

AWARENESS OF COMMUNITY TOWARDS THE PROCESS OF COMMUNITIZATION OF ELEMENTARY EDUCATION IN NAGALAND

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ABSTRACT

Communitisation of the elementary education has been realized to encourage communities involvement in the management and operation of the schools. However, the response and awareness of the community and parents is equally pertinent. As such, this study focuses on the awareness of the community towards the process of communitization of elementary education. The study shows that the majority of the community were aware of the communitization process in the elementary education. However, illiteracy, excessive personal responsibilities at home and laziness/indifference attitude of the parents were still the cause of hindrances to community awareness and participation towards elementary education in Nagaland.

Key Words: Awareness of Community, Communitization, Elementary Education.

1. INTRODUCTION

Education is a social process. The participation of a community or a social group in the education process is a precondition. Community participation has long been recognized in schools in India. The Primary Act of 1947 introduced “*Authorised Municipalities*” who were empowered to manage the local schools as it was found that local authorities were needed to carry on the administration of education. District Board of Education and Village Education Committees (VEC) at the district and sub-district levels were created though the National Policy on Education (1986) recommendations. This move greatly fostered involvement of local community members in the management of elementary education. More recently, the Right To Education Act 2009, has invoked yet again the responsibilities of the local community in school development activities though the School Management Committees (SMCs).

Community general refers to a geographical or social ‘*neighbourhood*’ that has the values and practices shared commonly. Communities can be identified by their culture, taste, physical feature and geography. The UN described community participation as ‘the creation of opportunities to enable members of a community and the larger society to actively contribute to and influence the development process to share equitably in the fruits of development.’ Community participation may refer to the participation of the local communities in the progress and development of the schools in various manners. Commonly communities’ participations are seen in various manners such as School Management Committee (SMC), village Education Committee (VEC), Parents Teachers Association (PTA) and contribute in areas of planning, management, monitoring and evaluating the progress and performances of the schools.

Study shows that greater the awareness and involvement of the communities and parents in school education, the greater is the improvement of the children in their overall performance (e.g., Epstein, 1995). This study is with the indent to understand the level of awareness of the

communities towards Communitisation of elementary education in Wokha and Kohima districts of Nagaland.

2. MATERIALS AND METHODS

Data collection

Primary data was collected from both Government (55) and Private (35) elementary schools in Kohima and Wokha. The data were further classified into Urban and rural elementary schools.

3. RESULTS AND DISCUSSIONS

Table 1: Awareness of Community about Communitization

Govt. Elementary Schools		Urban	%age	Rural	%age	Total	%age
Yes		15	55.56	18	64.29	33	60.00
No		5	18.52	6	21.43	11	20.00
To some extend		7	25.93	4	14.29	11	20.00
Private Elementary Schools		Urban	%age	Rural	%age	Total	%age
Yes		8	44.44	10	58.82	18	51.43
No		4	22.22	4	23.53	8	22.86
To some extend		5	27.78	4	23.53	9	25.71

