

COMMUNITY PARTICIPATION IN PROMOTING ELEMENTARY EDUCATION IN HARYANA WITH SPECIAL REFERENCE TO SARVA SHIKSHA ABHIYAN

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ABSTRACT

The role of community in promotion of Elementary Education can not be ignored as participation of community in day to day school functioning assumes significance not only due to the reason that the school children belong to that particular locality/community school is located in but at the same time that community has responsibility and obligation to ensure creation of learned society which calls for quality education with sharing responsibility with the school system. The existing programme of Sarva Shiksha Abhiyan in the country as well as RTE Act, 2009, through School Management committee, have given due recognition and importance to community participation in the context of Elementary Education. Thus, the present paper is an attempt to know the extent of Community Participation in promoting Elementary Education in Haryana with special reference to Sarva Shiksha Abhiyan.

INTRODUCTION

In the year 1964, Kothari Commission also recommended the close involvement of schools with their local communities as a principle of great educational significance and suggested to move in this direction. Further, the NPE-1986 and POA-1992 also emphasized that the aim of education is essential to empower the learners and to aid in their wholesome development as persons and citizens. The communities which are the kingpin in this enterprise have to be a clear thinking and inspiring community member with an honest and sincere commitment towards society. Particularly, the community especially in rural, remote areas with poor infrastructure may have to accept responsibility for looking after the living needs of the teachers and schools.

The National Policy on Education (NPE)-1986 and Programme of Action-1992 recommended not only promoting participation of the community in Primary Education but also a movement toward empowering the local community to take major management decisions in this regard.

The 73rd and 74th constitution amendment passed in both the Houses of Parliament gave further fillip to this move towards decentralization and community empowerment in the management of Education. It recommended to provide statutory legitimacy to

the local selfgovernment, which delegates power to the district, blocks, panchayats and at municipal level. These structural changes are now being oriented towards accepting the community as an integral part of the situation analysis, planning, implementation, monitoring and evaluation process with appropriate responsibilities and rights. It also offered opportunities in institutionalizing peoples' participation in school management.

Community participation is included in management component of the school. It refers that co-operation between schools, parents and the community, reinforces effective school characteristics such as high expectations, emphasizing the academic mission of the school, positive home school relationship and a positive, safe and rewarding learning environment (Crispeels and Coleman, 1995).

Rao (1998) carried out a study on the relationship between community participation and school effectiveness. The findings of the study were: (i) A significant positive relationship was observed between community participation and school effectiveness. (ii) Significant positive relationships were observed between all areas of community participation and all aspects of school effectiveness. (iii) A significant difference was observed between rural and urban schools in respect of community participation and in all

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areas of community participation (iv) A significant relationship was observed between school enrolment and community participation. (v) In almost all schools the community participation is a function of the headmaster initiative. (vi) Almost all the village Education Committees are for name sake only and are not functioning properly (vii) None of the Head Masters is willing to accept community participation in supervision of the school.

DPEP Guidelines (1994) clearly lay emphasis on the participation process whereby the local community would play an active role in promoting enrolment, retention, achievement and school effectiveness. This process would be institutionalized through the Village Education Committee (VEC), and bodies like Mother-Teacher Association (MTA), Parent Teacher Association (PTA) and Non-Governmental Organisations (NGOs).

In 2000, DPEP has been extended to Sarva Shiksha Abhiyan (SSA). The Sarva Shiksha Abhiyan is an effort to recognise the need for improving the performance of the school system and to provide community owned quality elementary education in the mission mode. Education without active participation of the community is one sided activity. This community participation has become the part and parcel of education. It can play important role in improving the school environment.

SIGNIFICANCE OF THE STUDY

Universalisation of Elementary Education has been one of the most important goals of educational development in India since independence. For achieving Universalization of Elementary Education (UEE), a number of schemes launched by central and state government viz., Operation Blackboard, Education Guarantee Scheme, Alternative and Innovative Education, Mahila Samakhya, Teacher Education, National Programme of Nutritional Support to Primary Education, Lok Jumbish, Shiksha Karmi Project, Janashala programme, and District Primary Education Programme (DPEP).

In 2000, District Primary Education Programme (DPEP) has been extended to Sarva Shiksha Abhiyan(SSA). The SSA is a historic

stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with states. The SSA is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge, social, regional and gender gaps, with the active participation of the community in the management of schools. The RTE Act-2009 is the most recent step of Govt. of India in the direction of serious concern and commitment for achieving the goal of Universalisation of Elementary Education (UEE) and SSA frame work for implementation has now been based on RTE Act 2009. The review of related literature & Govt. policies indicate that community members play important role in the development of elementary education and achieve the goal of Universalisation of Elementary Education (UEE) can be achieved with the active participation of community. Keeping in view this background, the present study is a genuine attempt as it aims at ascertaining/studying community participation in promoting elementary education in Haryana with special reference to Sarva Shiksha Abhiyan.

STATEMENT OF THE PROBLEM

Community Participation in promoting Elementary Education in Haryana with special reference to Sarva Shiksha Abhiyan

OBJECTIVE OF THE STUDY

To study the community participation in promoting Elementary Education in Haryana with special reference to Sarva Shiksha Abhiyan (SSA)

DELIMITATIONS OF THE STUDY

1. The present work was confined to Rewari and Mahendergarh district of the Haryana only.
2. The study was delimited to 200 community members covering 20 villages each from Rewari & Mahendergarh district of Haryana (Total 40 villages and 05 community members each from those 40 villages). All those villages were having Primary/Upper Primary Schools within the radius of 01km and 03 kms respectively.

