

A module
on
**ROLE OF SCHOOL LEADER IN INVOKING COMMUNITY
PARTICIPATION IN RURAL AREA BASED SCHOOLS OF HARYANA**



National Centre for School Leadership



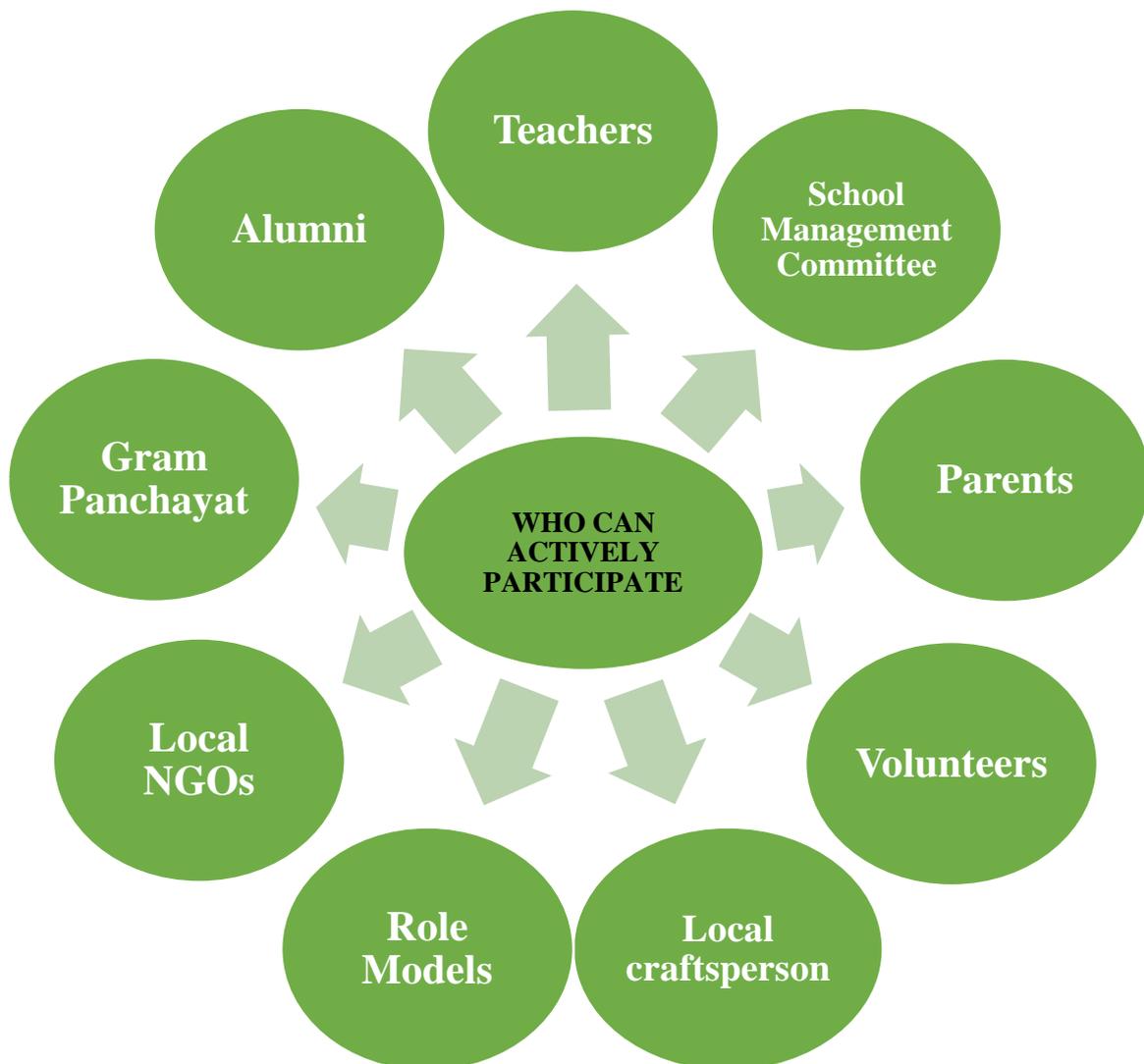
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ROLE OF SCHOOL LEADER IN INVOKING COMMUNITY PARTICIPATION IN RURAL AREA BASED SCHOOLS OF HARYANA