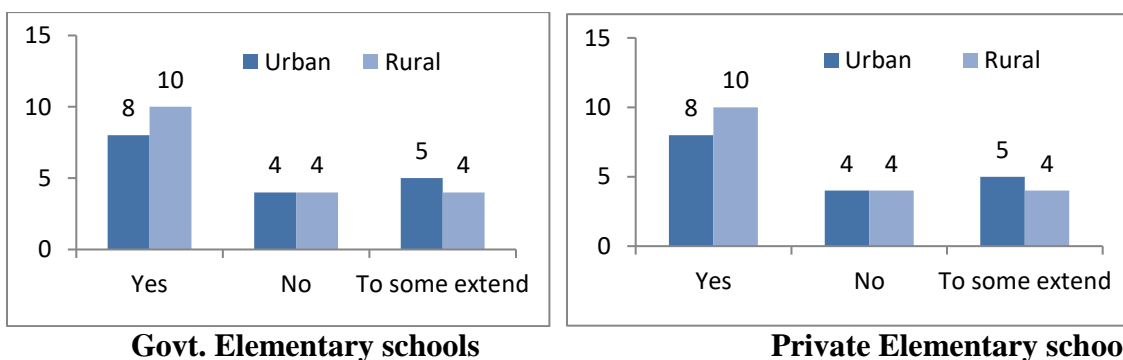


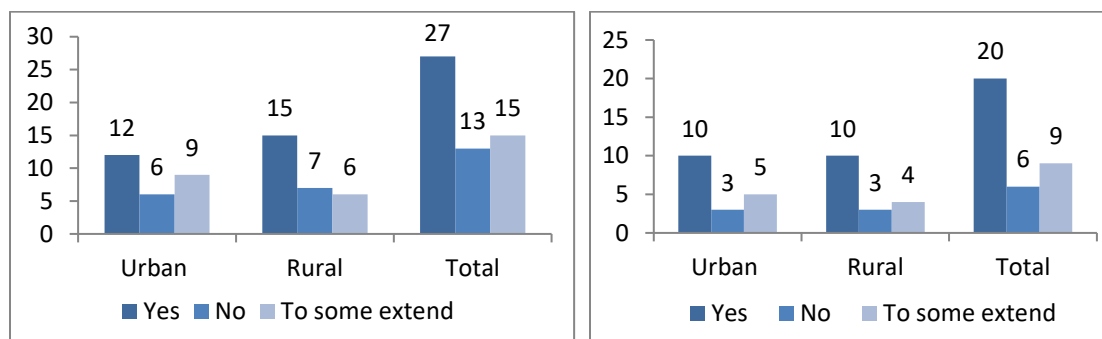
Fig 1: Awareness of Communitization

The above table reveals that majority of the community were aware of communitization of elementary education in both Government (60 percent) and private (51.43 percent) elementary schools. 20 percent under government and 22.86 percent under private responded that the communities were not aware of the communitization process. Another 20 percent under government and 25.71 percent under private responded that the communities were to some extent aware of the communitization process.

Table 2: Awareness of Community People about their Children's Education

Govt. Elementary Schools		Urban	%age	Rural	%age	Total	%age
Yes		12	44.44	15	53.57	27	49.09
No		6	22.22	7	25.00	13	23.64
To some extend		9	33.33	6	21.43	15	27.27
Private Elementary Schools		Urban	%age	Rural	%age	Total	%age
Yes		10	55.56	10	58.82	20	57.14
No		3	16.67	3	17.65	6	17.14
To some extend		5	27.78	4	23.53	9	25.71

The table above shows that majority in both government (49.09 percent) and private (57.14 percent) elementary schools agreed that community people were aware of their children's education. Under government elementary schools, in urban area 44.44 percent responded that they were aware of their children's education, 22.22 percent responded 'No' while 33.33 percent responded 'to some extend'.



Government Elementary schools **Private Elementary schools**
Fig 2: Awareness of Community People towards Their Children's Education

In rural area 53.57 percent responded 'Yes', 25 percent responded 'No' while 21.43 percent responded 'Sometimes only'. Under private elementary schools, in urban area 55.56 percent responded 'Yes', 16.67 percent responded 'No' while 27.78 percent responded 'to some extend'. In rural area 58.82 percent responded 'Yes', 17.65 percent responded 'No' while 23.53 percent responded 'to some extend'.

Table 3: Communities' knowledge of No. of students

Govt. Elementary Schools		Urban	%age	Rural	%age	Total	%age
Yes		11	61.11	12	70.59	23	65.71
No		7	38.89	5	29.41	12	34.29
Only some of them							
Private Elementary Schools		Urban	%age	Rural	%age	Total	%age

Yes	10	62.5	9	64.29	19	63.33
No	6	37.5	5	35.71	11	36.67
Only some of them						

The above data shows that majority of the community members have a good knowledge of the number of students in both Government (65.71 percent) and private (63.33percent) elementary schools.

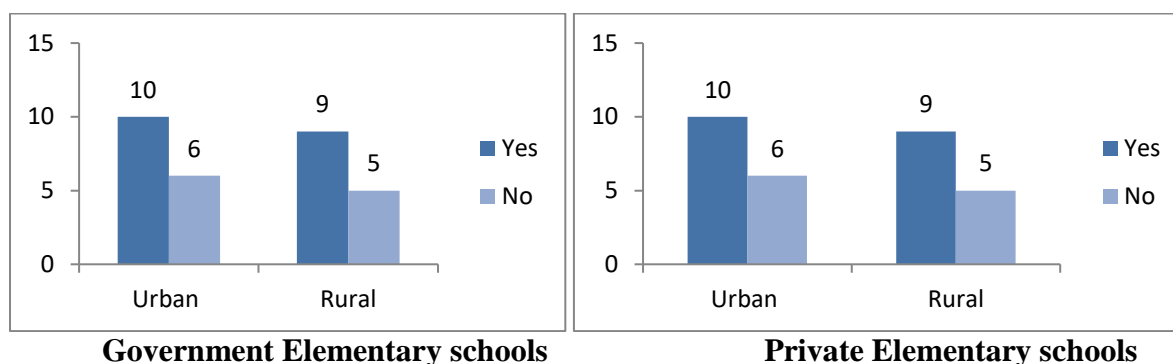


Fig 3: Community's Knowledge of the No. of Students

Under government schools, both in urban (61.11 percent) and rural (70.59 percent) schools, majority responded that they have knowledge of the number of students while 8.89 percent in urban and 29.41 percent responded that they do not know the number of students. Under private schools, 62.50 percent in urban and 64.29 percent in rural elementary schools responded that they have a knowledge of the number of students while 37.5 percent in urban and 35.71 percent in rural responded that they do not know the number of students.

