local entrepreneur or a family in a low-income neighbourhood or community to provide education services to the children in that area. In 1996, roughly 10% of children got private education, while 43.18 percent of students in grades 1–12 attended private schools in 2016–17,

according to the Unified District Information System for Education (U-DISE). Nearly 400,000 unassisted private schools exist in India, with over 79 million students enrolled, with nearly 80% of them attending Affordable Private Schools (Talreja, 2020). The APS schools are popular because they are reasonably priced (tuition fees of less than INR 20,000 per year), are located within the communities they serve, which is convenient for many parents who cannot afford incidental transportation costs, and most of them offer English as a medium of instruction, which is aspirational and responds to local needs / demands of parents. They also offer innovations in their programmes and pedagogy. Today educational structure is termed as the strength of nation in which teachers plays the most important role. The achievement of students is greatly dependent on potential ability of the teachers who are crucial for the societal progress (Oswal, 2020).

These have been a lifesaver for many communities whose public-school systems have failed over the years. The APS schools rely entirely on the school fees paid by parents to cover teacher/support staff wages, training expenses, and administrative costs associated with running a reasonable quality school. Teachers are

considered as a backbone of the educational system. Teachers cannot be a successful source of information unless they have the necessary skills, knowledge, and abilities (Oswal & Rajput, 2020).

Budget private schools have sprung up all throughout the country to fulfil the needs of low-income families, infusing faith in the low-cost private education sector. By strengthening the capacities of three major stakeholders—students, teachers, and principals—Project Umang intends to give these schools with the support they need to improve overall school quality. In India, there are an estimated 450,000 budget private schools (BPS) in operation. They offer English-medium instruction for as little as Rs 100-150 per month in rural India and Rs 300-600 per month in urban regions. A startling 60 million students are apparently enrolled in low-cost private schools across the country (Kulkarni, 2020).

The most significant problem is a limited talent pool depending on where a BPS works, as well as a lack of incentive for interested applicants, making it an even more difficult endeavour. TFI (Teach for India) has been a light of hope and has done incredible work for BPS like mine. TFI has been the spark for demonstrating that student learning

results can only improve if the appropriate help is offered. They've been a beacon of hope for many BPSs across the country, helping to alleviate the skills shortage. Providing quality education is typically a difficult uphill route in the absence of institutions like TFI (which, in the recent past, was also challenged with aligning "fellows").

Digitalization has become the need of the era in the current COVID-19 pandemic, and the Government of India has taken various steps in this direction, particularly in rural areas. The ICICI Bank adopted the Akodara Village in Gujarat and transformed it into a fully digital community with sufficient infrastructure, guiding the village toward electronic/digital payments (saxena & Joshi, 2018).

Literature Review:

Tooley and Dixon (2005) investigated the regulation of 'budget' private schools in Hyderabad, Andhra Pradesh, India, and discovered that a Supreme Court ruling prohibits profit-making in the schools, despite the fact that interviewees stated this was commonly disregarded in practise. All parts of a school's work are governed by rigorous regulations at

the state level. However, government authorities indicated that only four regulations must be followed in actuality, and that none of the recognised schools met more than two of them. In practise, there may be a shortage of inspectors as well as a bribery and corruption culture. Based on data about parental accountability, a feasible path forward of private self-regulation is described.

Rouse, Hannaway, Goldhaber & Figlio (2013) discussed how low-performing schools respond to accountability and voucher pressure. This research presents fresh findings from a unique five-year, three-round survey of public elementary schools in Florida, which was connected to precise administrative data on student performance.

Johnson, Kardos, Kauffman & Donaldson (2004) did a study on Early Experiences of New Teachers in High- and Low-Income Schools: The Support Gap. They found a "support gap," with new teachers in low-income schools receiving less prompt and information-rich hiring, mentorship and assistance from experienced peers, and a full and state-aligned program than their rivals in high-income schools.