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INTRODUCTION

Community participation with regards to school is all about the involvement of the local community in school management affairs. Community participation in education helps to identify issues and problems in school education as well as to solve these issues. School is a part of community and community supports school to give quality education to every student for the development of the society. Community participation is of immense importance at the school level, as it provides a culturally sensitive approach to provide enduring solutions for barrier-free quality education. Community participation at the school level is the thread to inclusive education. It is an important tool for the growth and development of the student. Family is the fundamental unit of the community and a child who receives support from the community grows up to be a responsible citizen. It is well-established fact through multiple researchers that when community members support the learning process, students exhibit significant improvement in all-around performance.



The principal as a leader of an academic institution can play a significant role in developing an environment that is conducive and can role as an enabler for community participation. The principal as leader of an academic institution is responsible to ensure improved learning outcome. This can be achieved when implementation of mandated programs are complemented with active community participation. It is the role of the principal to generate such participation.

In background of such related experiences and to work out their sustainable solutions I have designed this module has been designed. This module will provide healthy platform for all school leaders to have an insight in the light of community participation as an important tool for the wholesome/desired development of students.

TITLE OF THE MODULE

Role of School Leader in Invoking Community Participation in Rural Area based Schools of Haryana

OBJECTIVES

Through this module, school leaders would be able to

- understand the significance of community participation in school education.
- understand the scope of contribution from various parts of community.
- appreciate the impact of Community participation – as a tool to promote improved learning outcome.
- lead in the role of the principal/head in harnessing community participation for effective implementation of school programs.

COMMUNITY PARTICIPATION

Community participation is a concept through which different people from local populace come together for community problem solving. In background of school development, it is a way to identify the problem and design the strategies to implement program in sustainable manner. This is a way to take responsibility and accountability by the members included from different groups, caste, religion, and sex etc.