Table 4: Communities' Knowledge of teachers in the Schools

Govt. Elementary Schools	Urban	%age	Rural	%age	Total	%age
Yes	22	81.48	13	46.43	35	63.64
No	3	11.11	4	14.29	7	12.73
Only some of them	2	7.41	1	3.57	3	5.45
Private Elementary Schools	Urban	%age	Rural	%age	Total	%age
Yes	14	77.78	9	52.94	23	65.71
No	0	0	0	0	0	0
Only some of them	4	22.22	8	47.06	12	34.29

The above table shows that community majority of the members have knowledge of the number of students in both Government (63.64 percent) and private (65.71 percent) elementary schools. Under government elementary schools, 11.11 percent in urban and 14.29 percent in rural responded that they did not enough knowledge of the number of students, while 7.41 percent in

urban and 3.57 percent in rural areas, under government elementary schools responded that they know only some of them.

Under Private elementary schools, 77.78 percent in urban and 52.94 percent in rural responded that they have enough knowledge of the number of students, while 22.22 percent in urban and 47.06 percent in rural areas responded that they know only some of them.

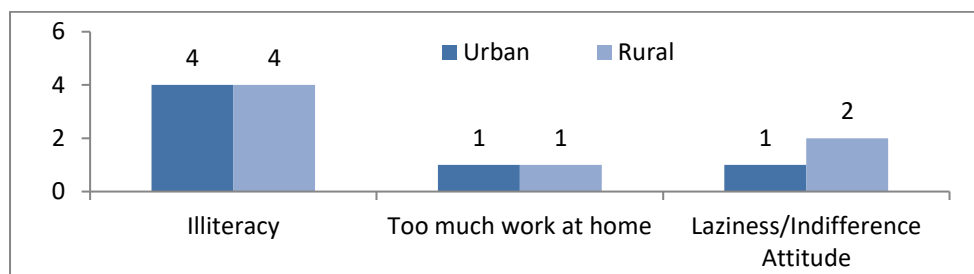
Table 7: Sufficiency of class rooms in the school

Govt. Elementary Schools	Urban	%age	Rural	%age	Total	%age
Yes	20	74.07	12	42.86	32	58.18
No	2	7.41	1	3.57	3	5.45
Private Elementary Schools	Urban	%age	Rural	%age	Total	%age
Yes	18	100	17	100	35	100
No	0	0	0	0	0	0

In terms of sufficiency of classrooms in the school, Under government schools, majority of the head teachers responded that communities were aware of the sufficiency of classrooms in the schools. Under Private elementary schools, all the schools agreed that there were complete awareness towards sufficiency of classrooms.

Table 8: Reasons for unawareness of Community people towards their children's education

Govt. Elementary Schools	Urban	%age	Rural	%age	Total	%age
Illiteracy	4	14.81	4	14.29	8	14.55
Too much work at home	1	3.70	1	3.57	2	3.64
Laziness/Indifference Attitude	1	3.70	2	7.14	3	5.45



Government Elementary schools

Fig 4: Reasons for unawareness of Community people towards their children's education.

Some of the major reasons for unawareness of the community people about their children's education were – *illiteracy* (14.55 percent), *too much work at home* (3.64 percent), and *laziness/indifference attitude* (5.45 percent). Majority in both urban (14.81 percent) and rural (14.29 percent) elementary schools –*illiteracy* was found to be the most common reason of unawareness amongst the community about their children's education.

4. CONCLUSIONS

The effort to Communitisation of elementary education is seen through the various acts and policies implemented by the government in respect of elementary educations. Majority of the community were found to be aware of the communitization process in the elementary education. Interm of awareness towards children's education, 49.09 percent of government and 57.14 percent of private elementary schools agreed that community were aware of their children's education. The study also concludes that majority of the community were also aware of the number of students, teachers and class rooms sufficiency. However, illiteracy, excessive personal responsibilities at home and laziness/indifference attitude of the parents were some of the hindrances towards awareness of communitisation.

With the need for communitisation felt in the elementary education, the government through their flagship programmes such as Sarva Shiksha Abhiyan (SSA) programme endeavors to bring communitisation of elementary education in India by encouraging participations from various stakeholders such as Village Education Committee(VEC), School Management Committees (SMC) and other relevant communities.

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