



## ROLE OF COMMUNITY IN DEVELOPMENT OF ELEMENTARY EDUCATION

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### ABSTRACT :

*For Educational Development, Community Participation in Education has emerged as an Important Element/Component. The Concept of Community Participation for qualitative Development of Education in much wider/broader and has been understood from olden time in the entire/whole world. Especially, it has been of utmost Importance in the Indian context. If we look at Community Participation in Education Versus the Education and Community as two separate Entity, then by observing the condition and process of Educational Development in both the cases one can easily made out the importance/relevance of community Participation in Education. In this research paper, the qualitative Changes in Education as a result of Community Participation and the Implicit interrelation of Education and Community has been discussed in detail. In Addition, for reference the research paper/Article, Indian Government reports related to Education were consulted and data collected.*

**KEYWORDS :** Education, Community participation, Development, Elementary Education.

### INTRODUCTION

From the very beginning of the human history, education has developed and extended in different form and ways. Every country develops specific education system to express and nurture their social and cultural integrity; and to meet the challenges faced with the changing time. But, there comes moment in the history of a country that necessitates giving new direction to the pattern/system being practiced over a long time. In this series, education is one of the important element/component because the educational development and extension happens as per the organization of the society. In other words, education system is an integral part of the society, (NCF:2005). So, this could be understood that the development of education system of any state or society (community) is done in accordance to the society, cultural diversity and national requirement of that state or society. Education is considered as an instrument which carries out the responsible role for social, political and cultural changes of the person. Through education, person becomes an active agent of the society and carries out his/her role with dignity. Education is one of the elements which play an important and effective role in the enrichment and development of the society. This is the reason that after seven decades of independence; still we say that to develop a nation first education system should be developed. (Sharma: 2016) In other words, the essence of education is that it does not push people to accept the previously set goals, but instead it enables them to take the initiative and participate wisely in the selection of goals. Teachers never try to change anybody's thinking or persuade for some work, or to get anybody's consent (Kumar: 2013). Rather, the teacher assists people to become more aware, to understand with more clarity and make the decision in a more logical manner than ever before.

Pestalozzi says, 'Education means the natural, progressive, and systematic development of human powers'. Similarly, educationist and philosopher T.P. Nunn, defines education as, 'Education develops the

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capabilities of a person, so that he can make a fundamental contribution to the development of society according to his best strength' (*Chand kiran : 2013*).

### OBJECTIVES OF THE STUDY-

- To understand the importance of community participation in education
- To understand the challenges posed before the community participation in education
- To identify the areas of community participation in education and describe its outcomes

### Community participation in education–

After independence, despite the constant efforts being made for the improvement of Indian education system, still the situations have not become better. Low enrollment in education, persisting drop-out cases, school lack access to basic facilities, and relatively low achievements level, etc are the factors that raise a question mark over the continuous efforts being taken after independence. Even after the many years of implementation of the Right to Education Act 2009, we could not achieve the expected results which further put a question mark over the education system. (*ASER : 2015*). In this context, it is believed that when the governmental policies and programs are implemented and the support of local community is simultaneously taken, then it is possible to fulfill the objectives of education. Considering the significant role played by the community participation, their participation in education has been essentially ensured. There has been provision in many policies and programs for community participation in education. For the community participation in education, many provisions have been made in various policies and programmes. For the Indian education system, the concept of social participation in education is not new. If we look at the Indian education system, from Vedic education to Modern times, the presence of the community has always existed in the operation of educational processes (*Lal :2013*). In ancient times, function of Gurukul was to educate the community, and community in turn used to manage the cost of Gurukul. Financial arrangements for the expenses incurred on the Gurukul were either received as a grant from the state or were given by the reputed people of the society with the spirit of public welfare. In addition, on other auspicious occasions, donations were provided to the ashrams by people. At the same time, in the ashram system, there was a tradition of asking for begging. The reason behind begging was firstly, to generate income, by which the teaching system of the ashram can run smoothly, secondly - it was also to eliminate the ego and the differences among the students, in order to develop humility and high characteristic qualities. In addition, in Buddha period for the Vihars and in the Mughal period for the Maktab and Madarsas, financial management of education given was also dependent on community cooperation.

In this way, we see that the education and community have a closely-knit relationship since ancient times and the community has always maintained its presence in the management and operation of education. The foundation of segregation between communities and schools started in the British governance system through a support grant system as described in the minutes' of Lord Macaulay's. Accordingly, the Government took the responsibility of financial management, curriculum, teaching subject and other educational activities in their hands, which pulled an invisible line between community and schools, which later deepens, resulting in the broken relationship between the school and the community.

Education and community alienation resulted in continuous qualitative decline in education. The knowledge vested in community and school started to separate from each other; as a result the schools were now being unable to meet the needs of the community, which induced distrust in the community towards education. Because of this, once again the need was felt to redefine the relationship of community and education. It was believed that if education is to improve, then it can be possible only on the basis of close cooperation with the community. Hence, many experiments have been done continuously, considering the community and education.

To reconnect communities and schools, several programs and strategies were created. After independence, the first commission formed in India, the University Education Commission; (*Radhakrishnan*

*Commission -1948*) also recommended rural universities to cater and fulfill the rural (community) needs, in order to achieve academic development of the community and to achieve the universal purpose of education. This reflects the effective recommendation of this commission, in which emphasis is laid on making education relevant to the needs of the community. Similarly, the Kothari Commission, 1964-66, has agreed to that education is the responsibility of the State Governments, but it is also a subject of national importance, therefore, decision on education will be made at the national level. On the other hand, it should be kept in mind that education is related to every parent and family and they should be kept in close contact with the public and; with the help of the local community its best administration can be operated. School education is primarily the responsibility of the local government, while the higher education is the collaboration of central and the state's government.