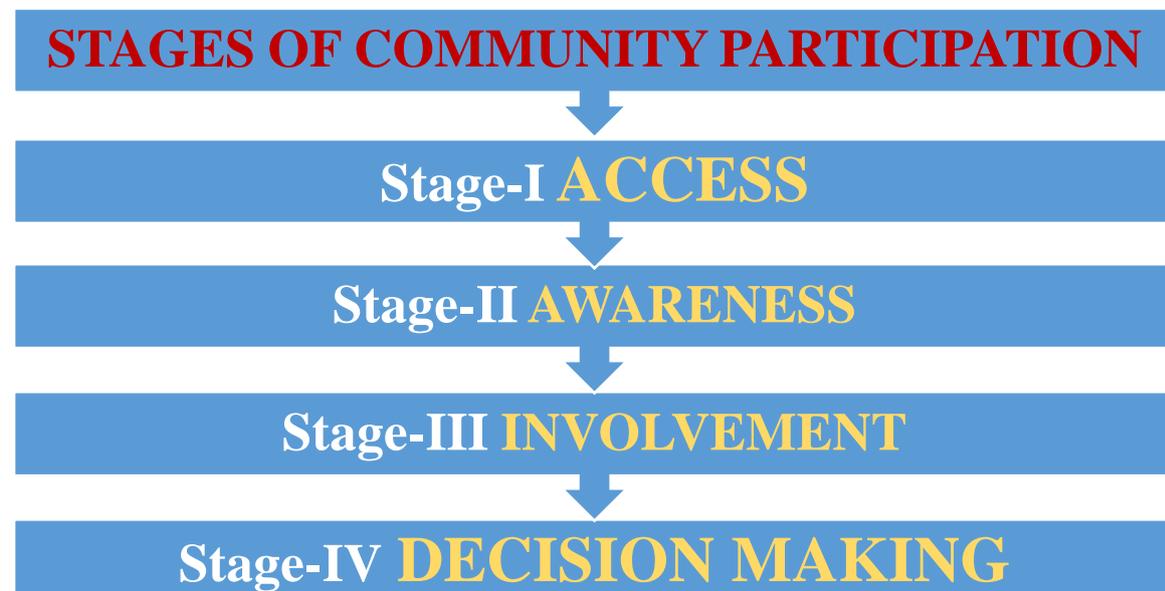


Most educationists agree on the importance of role of community participation in improving teaching learning process at school. Kothari commission (1964-66) focused on need of decentralization of school education and involvement of parents and local bodies in the processes of improvement of school. NPE 1986 emphasized primarily on decentralized planning and management of primary education. A report (1992) was submitted by Veerappa Moily to the government of India on decentralization of educational planning ensuring greater community participation in education. National Curriculum Framework (2005) also emphasized to encourage community participation as a means of enhancing quality education. There is also a provision to constitute school management committees in RTE act 2009.

Scope of community participation is very high. In rural areas all institutions recognize themselves through the community hence community has regular say in all aspects of rural life. Thus requirement for successful functioning of school, favorable attitude of community is of great importance. It ranges from identifying problem and addressing them through culturally acceptable solutions. The community participation make school more accountable for education delivery through regular involvement as decision maker.

STAGES OF COMMUNITY PARTICIPATION

For the purpose of inducing greater community participation in school education, the panchayats have been entrusted with the responsibility of implementing compulsory and free elementary education (According to 73rd and 74th Amendments of the Indian Constitution). The process of community participation in school education goes through different stages i.e. access, awareness, involvement and decision making. First, community should have access to schools and related bodies, for this community must be the part of various Committees/bodies. Secondly, community members must be aware with their roles and



responsibilities either they are the member of various bodies or not. In various activities to be accomplished in school or related to education, community members should be involved in different ways. At last they get a chance to be the part of decision making.

WHO CAN ACTIVELY PARTICIPATE

In the context to school education community participants may be classified as:

1. **School Management Committee (SMC) - Section 21** of the RTE Act mandated the formation of School Management committee (SMC). It was to encourage community participation and more particularly parents' involvement. It's constitution has a provision for 75% of its members should be parents.

SCHOOL MANAGEMENT COMMITTEE

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Scope of contribution

- Actively participating in making SDP as per RTE norms, its implementation & monitoring the performance
- Implementing delegated powers
- Participation through regular & active attendance
- Garnering more resources from and solving problem through regular interaction with education bureaucracy
- Advocating enrolment and education benefits.
- Boosting moral of faculty
- Sharing local culture information

Challenges to School leaders

Low interest of SMC members to attend the meeting and lack of awareness about RTE 2009 and NEP 2020

Role of School leader

- Organising workshops for SMC members
- Invite SMC members in each programme
- Time to time appreciate the work done by SMC members.
- School Leaders need to prepare accessible environment in school. Crux of RTE needs to be conveyed in easy and creative way.
- Training programs for Leaders and SMC members is an important tool.

2. **Parents Teacher Association** - Parents teacher meeting is formal platform which facilitates parents' participation in school functioning. This provides opportunity for parents to get the first hand information about the performance of their child. On the same

PARENTS

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Scope of contribution

- Regularly attending school meeting and provide feedback about child's learning progress and school behaviour
- Preparing child's readiness for schooling by providing adequate nutrition.
- Ensuring child's regular attendance
- Helping children studying at home
- Promoting education benefits among community
- Keeping an eye on the progress of their wards

Challenges to School leaders

Poor socio-economic background and low literacy level and cultural barrier are major hindrance in improvement of parent participation in school programs.

Role of School leader

- Principal needs to take a lead to develop school meeting as a celebrating event. This can be achieved through educating teaching faculty, take help of active parents who promote the benefits of such meetings
- Organise carnivals and invite parents
- Reward the parents wherever possible
- Regularly organise PTMs

hand it also enables them to give feedback to teacher about the school functioning and the feedback about their wards.

3. **Gram Panchayat** - As the political body of the village, gram panchayat act as an important institution to channelize community efforts in all aspects of school education.