Hoxby (1994) investigated are there any private schools that compete with state schools? According to the study, we can't simply compare public school students' accomplishments in areas with and without considerable private school enrolment since low public school quality promotes demand for private schools as public school replacements. Simple comparisons like this mix the effect of greater private school competition with rising demand for private schools in places with bad public schools. Kaphingst and French looked at the role of schools in obesity prevention (2006). According to the report, schools may play an important role in a national programme to reduce childhood obesity.

Epple, & Romano (1998) studied Rivalry between private and public schools, vouchers, and peer-group effects, including tuition discounts for high-ability, low-income children in private schools and tuition premia for low-ability, high-income students in public schools. Tuition vouchers boost the private sector's growth and the depth of student sorting, benefiting high-ability students more than low-ability students.

Gamoran, Porter, Smithson & White (1997) analysed enhancing educational options for low-income,

low-achieving youth as per the findings, transition class achievement is in the middle: not significantly lower than in college-preparatory classes, but not significantly higher than in general-track programmes. Much of the advantage of college-preparatory classes in terms of achievement can be due to the more rigorous content covered. The goal of the transition courses was to improve the quality of mathematics education for low-achieving, low-income pupils, but they were only partially effective.

Owens (2018) elucidated on the differences in student achievement induced by school district financial segregation. According to the findings, income segregation between school districts results in disparities in economic and social resources, which are linked to student achievement: in highly segregated regions, high-income children have more resources while low-income children have less. To begin with, financing for education differs per district.

Posner & Vandell (1994) did a survey on low-income children's after-school care: Are there any benefits to participating in afterschool programmes? As mother education, race, and family income were taken into account, attending a

structured after-school programme was linked to improved academic achievement and social adjustment when compared to other kinds of after-school care. Children's activities and experiences varied greatly in various after-school settings. Children in formal programmes spend more time in academic activities and enrichment sessions than other children, and less time watching TV and playing outside unsupervised. In comparison to other children, they also spent less time with siblings and more time participating in activities with peers and adults. The quantity of time spent on these activities was associated to academic and behavioural grades, peer connections, and emotional adjustment in children.

Smith (2006) studied Low-Income Families' Parental Involvement in Education. A case study was done at a public elementary school in the Pacific Northwest to evaluate parental participation among low-income households, according to the findings. The study discovered that developing and implementing deliberate parental participation techniques had a beneficial impact on parental involvement levels. Lott (2001) published a research on low-income parents and public schools that discusses the challenges that

low-income parents face when interacting with schools, as well as ideas for how schools may acknowledge and respect these parents' perspectives and possible contributions.

Garcia & Guzman (2020) investigated the definitions and methods of parental participation among low-income Filipinos. The study revealed that parental participation in their children's education is an important factor in their academic success. School dropout rates are high, especially among the poor, in the Philippines, a developing country with high poverty rates and a basic education input shortage.

Chang, Singh & Sung (2009) highlighted parental participation, parenting behaviours, and children's intellectual abilities in low-income and minority families. The results showed that participants in parental support groups were shown to have high levels of parental supportiveness and low levels of parental intrusiveness over time. Children whose moms exhibited high levels of parental participation in Head Start parent programmes and offered greater at-home linguistic and cognitive stimulation had higher Bayley MDI scores.

Coley & Morris (2002) tried comparing father and mother reports of father engagement among low-income minority families. Study disclosed that although dads and mothers report equal degrees of participation, moms consistently report lower levels of involvement than fathers. Parental conflict, fathers' absence from the home, and fathers' age, as well as mothers' education and work, all predicted higher differences between dads' and mothers' reports.

Sirin & Stipek (2003) explored the teachers' judgements of academic ability in children from low-income homes. Teachers' teaching techniques were observed and graded along aspects of curriculum-centered and student-entered practises, as per the findings. Teachers judged children as less competent when they sensed value disparities with parents, even after controlling for their abilities and socioeconomic background. These tendencies were more pronounced in teachers who used a curriculum-centered approach rather than a student-centered approach. The findings point to a process by which certain low-income youngsters are led down a path of lower expectations.

