

A Study Of The Problems Faced By Administrators With The School – Community Relation For Quality Education In Secondary Level: With Special Reference To Nalbari Area Of Assam, India

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Abstract: The explosion of educational information in the recent times has affected almost all the vistas of life. As a result, it has become a prime responsibility of school education to understand and appreciate the progressive changes taking place in various knowledge areas and incorporate the same wisdom in curriculum of school education. Therefore to fruitfully achieve the desired changes, including teacher education there also need the administrator's role in school community relation to share the enhanced responsibility. The role of teachers towards social and educational obligations in the light of RTE Act, inclusion, gender sensitization, continuous and comprehensive evaluation, life skills education, peace and value education has become all the more important to the sphere of millennium world.

After a deep study and discussion with the Principals or Headmasters and other Educationists that the improvement of Teachers' Education Institutions, establishing new institutions of Teachers Education in every district, increasing the number of trained teachers, imparting knowledge of science and technology, realizing the constitutional goal, emphasizing on value education and life skill education, a healthy discussion among SMDC members, parent Teacher meet are major remedies to bring improvement in quality of Education at school levels.

Keywords: science and technology, value education, life skill education, teacher parent meet, healthy discussion, administrator's role in school community relation.

I. INTRODUCTION

The school-community relationship to improve the quality of education in a vernacular medium school is one of the most complex and difficult phenomenon in the field of education. The administrators have to face a lot of problems in this field. In all the schools of Nalbari area and elsewhere of Assam the community is taking a far back bench. Therefore the effectiveness of teaching and learning is not satisfactorily improved. It is to my view, so far the 21st century millennium society is concerned the whole world has been regarded as the global village. To compete in this global village, quality education bears the important as well as significant role for the coming generation. It seems that the Government of Assam has taken steps for quality education in classroom both at the primary and secondary level by attempting improvement in classroom processes through renewal in curriculum and

Teaching Learning material, teacher training, introduction of innovative teaching-learning method which are activity based and joyful and an integrated text book for class I – VIII. Expectations were that these competencies based on the Minimum Levels of Learning (MLL) prescribed for each class would be mastered at the end of the class with the help of a set of newly developed text books.

The scenario concerning both elementary and secondary education in the State remains one of the serious concerns, stemming largely from decades of neglect. A plethora of ill plagues this vital sector which is the foundation of all educational activities and responsible for shaping the minds of future generations. While lack of adequate number of teacher-and more importantly trained teachers—and poor infrastructure have been a perennial bane, some structural reforms too had been long overdue. Now the State Government is effecting a structural change by including class VIII in the upper primary

level and class V in the lower primary level. This is mandated by the Right to Education Act-2009 that provides for inclusion of classes I–VIII in the elementary stage. This is also critical to fulfill the constitutional obligation of guaranteeing the Right to Education as a fundamental right.

Thus keeping all these aspects in mind, our paper will deal with *the problems faced by Administrators with the school –community relation for quality Education in secondary level: with special reference to Nalbari area of Assam.*

Significance and importance of the study:

After universalizing the elementary education, the Government of India has taken steps for universalizing the secondary education too. To fulfill this purpose and in order to resolve the problems of secondary education the need for a mission of secondary education was greatly felt and Rastriya Madhyamic Shikshya Aviyan, (RMSA) was launched in the year 2009-10 at the national level. The society by the name *Assam Madhyamic Shikshya Aviyan Samiti*, was registered on April 27, 2011 with the following objectives:

- ✓ To provide a secondary school within a reasonable distance of any habitation that should be 5 kilometers and 7-10 kilometers for higher secondary schools.
- ✓ To ensure universal access of secondary education by 2017 (GER of 100%) and
- ✓ Universal retention by 2020.
- ✓ Providing access to secondary education with special reference to economically weaker section of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like Sc, ST, OBC and Educationally Backward Minorities (EBM).

To improve the quality of secondary level of education, the govt of Assam with the help of RMSA, ASSAM has taken various steps like providing training course for in service teachers, emphasizing on Teachers' attendance by SMDC members and online school monitoring system and such and such forth.