GRAM PANCHAYAT

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Scope of contribution

- Implementing delegated powers
- Providing security to teachers and staff
- Sharing local culture information
- Involvement through consultation on particular vexed issues.
- Garnering more resources from and solving problems through education department.
- Advocating enrolment and education benefits.
- Promoting girl child education
- Financial contribution in school education
- Support in connecting education with social activities

Challenges to School leaders

Two major hindrances are:

- Political interest of gram panchayat body.
- Lack of regular communication between school and gram panchayat.

Role of School leader

- Leader needs to minimize the discontinuity of communication with gram panchayat.
- Sharing the long term vision of school and efforts towards improvement of learning outcomes for children of community in simple terms is very productive.
- Skilfully negotiate on common interest programs with elected bodies.
- Unutilized capacity of school infrastructure should be shared with community to promote social activities.

4. **Local NGOs**- NGOs or similar civil society bodies proved to be of great help as

LOCAL NGOS

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Scope of contribution

- Contributing funds, materials for education purpose
- Encourage meritorious students in different events
- Arranging extra teaching facility underprivileged
- Organising training/workshops for teachers and staff fir their professional development
- Contribution in Health and Hygiene
- Providing supplementary teaching larning material.

Challenges to School leaders

Needs involvement of all stakeholders viz. parents, teachers to encash the available opportunities

Role of School leader

- Leaders can exploit these opportunities through good team efforts
- Highlighting the school performance at various social platforms
- List the active NGOs in area
- Maintain regular communication with NGOs

community participants for educational development programs of school.

5. **Volunteers** -These are the individuals or unorganized groups present in community who extend volunteer help in academic/ non academic activities. This provides extra support in shape of material resources or other kind of support.

VOLUNTEERS

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Scope of contribution

- Contributing in funds
- Teaching support to underprivileged in non-school hours.
- Skill development program
- Support in academics by providing teaching learning material
- Provide extra classes to students
- Provide other resources available with them

Challenges to School leaders

- Committed efforts to explore the opportunities
- Lack of communication between

Role of School leader

Principals should focus on development of leadership skills in teachers who can exploit the opportunities among local communities.

6. **Role Model** -These are the individuals with social influence among community members. They play crucial role to shape the belief system of local populace.

ROLE MODEL

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Scope of contribution

- Promoting girls' education
- Promoting educational equalities
- Advocating enrolments and education benefits

Challenges to School leaders

Demands regular interaction and sense of elitism

Role of School leader

Principal can make best use of cultural and other events in school to honour the local role models to win their favourable response.

7. **Teachers-** Teachers are the socially ideal personality who has a long term respect on children in particular and society at large.

TEACHERS

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Scope of contribution

- Enhance awareness level of community members
- Promoting educational equality
- Present them as socially ideal personality which has a long term impact on children

Challenges to School leaders

Sense of indifference toward community

Role of School leader

Leaders need to highlight the significance of power of mutual trust and its contribution in making teaching job more meaningful and productive.

8. **Alumni-** with their school specific experience they have the potetial to motivate children about the significance of study. They can also act as a guide regarding various available opportunities at in education and career so far.

ALUMNI

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Scope of contribution

- Motivating children about the significance of study.
- Knowledge development regarding the various available opportunities.

Challenges to School leaders

Discontinuity in communication

Role of School leader

- Development of a committed cell of trained teachers who can keep regular track of well placed alumni.
- Successful students need to be honoured on special occasions.
- Displaying board of honour of meritorious students is also a motivational tool.

9. **Local Craft persons-** Through their traditional art skills they have the potential to make valuable contribution in developing co-curricular activities. By sharing their skills with students the education can be given a vocational direction. Basic sharing of skills help students to become independent in their life.

LOCAL CRAFT PERSONS

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Scope of contribution

- Providing skill instructions in traditional arts.
- Contributing labour and material in school.
- Introducing basics of their profession.
- Provide a platform where students can connect their education with the available vocations.

Challenges to School leader

Cultural barrier and socio-economic background inhibit the involvement.