Allen & Sims (2018) examined do pupils from low-income families get

low-quality teachers. The proofs were from English schools, according to the results. Educational achievement gaps exist between children from higher and poorer socioeconomic backgrounds, and they are prevalent and persistent. Though limited to our teacher experience measure, we see some evidence of an unequal distribution of teacher quality across classes within schools.

Halvorsen & Andrade (2009) rendered a study on teachers' attitudes about teaching in urban and low-income schools using a mixed-method approach. The qualitative data comes from a two-year study of eight kindergarten instructors and four first-grade teachers in urban public schools, with a focus on interviews with a subgroup of "very responsible" teachers, according to the research. The experts talk about policy issues including how to change instructors' attitudes toward low-income kids.

Rationale of the Study:

This study will be beneficial for the education sector and specifically low budget schools as it will help in an increase in the productivity of teachers and students. Since, the parents and the teachers' expectations from the students in the

low budget schools are totally opposite to each other, this issue will also be resolved and ultimately, the parents will be left satisfied with the students' behaviour. Moreover, the students will build self-confidence and trust in them and will also perceive themselves to be no less than other private school.

Objectives of the Study:

1. To identify the need to empower the low budget schools in India.
2. To identify the challenges faced by low budget schools during Covid-19.
3. To understand the relationship between students and teachers
4. To have a better understanding of the relationship between students and parents
5. To understand the impact of parent's and teacher's behaviour on student's behaviour.
6. To understand the impact of Covid-19 on student's and teacher's behaviour.

Research Methodology:

The present study is exploratory as well as descriptive in nature. The information was gathered from both

primary and secondary sources. The primary data was acquired using a well-structured questionnaire with 80 respondents from Delhi NCR utilising a purposive sample technique. Also, survey interviews were conducted with various schools' representatives of Delhi NCR to get better insights on the problem of the study. Secondary data was collected from various research papers of national and international repute, articles from various magazines and websites, reports of research organisations etc. The analysis of the data has been done through statistical software, and tools such as regression and correlation were applied to understand the relationship between different variables and also to understand how strongly the two variables are related to each other.

The hypothesis of the study is as follows:

H0: It is not significant that the behaviour of the students is influenced by the attitude of the parents and teachers in low budget schools.

H1: It is significant that the behaviour of the students is influenced by the attitude of the parents and teachers in low budget schools.

Dependent Variables

- Students share their feelings with their parents.
- The happiness quotient of students at home.
- The happiness quotient of students in school.

Independent Variables

- Time spent by parents with their children.
- Does children share incidents with their parents?
- Does parents provide sex education to their children?
- Does the teachers counsel the students?
- Does the teachers provide sex education to the students in school?

Discussion:

Need to empower the low budget schools:

Quality education has the capacity to revolutionise society in a generation, providing children with the information, skills, and confidence they need to fulfil their greatest potential while also protecting them from poverty, exploitation, and disease. True educational excellence is essential to the nation's human resource, which is accountable for supplying goods and services to the public. Education has risen in importance as well as popularity across the world. Because education

has such a broad reach, students are always on the lookout for reliable instructional resources. Their parents, too, are always looking for ways to improve their children's lives via effective schooling. With this in mind, education branding has become necessary. Because a stakeholder's decision to pick an educational brand is based on confidence and trust, the quality of education provided would be the most important factor to evaluate.

Challenges low budget school face during the covid-19:

Most children in remote locations have network issues and are unable to purchase iPads or cellphones. India is a diverse country with a diverse range of cultures, languages, customs, and ideologies. It's challenging to design a platform that can support numerous regional languages. Many e-learning systems, on the other hand, now offer frequently used languages, which is beneficial to the majority of individuals. Many government websites include material both in English and Hindi, as well as support for other languages.