3. The present study was delimited to see community participation in the context of certain aspects of Sarva Shiksha Abhiyan only.

RESEARCH METHOD

Keeping in view the objective and nature of the study, Descriptive Survey method was used.

SAMPLE

The present study was conducted to see the community participation in promoting Elementary Education in Haryana with special reference to Sarva Shiksha Abhiyan. Therefore entire area of the Haryana constituted the Population of the present study. For drawing the sample of the present study, at the first stage, only two districts i.e. Rewari & Mahendergarh were selected by employing purposive sampling technique. At the second stage, 20 villages each from those two districts also selected on simple random basis. Therefore, 200 community members were selected through simple random technique (05 community members each from those 40 villages).

TOOLS USED

For the present study, a self prepared Community Participation Interview Schedule was used for collection of data.

COLLECTION OF DATA

The researchers visited all the sample villages and collected data from community members of those villages through community participation interview schedule.

SCORING OF THE DATA

A self prepared Community Participation Interview Schedule had 25 activities/items, each one was given a maximum score of 1 to 'Yes' and 0 to 'No'. The minimum score could be 0 and the maximum score could be given 25.

STATISTICAL TECHNIQUES USED

For the purpose of analysis of data, percentage method was used.

RESULTS & DISCUSSION

The results and discussion of the data regarding community participation in promoting Elementary Education in Haryana with special reference to Sarva Shiksha Abhiyan (SSA) has been presented as follows:

TABLE-1
Participation of Community Members in Promoting Elementary Education in Haryana with Special Reference to Certain aspects of Sarva Shiksha Abhiyan

Sr. No.	Activities/items	Community Participation (Frequencies & Percentage) N=200	
		Yes	No.
1.	Construction of classroom	80(40%)	120(60%)
2.	Construction of toilets	64(32%)	136(68%)
3	Construction of kitchen shed	60(30%)	140(70%)
4.	Provision of drinking water	110(55%)	90(45%)
5.	Construction of school boundary wall	118(59%)	82(41%)
6.	Participation/Involvement in organization of National Events (26th January, 15 th August)	140(70%)	60(30%)
7.	Participation/Involvement in preparation of school plan.	90(45%)	110(55%)
8.	Participation/Involvement in organization of co-curricular activities	54(27%)	146(73%)
9.	Supervision of school activities.	65(32.50%)	135(67.50%)
10	Participation/Involvement in taking decision in financial matter.	88(44%)	112(56%)
11	Establishment of rapport with school authorities.	118(59%)	82(41%)
12	Participation/Involvement improvement in physical facilities	138(69%)	62(31%)
13	Participation/Involvement in improving Student's achievement	120(60%)	80(40%)
14	Participation/Involvement in promoting Enrolment	136(68%)	64(32%)
15	Participation/Involvement in improvement in school attendance of children	128(64%)	72(36%)
16	Participation/Involvement in observing Teachers regularity	140(70%)	60(30%)
17	Concerns shown in ensuring seriousness of the teachers in students' studies/teaching	80(40%)	120(60%)
18	Concerns shown in discussion of problems faced by students in their studies	120(60%)	80(40%)

Table-1 indicates that more than 66% community members participated/involved in activities (of Sr. No. 6, 12, 14, 16, 19 and 24) -organization of national events (26th January, 15th August), improvement of physical facilities, enrolment, observing teachers regularity and utilization of schools grants.

This table further reveals that participation of community members ranged from 50% to 65% in activities (of Sr. No. 4, 5, 11, 13, 15, 18, 20 and 23)- provision of drinking water, construction of boundary wall, establishment of rapport with school authority, student's achievement, improvement of school attendance of children, discussion of problems faced by students in their studies, reward to the students for their good result and inspiration/motivation of the parents for the enrolment of their children in the school.

Table-1 also indicates that participation of community members was less than 50 % in activities (of Sr. No. 1, 2, 3, 7, 8, 9, 10, 17, 21, 22, and 25) -construction of classroom, construction of toilets, construction of kitchen shed, preparation of school plan, organization of co-curricular activities, supervision of school activities, decisions related to financial matter, seriousness of the teachers in studies/ teaching, reward to the students for their good result, interest in students' activities/ academic work, distribution of books (other than text books) and stationary to the needy students, and overall beautification of school complex.

EDUCATIONAL IMPLICATIONS

The present study has direct and indirect implications for the Sarva Shiksha Abhiyan (SSA) Authorities, Educational Planners, Policy Makers, Supervisors, Field Workers, Central and State Governments, Voluntary Agencies and all other Academic Bodies related to Elementary Education and Sarva Shiksha Abhiyan (SSA). In the light of findings of the present study the government should take necessary steps for improving community participation in all aspects/dimensions of elementary education. Further, the desired level of community participation should be ensured so that the problems or difficulties faced at local level/school level are solved there and then on the spot and

day to day school problems can be minimized, which in turn, help in improvement in school enrolment, regular attendance & retention of children in school and their academic achievement which are very crucial issues related to the Universalisation of Elementary Education which has been a great challenge before us since independence and it further assumes greater significance in the context of RTE Act-2009 which is the most recent step of Govt. of India.

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