



The Implementation of Community Participation in Education

Dr N.V. Swami Naidu

**Faculty Member, Department of Education
Dr.B.R.Ambedkar University, Srikakulam, Andhra Pradesh**

Abstract: A number of effective studies on the base line assessment in a current situation with regard to learning achievements, retention, Access, gender, equity, social equity, physical infrastructure etc. would also have to be undertaken as preparatory activities. Now the research wants to study the impact of Rajiv Vidya Mission on primary schools.

Keywords: Rig-Vedic literature, Community, Rajiv Vidya Mission, Buddhist, Primary Education.

Introduction

The Chief aim of Indian education, in those times, was to unfold the spiritual and moral powers of the Individual. In vedic system of education, oral communication by the teacher was method of teaching curriculum was a functional well discipline was maintained. The teacher was the direct and sole source of light and life and the pupil mist depend upon him smooth and pleasant relations between the teacher and the pupil. Rigvedic literature refers to many learned and scholarly women. But in the later vedic period, the female education was on a constant and steady decline.

Buddhist System of Education

Buddha wished that every new disciple should be trained in then discipline of the religion. The initiation ceremony was called “Pabhajja”. The aim of education was to create a sense of equality among all. The student was expected to learn by heart the instruction by the teacher. 3 R’s was imported to every child . There was a rigorous discipline. The Buddhistic teacher was not allowed

to marry. The teacher was a pious and religious man. Buddha opposed to the education of women. In Buddhist education equality of opportunity was provided.

Islamic Education:

Muslims regarded education as an indispensable possession of man. Attainment of knowledge, formation of character, propagation of Islam, material progress, Islamic social moral, Removal of Illiteracy, preparation for life were aims and objects of Education.

The initiation ceremony was known as “Bismilla Khan” . The oral word of the teacher was the chief method of teaching. Curriculum was limited to the study of 3 R’s. The study of Quran compulsory at all stages. There was a strict discipline. Only rich people could educate their daughters.

The District primary Education programme (DPEP) has been approved as a centrally sponsored scheme of the Government of India for primary education development. The programme would develop and

implement in the districts selected a replicable, sustainable and cost effective programme:

- To reduce difference in enrolment, dropout and learning achievement among gender and social groups less than five percent.
- To reduce overall primary dropout rates for all students to less than 10 percent.
- To provide, according to national norms, access for all children, to primary education classes (I-V) i.e. primary schooling wherever possible or its equivalent non-formal education.

The programme would also strengthen the capacity of national, state and districts institutions and organizations for the planning, management and evaluation of primary education.

Rajiv Vidya Mission:

Rajiv Vidya Mission, the first national programme for universalization of elementary education covering the entire country was launched in 2001. It is an effort to universalize education by community ownership of the school system. It is a demand for quality basic education all over the country. The RVM programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. It is also an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in the mission mode. It also envisages bridging of gender and social gaps.

Need for the Study:

Rajiv Vidya Mission is an effort to universalize elementary education by 2010 through community

ownership. A number of effective studies on the base line assessment in a current situation with regard to learning achievements, retention, Access, gender, equity, social equity, physical infrastructure etc. would also have to be undertaken as preparatory activities. Now the research want to study the impact of Rajiv Vidya Mission on primary schools in Etcherla Mandal of Srikakulam District.

Objectives of the Study:

1. To study the implementation of Rajiv Vidya Mission in Rural area of Etcherla Mandal of Srikakulam District.
2. To study the impact of Rajiv Vidya Mission on improving quality of instruction among primary teachers of Etcherla Mandal of Srikakulam District.
3. To study the impact of Rajiv Vidya Mission interventions in improving instructional facilities of primary education.
4. To study utilitarian value of the funds spent under Rajiv Vidya Mission.

Hypothesis of the Study:

1. There will be no significant difference between opinions of male and female primary teachers in implementation of Rajiv Vidya Mission.
2. There will be no significant difference of primary teachers with different educational qualifications in implantation of Rajiv Vidya Mission.
3. There will be no significant difference among the teachers having different

experience in implementation of Rajiv Vidya Mission.

Review of related Literature

DHONGADE, U.D., A Critical study of Non-enrolment, Wastage and Stagnation during the First Two years of Primary Education of Scheduled Caste Boys and Girls in Soygaon Taluka, Dist. Aurangabad, Maharashtra State, IIE, Pune, 1986

Seventeen villages out of 115 villages from Soyegaon Taluka were selected randomly. They were divided into three groups-small towns with population between 2000 and 6000, hamlets with population between 1000 and 2000 and localities with less than 1000 inhabitants. The parents were contacted and data regarding non-enrolment stagnation and wastage for the two years were collected. This was done for the period 1981-82 and 1982-83.

The study said that;

- SC/ST population in the three types of villages were 9.78 , 15.22f and 341.68 per cent respectively. SC/ST population was more in smaller villages.
- During the year 1981-82 the total enrollment of SC/ST students was 40.7 percentage of non-enrolment of girls was larger than that boys. Non- enrolment was maximum in villages with a population between 1000 and 2000.

LYNDEM (LASO), B., A Critical Study of Development plans and Programme in Primary Education in the State of Meghalaya, Ph.D. Edu., NEHU, 1985

The development of primary education in Meghalaya was traced. Relevant records and other

literature were studied, discussions were held with some selected personnel and a field study was conducted. A questionnaire was developed and administered to 577 heads and senior teachers of a random stratified sample of 306 primary schools (which covered about 25 per cent of the population of primary schools in east and west Khasi Hills Districts and the municipal and cantonment areas of Shillong). Both qualitative and quantitative analysis (mostly by computing percentages) was carried out.

