Research Paper
Education

A Study of the Community participation in Indian Primary School

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ABSTRACT *Education being an important social activity its meaning have been changing throw to the pages, due change in social and physical condition. Different educationist, therefore, interpreted it differently at different times. In present time the meaning of education has been totally change and it is said that education means makes a man self-reliant and self-less and education is that which makes a man a good character and good society. In this way so many efforts were made by the society and government. Education takes place and only in schools but also within families, communities, and society- despite the various degree of responsibilities taken by each group, none can be sole agent to take 100% responsibility for educating children.*

KEYWORDS : Community, Participation

Community: Bray (1996) presents three different types of communities, applied in his study on community financing of education. The first one is geographic community, which is defined according to its members' place of residence, such as village or district.

The Second type is ethnic, racial and religious communities, in which membership is based on ethnic, racial, or religious identification, and commonly cats across membership based on geographic location. The Third one is communities based on shared family or educational concerns, which include parents associations and similar bodies that are based on familiies shared concerned for the welfare of students.

Participation :
The participation can be interpreted in various ways, depending on the context. Shaeffer (1994) clarifies different degrees or levels of participation, and provides seven possible definitions of the term, including;

(i) Involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility;
(ii) Involvement through contribution of money, materials, and labor;
(iii) Involvement through attendance (e.g. at parents' meeting at school), implying passive acceptance of decisions made by others;
(iv) Involvement through consultation on a particular issues. Participation in the delivery of a service, after as a partner with other actors;
(vi) Participations as implementers of delegated powers; and identification of problems, the study of feasibility, planning, implementation and evaluation.

What is Community participation in education :
Education takes place and only in schools but also within families, communities, and society- despite the various degree of responsibilities taken by each group, none can be sole agent to take 100% responsibility for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the word outside their families communities and society must support parents and families in the upbringing, socializing, and educating of their children schools and institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society schools cannot and should not operate as separate entitles within society.

Objective of the Study
• To Study the process of community participation in school activities.

Limitation of the Study
• Present study is limited to rural areas of Allahabad District.
• Present study is limited to Parishadiya Primary school.

Study of related literature ;
• Mohanti (1992)- School community relationship.
• Raw (1999)- The relationship between community participation and effectiveness.
• Patnayak (2000)- School community partnership.
• Mani, Anandan and Vinay Thereon (2002)- Community Aptitude awards involvement of Community partnership in primary schools.
• Juthi (2003)- Promoting formal school schooling through community participation in Jharkhand.

Design of the Study

Objective	Sampling	Tools	Technique of Collection of data	Analysis of data
To study the process of community	Member of community 200	Group discussion directory		Content Analysis and Percentage analysis

Population and Sampling
Purposive sampling has been adopted for this study as following (Sujata- 1981, Panda 1992, Govinda and Vergis 1993, Newman 2000)

Process

1.	Selection of field	:	Selection of district (Allahabad)
2.	Wide sample size	:	Selection of Rural Area (Rural area of Allahabad).
3.	Maximum Discrimination in sampling Process	:	Selection of Blocks (Blocks of rural area)
4.	Selection of Unit	:	Selection of village and School (Village and Parishadiya School)
5.	Network Sampling	:	Perception, Suggestion and information by (members of Community)

In this study one village has been taken from each block of Allahabad district through the purposive sampling. So that from 20 Blocks of Allahabad district total 20 villages have been taken for the study. The list of villages and schools related 20 Blocks has been given in the following table. After construction of tool for the administration two villages have been taken for the Pilot study which has been indicated by star (*).

S.No.	Block	School	Village
	Baharia	Primary School, Devapur	Devapur
	Bahadurpur	Primary School, Noorpur	Noorpur
	Chaka	Primary School, Chaka	Chaka (*)
	Handia	Primary School,, Barout	Barout
	Holagarh	Primary School, Bahadurpur	Bahadurpur
	Jasra	Primary School, Ram Nagar	Ram Nagar

Karchhana	Primary School, Kaithi	Kaithi
Kaurihar-I	Primary School, Annapur	Annapur
Dhannupur	Primary School, Bhagavatipur	
Karawn	Primary School, Manpur	Manpur
Kaundhiyara	Primary School, Samari	Samari
Manda	Primary School, Dighiya	Dighiya
Meja	Primary School, belha	Belha
Mauiama	Primary School, Jogipur	Jogipur
Pratappur	Primary School, Janghayi-I	Janghayi
Phoolpur	Primary School,, Barana	Barana
Saidabad	Primary School, Hariharpur	
Shankergarh	Primary School,, Abhaypur	Abhaypur
Sarawn	Primary School, Pandila	Pandila
Uruwa	Primary School,, Sirsa East	Sirsa

Tool of The Study :

To study the community participation group discussion directory has been constructed. The group discussion directory is based on the following components;

- Effort to send the children to the school
- Effort to make them Stay in School.
- Effort to make school attractive.
- Support in teaching- learning programme.
- Contribution in material distribution.
- Contribution in monitoring and management of school activities.
- Effort in problem solving.

Process of Data Collection :

After the validity and reliability of the tool, group was discussion organized by the researcher. 8-10 members of village participated in group discussion. To know the ideas of community members, components were put by the researcher in local language and words. Researcher was noting their thoughts in his diary and also listening to them carefully.

Techniques of Analysis of data :

In this study qualitative technique used to analyse data like content analysis and percentage analysis. The nature of study is qualitative so the data also came in the qualitative form. In this study the ideas of community came in the form of content, and for analysis of content, content analysis technique is the best technique (New man, 2000). This technique is popular as qualitative coding. In this qualitative coding the classification of ideas, concepts, thoughts and understanding came on the basis of equality and discrimination. Qualitative coding has two types manifest and latent coding. The coding of visible and surface content is known as manifest coding. Coding of hidden and meaningful thought in content is known as latent coding. In this study both coding have been used.

Findings:

- 40% of the alert communities maintain the cleanliness of the school by themselves.
- They make the observation also of the teacher attendance and maintain a pressure also for the regular attendance.
- 16% organize the cultural program and 56% cooperate in that.
- They regularly maintain the communication with the child to enquiry the punctuality of the teachers and the classes being taken.
- While distributing concerned material they also observe whether all the children have got that or not.
- 22% compulsory go to the school on the day of material distribution.
- 70% of satisfied with them contribution after observation / seeing the allotment/ distribute register.
- 34% complain of not being informed of the material distribution.
- 38% express their view by participation in the meeting of V.E.C.
- Many keep an eye on the activities of school while roaming them.
- 18% arrange wood for the mid day meal and they also taste the food.
- Most of the guardian cooperate in the making of teaching learning material. They themselves make it too.

- They arrange for the refreshment of educational officer while they come to the school and request the complain.
- They share the collective labour for the cleaning of Road drainages.
- 56% of the community, are not even aware of the govt. scheme.
- 34% acknowledge the contribution of NGOs and 34% say that it is a only paper work.
- 72% drop their other tasks while participating in the meeting of VEC.

And finely these are the major findings

- Children come to school prepared to learn
- the community provides financial and material support to the school
- communication between the school, parents and community is frequent
- the community has a meaningful role in school governance and
- community members and parents assist with integration.

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