

Comparative Effectiveness of Participation of Three Religious Minority Communities' in the Management of Government-Aided Minority Schools

Kashif Matin, Dr. Arshad Ikram Ahmad

Ph.D Research Scholar, Department of Educational Studies, Jamia Millia Islamia

Assistant Professor, Department of Educational Studies, Jamia Millia Islamia

ABSTRACT

The present study seeks to explore the participation of different religious minority communities' in the management of government-aided schools. The paper is also purported to study as to whether there is any differential participation of the sampled communities in extending their support to the school selected. The study revealed that community participation play an exemplar role in ensuring attendance of the students, regularizing and monitoring both bullying and truancy in the school, reducing the number of dropouts, ensuring more enrolment, maintaining retention of the students, helping in the proper functioning of the school, helping in the generation of financial resources in almost all the three different minority schools i.e. (Muslim, Sikh and Christian). Comparison had been drawn to ascertain the extent of community participation in the management of these three different minority schools.

KEYWORDS:- Community, participation, Government-aided School, Management, Minority

Policy makers, educators are seeking ways to utilize limited resources effectively in order to identify and solve problems in the field of education and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education and they recognized community participation as one of the major keys to improving the quality of education.

Participation of various stakeholders from government to educational professionals and local community members such as, parents, students, and other local community organizations Exercises a deeper effect on the performance of educational institutions in terms of improved access, retention of students and classroom. Community participation not only increases ownership but also empowers communities to take important decisions concerning the future of their children.

Need and Importance of the Study

Community participation has received increased attention in international and national policy in recent years. It is considered means to the achievement of sustainable development. Participation has been a contentious issue in a growing number of countries around the world for the past three decades. Most of the researchers all over the world suggest that community participation plays very important role in promoting education in terms of quality and quantity. The school has been viewed as a social organization, organically linked to the community. Community must have an effective say in the management of the school. The understanding of the child learning processes, teacher child relationships, role of the school management, issues that schools face and role of SMC in taking schools out of this present mess, etc., are some crucial issues.

Significantly, studies reviewed the studies conducted both abroad and in India attempted to establish the linkage between community and schools. In one of the study Bray, M. (2000) in the research entitled “Community Participation in Education: Dimension, Variation and Implication” suggested that New and revitalized partnerships at all levels will be necessary: partnerships among all sub-sectors and forms of education; partnerships between government and non-governmental organizations, the private sector, local communities, religious groups and families. Such partnerships could contribute to the planning and implementation of basic education programs, to increased effectiveness, and to stronger feelings of community ownership. In one another study Kumar, M (2009) conducted a research on the topic entitled “A Study of the Effectiveness of School Management Committees (SMCs) in the Management of Secondary Schools of Bihar” found that democratic decentralization in the field of education is being implemented through SMC but the practices is not in tune with its true spirit. As we know that in government-aided schools 95% of the salary of teaching and non-teaching staffs are granted by state government and 5% of the salary managed by schools itself. Beside that all the miscellaneous expenditures are managed by schools itself. It's a very challenging task to manage the schools without support of community. Therefore it's important to study that the role of community in collecting fund and managing the schools there seemed to be no significant studies conducted to asserting the effect of community participation on bringing quality education in the school especially in government-aided minority schools and in terms of comparison among them. The present study, therefore, is a modest attempt to study the comparative effectiveness of participation of three religious minority communities' in the management of government-aided minority schools.

Statement of the Problem

“Comparative Effectiveness of Participation of Three Religious Minority Communities’ in the Management of Government-Aided Minority Schools”

Operational Definitions

Community- A community is a social unit of any size that shares common values as social, religious, occupational and geographical characteristics.

Participation- Participation is a process through which all members of a community or organization are involved in and have influence on decisions related to educational activities that will affect them.

Management- Management of the school covers admission, management of library, laboratory, building and other physical and material resources, financial resources, examination and promotion, relation with students, community and other persons and agencies connected with the establishment and functioning of the school.

Government-Aided Schools- Government-aided schools means a privately managed school which is recognised by and is receiving aid from the Government, the rules and regulations followed here are same as that of the government schools. The curriculum, study materials, syllabus, examinations, etc. for each class of education are taken care of according to the government rules.

Minority- The smaller number or part, especially a number or part representing less than half of the whole. In India Muslims, Christians, Sikhs, Buddhist and Parsis are considered to be minorities.

Research Questions

- 1) How far community participation is effective in the management of government aided schools of three different minority communities.

Objectives

- 1) To study the comparative effectiveness of participation in the management of government aided schools of three different minority communities.

Delimitation of the Study

The present study was confined to Government-Aided minority schools of North Delhi only. The study was delimited to the following aspects:

- a) Only three Government-Aided minority schools of North Delhi were selected for the study.
- b) Only Muslim, Sikh and Christian Government-Aided minority schools have been taken.