Role of School leader

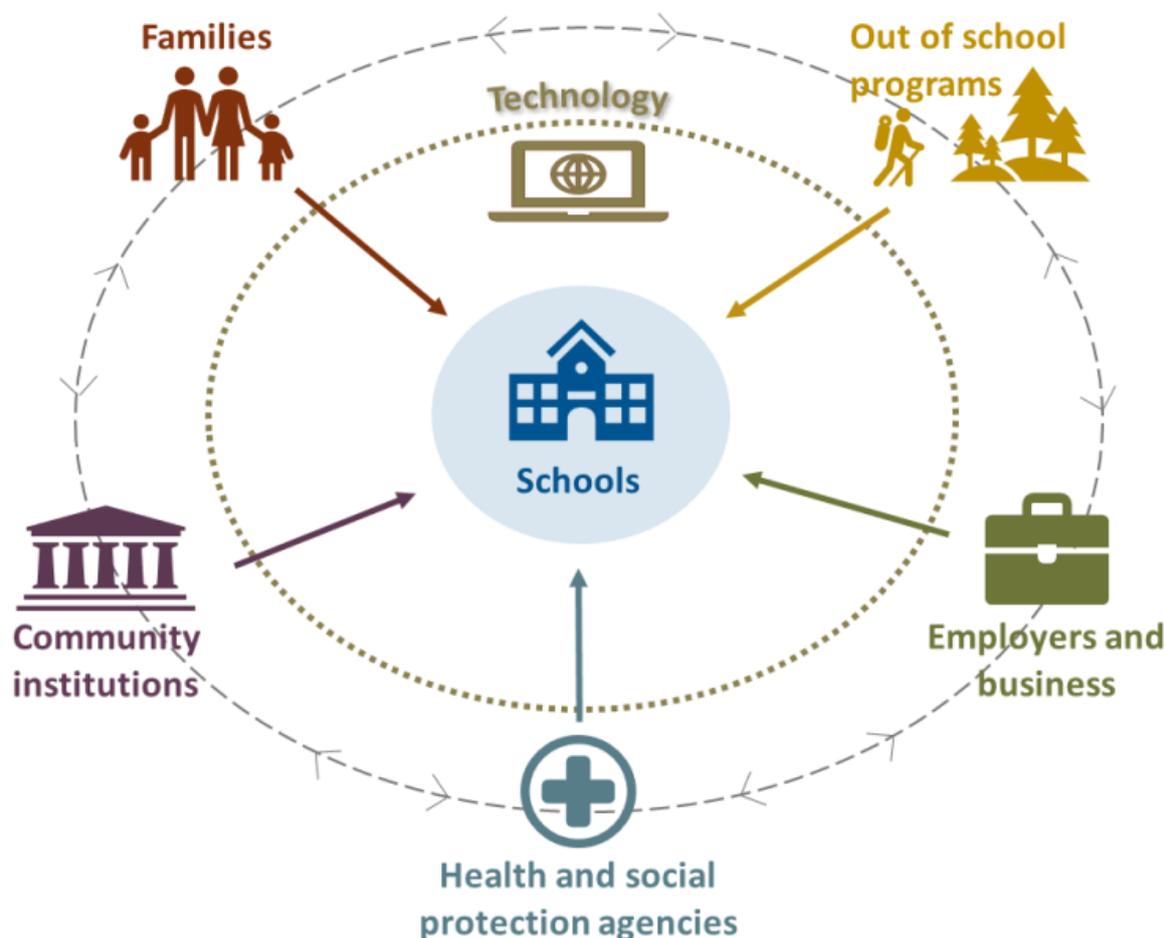
- Leaders must develop a sense of pride among such talents. Must be invited at cultural activities and honour their gifted skills.
- Organise craft mela.
- Organise competitions for craft persons, students and parents