Therefore, while specifying the work areas of Central Government, State Government, Local Autonomous Body and Voluntary Organizations, education sector should also be kept in mind. Kothari Commission, emphasizing on community participation in education, considered it important to combine local schools with village panchayats in rural areas.

Sen and Dreze 2009 have acknowledged that the cooperation of the local community can be obtained in the distribution of textbooks and other works, along with that they have also emphasized that in order to solve the problems of absentee teachers in rural areas can be resolved with the support of the local community. In this context, Mark Bray (1999), mentioned that the community's role is important in policy formulation, resource mobility, curriculum development, supervision, distribution of books, etc. In this way, Marc has accepted the importance of community participation. Similarly, in the Sarva Shiksha Abhiyan-2001, the programs run by the Ministry of Education, Government of India has entrusted the community with significant responsibility for educational development. R. Govinda and Rashmi Diwan (2003), while discussing community participation in primary education, found that the institutional formulation of community participation in 1986's education policy was prepared, headed by the District Board of Education and Rural Education Committee. While Vimala Ramachandran, (2003) said that the teacher, a change agentry, because he is effectively related to locality. It has often been seen that if the teacher is not a localite, his acceptability is comparatively lower, especially in remote areas; it is very difficult to accept outsiders.

Keeping in view the importance of community participation in education, the Government of India, under the Right to Education Act 2009, which provides free and compulsory education to children up to 6-14 years, has ensured the formation of a School Management Committee (SMC) to set up community participation. For the qualitative development of education, the School Management Committee has been given various powers such as participation in the formation of the committee, monitoring of schools, monitoring the teaching process of teachers and making plans related to school development etc.

#### **Areas of Community Participation in Education:**

Community participation in education has been explained by various people in different ways. Joyce Epstein has described about the following six levels of community participation.

- 1- Parenting.
- 2- Communicating.
- 3- Volunteering.
- 4- Learning at home.
- 5- Decision making.
- 6- Collaboration with the community.

Similarly, Rao Jagannath has stated in his book 'Elementary education in India : status, issues and concern' that community participation in education is important in the under-mentioned areas:

- Their cooperation for the enrollment of children,
- Participation through money, labor and construction work

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- Participation in meetings, cooperation in planning and decision making process and;
  - Mobilizing facilities for teaching process at the government level.

#### Method of study-

This qualitative study work has been done primarily by the researcher through the secondary information sources. Information has been obtained mainly through related reports, dissertations and research papers for this study.

#### Obstacles to Community Interaction-

In the education system, community involvement has been ensured in the policy-making, draft, and education system as well as education management, infrastructure and other school activities. And it is expected that the community will play an active role in the following areas of work to enhance academic quality. And it is believed that if the community participates in the above areas, surely qualitative upgrades can be seen in education, but there are some important factors that affect community participation in education.

Steven Dukeshire & Jennifer Thurlow has mentioned the major hurdles in front of community participation. They have stated that the following obstacles affect the policy-making process of education-

- Understanding the policy making process
- Community lack of resources
- Lack of access to information.

#### Economic Problem-

The success of community participation in education depends on how the community is able to contribute to the development of schools. The biggest hurdle in community involvement is economic, because when the community is financially strong, there is no problem in facing financial planning related to school development and where the community is financially vulnerable, community participation is not as effective as it can be. *Sango Mesheck Godfrey (2016)* on the basis of its study, said that poverty is a major problem to participate in the education of the community, because economically weaker people are unable to make educational subsidies for the education of their children in schools. As Raghuraman mentioned in his article the government school of Pune's Hijnevadi, some of the educated and economically powerful people of the school, together with the new building (building, library, playground, drinking water) Arranged the school to the list of modern facility-rich schools. Thus, it can be understood that the economic element is also prominent for the development of the school.

#### Educational Problem-

Community role has been considered important for education planning, management and education. In this context, it is believed that if the educational status of the community is better, then only it can contribute to the problem of teachers' absence through their presence in teaching processes in schools. Parents, who have read less, cannot understand the far-reaching importance of education, which can improve the health, education and quality of their children. Although they have a sense of interest towards education but they are not fully aware of the importance of education and its relevance.

#### Administrative Problem-

The community, which has a low level of economic, educational and social status, does not take advantage of community government programs as good as other communities. In this way we see that participation in community education depends on the educational, economic and social conditions of the community. The above conditions (educational, financial, understanding of policies and access to information), the community participation and academic quality will be of high standard in the community

as well, but where these conditions will be at the lower level, the development, planning and management of education. The problems faced by the local community have to be faced, which adversely affects the educational development.

### CONCLUSION-

In relation to community involvement in education, it can be said that community participation is a process that facilitates the process of educational development, through which the educational administrators and policy makers, along with the development of all the schools related to the education system provides support on related issues. In conclusion, it can be said that community cooperation is very important for the development of education. Solving many educational problems can be possible with the help of community. When the community and schools come close to each other, it brings together the local environment and the educational environment, which results in assisting schools to adapt to local conditions. When the people of the community register their presence in the school, the children studying in the school find the parents/community around them and their families in the school, which creates the local environment and conditions for the children and they learn better in such situations, which in turn raises their educational achievement/performance.

Apart from this, the role of the community is of importance in the school to create a healthy educational environment and brings dynamism in the educational activities. Thus the community can play an important role in the school's teaching process, basic facilities enhancement and policy formation, which can result in qualitative up-gradation in education system.

Therefore, it can be said that as a result of community involvement in education, education can be strengthened as well as be developed in line with each other's needs. As a result, the benefits of education can be raised by the local community and the benefits of local conditions can be received by the schools. In this way, we can reconnect the school and community relationships, which will benefit everyone, and the quality of education can be ensured.

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