Population

The population for the study was all the government-aided minority schools of Delhi.

Sample for the Study

The sample for the present study was taken from 3 Government –aided minority schools (i.e. 1 Muslim, 1 Christian, 1 Sikh) from North district of Delhi. Sampling was done randomly and purposively. 3 Managers, 3 Principals, 18 Teachers, 24 students and 18 Parents who were SMC members were selected from 3 different government-aided minority schools. Total sample size was 66.

Tools for Data Collection

In order to attain the objective of the study following five tools were used:-

1. Questionnaire for Teachers
2. Interview schedule for Manager
3. Interview schedule for Principal
4. Interview schedule for Parents who were SMC members
5. Focus group discussion for Students

Statistical Technique Used

The researcher used the Percentage (%) technique for this study.

Analysis and Interpretation of the Data

The data was analyzed quantitatively as well as qualitatively as per the objectives.

Findings of the Study

Findings of the study being carried out in each of the three different Government-aided minority schools i.e. (Muslim, Sikh and Christian) and comparison was done among these schools on the basis of following five parameters:

- **Status of Community Participation-** The study revealed that there was involvement of the community in all the government-aided school in the form of ensuring attendance of the students, regularizing and monitoring both bullying and truancy in the school, reducing the number of dropouts in the school, ensuring more enrolment in the school, maintaining retention of the students in the school. But the extension of participation differs in all the three government-aided schools of three different minority communities. The status of community participation was better in Christian school followed by Muslim and Sikh communities.
- **Coordination between SMCs and Management Committees in Garnering Community Support-** A comparison was done among all the three different minority schools and it was noted that there was no coordination between Management committees and SMCs in all the three different minority schools. There was no collaborative meeting between Management committees and SMCs in all the three different government-aided schools.
- **Perceptions of Stakeholders towards the involvement of Community-** The view of all the stakeholders towards the involvement of community was found to be positive regarding management of the government-aided minority schools. They argued that without support of the community, it was not possible to maintain the infrastructure of the school and generation of funds required for giving 5% salaries to the teaching and non-teaching staffs but they also suggested that their extension of participation should be in a limited manner as per the requirement of the school.
- **Role of Community with Reference to Generation of Financial Resources-** By comparing all the three different minority communities i.e. (Muslim, Sikh, Christian) it was found that in Muslim and Sikh schools there was more financial crisis as compare to Christian school because Christian school had a strong management and their infrastructure had already been developed. But in Muslim school, infrastructure was in a developing stage and in Sikh school it was observed that they had lack of infrastructure. Sikh and Muslim managed schools needed more community support in comparison to the Christian managed schools. This being so because Christian community is more aware about the importance of education and they generously

contribute to the trust which ultimately provides financial support to the school. Moreover, the infrastructure facilities are far better than other minority managed schools.

- **Barriers in Community Participation pertaining to Managing the School-** A comparison was done among all the three schools managed by different minority communities and it was found there were so many barriers which hamper the very process of running schools but the nature of problem was different. But one common hurdle that all the schools were facing was finance. Muslim school was facing infrastructure as well as lack of community awareness which affected quality education and teaching learning process. There was shortage of staffs also. Sikh school was facing infrastructure problem even they had no playground and there was also lack of community awareness and shortage of staffs.

Conclusion

Investigator conducted a study to explore the participation of different religious minority communities' in the management of government-aided schools. The study revealed that community participation play an exemplar role in ensuring attendance of the students, regularizing and monitoring both bullying and truancy in the school, reducing the number of dropouts, ensuring more enrolment, maintaining retention of the students, helping in the proper functioning of the school, helping in the generation of financial resources in almost all the three different minority schools i.e. (Muslim, Sikh and Christian). Comparison had been drawn to ascertain the extent of community participation in the management of these three different minority schools. By comparing all the three different minority schools it was found that there is involvement of the community in all the three different minority school. But the extension of participation differs in all these schools. The status of community participation is better in Christian school followed by Muslim and Sikh communities. Findings of the study being carried out in each of the three different Government-aided minority schools and comparison was done among these schools on the basis of five parameters i.e. status of community participation, coordination between SMCs and management committees in garnering community support, perceptions of stakeholders towards the involvement of community, role of community with reference to generation of financial resources and barriers in community participation pertaining to managing the school. By analyzing all these aspects it was concluded that community participation was better in Christian school followed by Muslim and Sikh communities.

Educational Implications of the Study

Following may the educational implications of the study:-

- This study would help in understanding the educational inequality among three different minority communities i.e. (Muslim, Sikh and Christian)
- This study would help in understanding the management of government-aided minority schools.
- This study would help in understanding the financial management and barriers pertaining to the management of the government-aided minority schools.

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