BARRIERS IN INVOKING COMMUNITY PARTICIPATION IN SCHOOL AND THEIR TENTATIVE SOLUTIONS

- A. **Communication Gap** - There are probable chances of lack of coordination among teachers and SMC members. Teachers may undermine the importance of meeting and timely information may not be available to SMC members regarding various activities and meeting schedule. Principal needs to monitor this personally and educate the teachers about the significance of meeting. This will ensure improvement in attendance.
- B. **Cultural Barrier** - Cultural difference between faculty and community inhibits free flow of exchange of views between teachers and community members. Principal can encourage teachers through highlighting the similarities. Further some role models among community can be motivated to lower these barriers.
- C. **Low interest of SMC members:** In most of the cases, sense of belongingness to the committee functioning is absent. Members from poor social economic background take it as a loss of time and think it has direct bearing on their daily earning. Principal needs to maintain regular contact and convey the message that contrary to their thinking this is the right investment for inclusive development of their children.
- D. **Lack of awareness among members about RTE 2009 and NEP 2020:** Most of the SMC members due to their socio economic background are not aware about the RTE 2009 and NEP 2020. Due to this lack of awareness they are unable to understand the significance of committee functioning. Principal must take a lead role in conveying the crux of RTE in understandable language. This can be achieved through distribution of pamphlets, conveying them in person, encouraging aware members to educate non aware

members in their neighbourhood. Seminars, rally and community activities can be organised for community awareness.

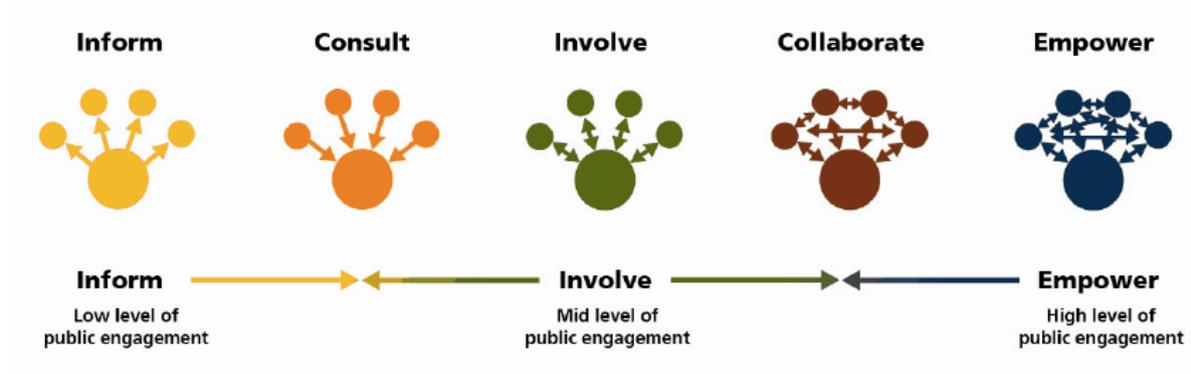
- E. **Low interest of parents to attend the PTM** - Parents teacher meeting is important platform to exchange views between parents and teacher for betterment of learner and



school. Due to several reasons such as cultural barriers, low socio economic background, illiteracy among parents make the attendance of parents in PTM poor. To improve the attendance of parents in PTM principal should guide the teachers in communicating with parents in easy way to encourage them to attend the PTM. This can be achieved by making personal contacts, taking the help of active parents to educate reluctant parents about the significance of PTM.

- F. **Making PTM a two way communication** - Generally PTM working is designed to communicate the performance of child from teachers' point of view. Principal should ensure that at PTM teacher must encourage and give space to the parents to share their feedback about functioning of the school. This motivates the parents for active participation in school functioning and increase their level of confidence.
- G. **Discriminatory belief of society**- In rural areas, there are several belief systems which promote discrimination. Gender discrimination and cast discrimination are prominent among them which have unfavorable impact on equality of education. School leader must take it as a responsibility to mend this belief system. Through cultural activities and small skits during some festive occasions message may be conveyed in easy and creative manner to local populace about ill effects of discriminated practices.