The researcher said that the following results;

1. There was progress in respect of various aspects of primary education like establishment of new schools, strength of teachers, and enrolment of students (though there were fluctuations sometimes in the enrolment figures). Financial assistance sanctioned by the state Government to the district councils relating to various aspects of primary education increased. There was an increasing trend in the expenditure on both general and primary education.
2. Meghalaya had implemented several developmental programmes in the field of primary education to achieve the goal of Universalisation. But some of the programmes were implemented only in few schools.

Design of the Study

Population:

In the present study, the investigator has taken primary school teachers from various localities that have some specific characteristics (male and

female, methodology, rural, Urban etc) as population.

Sample of the study:

For the present study, the investigator administered a total number of 150 as sample. With different sex, different qualifications, different methodologies and different nativity are taken as sample. The investigator adopted the simple random sampling method in the selection of the subject.

Variables:

In this study researcher taken variables as Gender i.e. male and female locality of the school, qualification and management.

Administration of the Tool:

After preparation of the opinionnaire with sixty items, it was administered to 180 primary teachers in Etcherla Mandal of Srikakulam District.

While selecting the sample, the technique of stratified random sampling was adopted. The variables such as sex, locality, qualifications and experiences were given due consideration in the selection of the sample. The investigation visited the schools to the maximum extent possible for the administration of the opinionnaire and collection of the data.

Analysis and Interpretation:

Showing the mean values of different Gender groups of (male and female) teachers in the Impact of Rajiv vidya Mission, Etcherla mandal, Srikakulam district.

Gender	N	Mean	Std. Dev.	t	df
Male	66	108.53	7.60	3.17**	98
Female	34	102.91	9.81		

** Significant of 0.01 level in this aspect.

In the above table shows the mean of male teachers group (108.53) was higher than the mean of female teachers group (102.91). The ‘t’ values found to be 3.17, which is significant at 0.01 level. This shows that there is a significant difference in the means of

both the samples. Hence, the null hypothesis “There is no significance difference between male and female teachers towards Impact of Rajiv Vidya Mission, Etcherla mandal, Srikakulam district” is rejected.

Showing the mean values of different Academic Qualification groups of (Graduation and Post Graduation) teachers in the Impact of Rajiv vidya Mission, Etcherla mandal, Srikakulam district.

Academic Qualification	N	Mean	Std. Dev.	t	df

Graduation	75	106.63	8.95	0.01	98
Post Graduation	25	106.60	8.44		

In the above table shows the mean of Graduation teachers group (106.63) was higher than the mean of Post Graduation teachers group (106.60). The 't' values found to be 0.01, which is not significant at 0.05 or 0.01 level. This shows that there is no significant difference in the means of both the

samples. Hence, the null hypothesis "There is no significance difference between Graduation and Post Graduation teachers towards Impact of Rajiv Vidya Mission in Etcherla Mandal, Srikakulam District " is accepted.

Showing the mean values of different Experience groups of (Below 5 years and between 5-10 years) teachers in the Impact of Rajiv Vidya Mission in Etcherla Mandal, Srikakulam District " is accepted.

Experience	N	Mean	Std. Dev.	t	df
Below 5 Years	21	107.48	8.63	0.04	59
5-10 Years	40	107.58	9.81		

In the above table shows the mean of between 5 to 10 years Experience teachers group (107.58) was higher than the mean of Less than 5 years teachers Experience group (107.48). The 't' values found to be 0.04, which is not significant at 0.05 or 0.01 level. This shows that there is no significant difference in the means of both the samples. Hence, the null hypothesis "There is no significance difference between Less than 5 years and between 5 to 10 years teachers Experience group towards Impact of Rajiv Vidya Mission in Etcherla Mandal, Srikakulam District" is accepted.

Findings of the Study:

1. There is a significant difference between the different sex groups of male and female teachers towards the impact of Rajiv Vidya Mission in Etcherla Mandal, Srikakulam District..

Hence, null hypothesis is rejected.

2. There is no significant difference between the different Academic qualification groups of Graduate and Post Graduate teachers towards the impact of Rajiv Vidya Mission in Etcherla Mandal, Srikakulam District..

Hence, null hypothesis is accepted.

3. There is no significant difference between the different teaching experience groups of below 5 years, 5-10 years and above 10 years teachers towards the impact of Rajiv Vidya Mission in Etcherla Mandal, Srikakulam District.

Hence, null hypothesis is accepted.

Suggestions:

Government of India and Government of Andhra Pradesh spending crores of rupees on Rajiv Vidya Mission. It is observed that the funds spending on this project is not yielding maximum benefit on which are ought. Qualified officers with capacities to implement and sincerity may be appointed. State officers should make a check on this. Researches also may be carried out on the quality of this programme.

Limitations of the study:

The present piece of Research is limited to study "A study on the implementation of Rajiv Vidya Mission in Etcherla Mandal of Srikakulam District". In this connection investigator found out the opinions of teaches in connection with this particular Topic. The area of investigation is also limited to schools that are in Etcherla Mandal only. The sample is also limited to 120 of both sexes.

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