It might be difficult to grasp how students are discriminated against based on their socioeconomic status, and how educational institutions should be accommodating, adequate, and suitable to all students if they are

to give education in an impartial, reasonable, and unbiased manner. Elitist prejudices and faulty assumptions are present in all institutional discourse. It appears that all students will have access to computers or mobile phones that are capable of running e-learning packages right away. This isn't correct. Even if this occurs, some students will return to residences that have no power or use electricity for illumination (which is crucial for charging electronics). We are aware of the difficulties that come with connection. Currently, the key issue is to reduce the pandemic's harmful influence on learning and development. As education institutions grapple with this disaster, they must consider how to make more effective advances and recover stronger, with a new sense of responsibility for all players.

- Teachers at rural schools in small towns and villages get a little salary. Because many instructors have not been paid during the lockdown, it is possible that they may pay less attention to students while teaching online.
- The majority of schools lack the necessary infrastructure. As a result, they are deprived of the majority of computer education and other services. Most professors who do not

have computer competence are unable to educate kids online during this epidemic era.

- Unable to acquire higher schooling. More instructors must be taught in order to sustain sufficient individualised student-teacher engagement in order to provide quality education to growing children.

Challenges

- Absence of hardware amenities, which makes e-learning less reliable.
- Lack of policies, techniques, plans, and tracking and management to ensure cross-departmental and multi-stakeholder involvement.
- Lack of understanding on how to use e-learning resources and services.
- There is a shortage of willing technicians to instruct illiterate rural Indians.
- Primary schools do not have computer courses or skills, it is difficult for children with illiterate parents to participate in online programmes.

- Inadequate abilities of trainers or kiosk operators
- Irrelevant and participative content production;
- Unable to give services to remote regions.

Analysis and Findings

Following table describes the value of correlation and regression equation of each independent and dependent variable with each other.

Table 1: Correlation and Regression equation of each independent and dependent variable

Dependent Independent	Share your feeling with parents or teachers		Happy at home		Happy at school	
	Correlation	Regression	Correlation	Regression	Correlation	Regression
Time spent by parents	0.11715	0.22717+0.07781x	0.21408	0.688422+0.06730x	0.145053	0.77157+0.04330x
Share incidents with parents	0.183695	0.32432+0.24710x	0.062660	0.8648+0.03989x	0.315059	1-0.19048+c
Sex education by parents	0.408649	0.31746+0.68254x+c	0.18070	0.85714+0.14285x	0.248458	0.93650-0.18651x+c
Counselling by teachers	0.186821	0.37037+0.26963x	0.098674	0.90740-0.0674x	0.13246	0.92592-0.08593x
Sex education by teachers	0.011617	0.45161+0.01897x	0.187759	0.85483+0.145161x	0.17576	0.87096+0.12903x

Since all the independent and dependent factors show positive correlation, the strongest coefficient of correlation has the value of 0.47082. There exists communication barrier between parents and teachers. Students are not comfortable sharing their personal problems with their teachers and parents. In fact, they prefer more sharing it with their friends. Teachers and parents do not talk about sex with their children. Sharing thoughts

about sex in front of family or in school is still considered unethical. Above data shows students' behavior influences parents and teachers. Hence we accept that the behavior of the students is influenced by the attitude of the parents and teacher in low budget schools.

The Covid-19 has wreaked havoc on low-income schools. They have had to close their schools due to the lockdown, with no indication of

when they will reopen. This has had a significant impact on their capacity to collect school fees and continue to pay teacher and support staff wages. During this crisis, many of them are functioning out of rented spaces and are struggling to pay their monthly rent.

As we emerge from the crisis and schools reopen, there is a good chance that:

1) Increased school dropouts as a result of parents returning to their communities or being unable to pay school fees owing to a lack of income and livelihood.