H. **Limited resources** - Local NGOs and other similar civil societies play an important role by providing additional support through donation (cash/kind). Principal must keep close

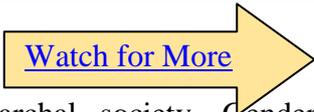


repo with such NGOs. Highlighting school performance on different social platforms such as Instagram, Facebook, WhatsApp etc. are very effective way to reach such societies and other volunteers. Further donor must be well informed about honest use of donation. Separate account must be maintained for such donations to keep all the transactions transparent

SCHOOL LEADER MUST DO

- **Bring your school on social media like facebook, instagram, twitter etc.**
- **Create a youtube channel for your school.**
- **Share the school activities on social media to attract community towards your school.**
- **Advertize about the admission and activities in newspaper as well as on social media.**
- **Share the achievement and facilities available in your school at various platforms.**
- **Participate in near by social activities and programmes.**
- **Time to time invite members from community in school whenever possible.**
- **Organise rally and community awareness activities.**
- **Work on the uniform/outlook of students and their communications to attract the community members.**

CASE STUDY-III

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Like any other area of Haryana, Kaluana village is also patriarchal society. Gender discrimination practices have unfavorable impact on girls' enrollment. Principal AMSSS Kaluana identified this problem and decided to take this issue with prominent members of community. Geeta Saharan (Sarpanch of Kaluana) w/o Late Sh. Jagdev Saharan who herself a lady, adhere to century old tradition of Parda Pratha. Principal communicated with Geeta Saharan and highlighted the ill effects of this practice on the mindset of girls' students. Principal encouraged Geeta Saharan to shun this practice to bring favourable social change in society which ultimately will generate confidence among womenfolk of community. Though it was a very tough call for Geeta Saharan in background of her upbringing, but she took the revolutionary step and denounced the ghonghat system at public function. She established herself as role model and appealed to fellow women to follow the same. This totally redefined the belief system at local level. The most significant change was in the attitude of villagers towards girls' education. In long run it resulted in improved girls' enrollment in school. As on date ratio of girls' enrollment to boys' enrollment is 65:35.

Activity 1: Identify the social discriminatory problems which have unfavorable impact on society in general and education system in particular.

Activity 2: Approach the concerned influential social members of community and communicate them in easy and creative manner about the ill effect of problem. Care must be taken that communication should not be offending their established values.

CASE STUDY-IV

Kaluana Shiksha Samiti is a local NGO working in field of education. Kaluana village has two senior secondary schools catering to the several villages around it. Transport connectivity is serious problem in this part of Haryana which has direct bearing on education of children in these villages and isolated DHANIS (dwelling system in this part of Haryana). The girls students are more effected. School staff and Principal along with local community were concerned with this problem and were striving hard to work out the solution. Kaluana Shiksha Samiti headed by its president Mr. Jagdev Saharan, who was also sarpanch of gram panchayat at that time began efforts with the help of school staff. Kaluana Shiksha Samiti in collaboration of school staff, collected funds from local community and collected funds and purchased one bus and started in 2009-10 session and started ferrying 34 girls later on district administration supported their efforts by providing buses as part of Backward Regional Grant Fund. The running expenses and maintenance cost were born by education society with the continuous support of school staff and local villagers. Their joint efforts have contributed in a big way to open the horizon for girl children by providing access to education.

Activity 1: Identify the community specific barriers in access to education.

Activity 2: Find the solutions lying within the community with creative use of community participation.

CONCLUSION

Educationists acknowledge the fact that community participation plays significant role in attaining the goal of equality education. Parents and community members play a key role in making school accountable for improved learning outcomes. Community involvement helps to identify the problem in community specific education system. It also plays a vital role in development of strategies to remove barriers. Role of leader lies in harnessing the power of such relationships. Being a critical link between school and community it is principal who can interpret the significance of school education to the community. This can be accomplished by developing a community friendly atmosphere at school which make school accessible to parents.

SUGGESTED READINGS

<https://www.ijer.net/archive/v10i1/SR201224191731.pdf>

<https://www.savethechildren.org/content/dam/global/reports/education-and-child-protection/THE-RIGHT-TO-LEARN.pdf>

<https://www.ijer.net/archive/v10i1/SR201224191731.pdf>

[https://globalcenters.columbia.edu/sites/default/files/content/Mumbai/Publications/13.MDEP Community%20Participation.pdf](https://globalcenters.columbia.edu/sites/default/files/content/Mumbai/Publications/13.MDEP%20Community%20Participation.pdf)

<http://certindia.gov.in/supw.php>

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