2) Students who return to school will find it difficult to pay their school fees until their parents resume earning cash.

This will make it difficult for the school to retain teachers and support personnel and pay them on a regular basis. Salaries in these APS schools are already low, and additional wage reductions are not realistic. Because the schools may not have any savings, it's doubtful that they'll have enough cash flow runways to last a few months. As a result, there is a real potential that some APS schools may close, thereby slamming the doors on the sole accessible schooling choice for many children in low-income neighbourhoods.

After undergoing this study, it can be concluded that the dependent and the

independent variables are positively correlated to each other. The correlation among each independent and dependent variable is as follows:-

- The correlation between time spent by parents and whether students share their feelings with parents or teachers is 0.12. There is a weak relation between these two variables, as we can see in India parents and children have difficulty in discussing sensitive topics.
- The correlation between time spent by parents and whether students being happy at home are 0.21. These two variables have a weak relationship because sometimes children feel that their parents are interfering too much in their life.
- The correlation between time spent by parents and whether students being happy at school are 0.15. These two variables have a weak relationship as parents can always take care of the space provided to the student at home but not at school.
- The correlation between students share incidents with parents and whether students share their feelings with parents or teachers is 0.18.

There is weak relationship because over the years children are not provided with a space to discuss all their emotions with parents and teachers both.

- The correlation between time students share incidents with parents and whether students are happy at home is 0.06. There is a weak relation between these two variables because students always filter their incidents that they share with their parents sometimes because of less comfort and sometimes because they feel parents won't understand.
- The correlation between time students share incidents with parents and whether students are happy at school is 0.32. These two variables have weak relationships because bonding at home does not make an emotionally secure environment at school.
- The correlation between sex education provided by parents and whether students share their feelings with parents or teachers is 0.41. These two variables have correlation because children can have comfort in discussing sensitive topics.
- The correlation between sex education provided by parents and whether students are happy at home is 0.18. The students have a safe space at home so these variables do not have much impact.
- The correlation between sex education provided by parents and whether students are happy at school is 0.25. The students have awareness about sex education hence they are comparatively more aware at school.
- The correlation between the counselling done by teachers and whether students share their feelings with parents or teachers is 0.19. The students have created a barrier in themselves for not discussing sensitive topics in detail so it does not make much effect.
- The correlation between the counselling done by teachers and whether students are happy at home is 0.099. The counselling is being done at school so it does not leave an impact on the environment at their home.
- The correlation between the counselling done by teachers and whether students are happy at school is 0.13. The

students do not share their actual feelings while the counselling is done.

- The correlation between sex education provided by parents and whether students share their feelings with parents or teachers is 0.41. The students feel comparatively better but completely after being guided about sex education by their parents.
- The correlation between sex education provided by teachers and whether students share their feelings with parents or teachers is 0.012.
- The correlation between sex education provided by teachers and whether students are happy at home is 0.19. The students are safe at home and do not give importance to the knowledge on sex education given by teachers.
- The correlation between sex education provided by teachers and whether students are happy at school is 0.018. The knowledge provided by teachers on sex education in current scenario is very limited and beyond comfort zone.

As per our research Sex education given by parents and feelings that students share with their parents and teachers have positive correlation. Also happiness at school sharing incidents with parents and teachers has positive correlation. As per the exploratory research 73% people believe COVID 19 has done a negative effect. Also it was observed that 82% people preferred offline studies. 76.7% of students felt that they have improved their relationship with their parents.

Conclusion

The resources are not fully utilized in low budget schools, dropouts are more amid Covid 19 pandemic. However, the relationship between parents and students get stronger during pandemic times. There should be a proper platform for the teachers so that they can be empowered and can share their problems with other teachers facing similar issues. Conducting workshops for the parents can be beneficial in this area so that the expectations of the teachers and the parents can match. A proper business plan should be provided to the low budget schools so that they utilize their resources efficiently and proper auditing of the execution of the business plan should be done.

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