Besides, secondary stage of school education covers the age group of 13-14, followed by Higher Secondary stage, that covers the age group of 15-18. These are usually called the years of Adolescent period and the late adolescence respectively. These are the years of transition from childhood to maturity that include, a period of rapid physical, cognitive and social development and profound biological changes. Adolescents move towards development of more abstract, logical and idealistic thinking. They develop the ability to examine their own views and others views and the ability to reason. This may help them in developing a new level of cognitive and social awareness. Many of them try to ensure that they are the center of attention and many others may prefer to keep themselves in aloofness. Adolescents have varied experiences in school, related to learning, classroom teaching, instructions, success and failure, interactions with teacher, principal, and other students etc., which have immense impact throughout their life. Therefore to handle with such learners, school-community relation is significantly important so far education moves in triangular motion teacher learner and parents is concerned. Under such circumstances the topic like, *A study of the problems faced by Administrators*

with the school –community relation for quality Education in secondary level: with special reference to Nalbari area of Assam is quite relevant and has immense value.

OBJECTIVES OF THE STUDY:

For the present study the investigator has adopted two objectives.

- ✓ To study the academic performance of the students of the concerned schools.
- ✓ To study the performance of the same students in the non-scholastic area or co-curricular activities.

ASSUMPTIONS:

- ✓ The performance level of the students is higher than earlier.
- ✓ Participation of students in co-curricular activities is better than earlier.

DELIMITATION OF THE STUDY:

The study has the following limitation:

- ✓ Only rural area of Nalbari District is included.
- ✓ Only class IX students will be interviewed.
- ✓ Only five principals of five different schools will be interviewed.
- ✓ Unit Test marks of mediocre students will be included.
- ✓ Only one subject will be taken for sample.

Statement of the problem:

The problem of teachers as well as learners in the vernacular medium school is prevalent anywhere of our country without excluding Assam. Most of the Assamese medium school teachers face the problem of teaching-learning that occurs for various reasons. Among such reasons, the school-community relation plays a vital role where the community seems to be reluctant for such matter. The expectations are that administrators who will anticipate and prevent crisis to increase communications between the school and the home and respond special interest group. The consideration of these issues presents administrators with the understanding that they are an important link to our communities and that the development of appropriate skills is important for being a successful administrator.

II. METHODOLOGY

Descriptive survey method has been adopted in the present study.

Sample of the study comprises of 5 Headmasters/Principals and 30 students of class IX only 20 boys 10 girls of 5 provincial zed schools. All the samples were to respond the questionnaire made for them. Thus there are 5 Headmasters/Principals and 20 students and 5 sample schools tally 40 in our sample.

The rural schools are selected by using purposive random sampling method and the students by random sampling of IX standard.

TOOLS

An information schedule was prepared by considering ten items for collecting the data. Scores of the subject were directly collected from the Evaluation register Book.

Analysis of Principal's/Headmaster's Questionnaire

- ✓ Regarding the arrangement of the SMDC meeting in every month, all the principals/Headmasters agreed.

- ✓ About the participation of the SMDC members in SMDC meeting all the sample principals /Headmasters agreed that their participation in the meeting is good.
- ✓ All the principals/ Headmasters agreed that the reports or the decisions made by SMDC meeting is sent to Inspector of schools in every month.
- ✓ All the sample Principals / Headmasters agreed that the participants in SMDC meeting are quite active and ready to do things for the improvement of the school-community relation.
- ✓ All the principals/ Headmasters agreed about their role that they are the link for school-community relation.
- ✓ All the principals/ Headmasters agreed that the attendance of teachers has improved after online school monitoring system.

(Among ten questions six questions are analysed considering the restriction of time for presentation). SMDC (School management and Development Committee).

Analysis and Interpretation of data:

Obj. 1

To study the academic performance as a whole of class IX students of provincialized schools and to assume that their achievement level is higher than earlier.

Table 1 shows the marks of class ix students in English of 5 provincialized schools in Unit Test 1 out of total marks 50.

	S1	S2	S3	S4	S5
S1	17	21	16	16	19
S2	19	14	17	18	14
S3	19	20	17	15	18
S4	17	18	20	21	21
S5	20	15	16	20	19
S6	16	16	15	19	18
X=	18	17.3	16.8	18.2	18.2

Table 1

Bar diagram, table 1

S1.....S5
School Total=5
S1S6
Student Total=30
X- Mean Score of students

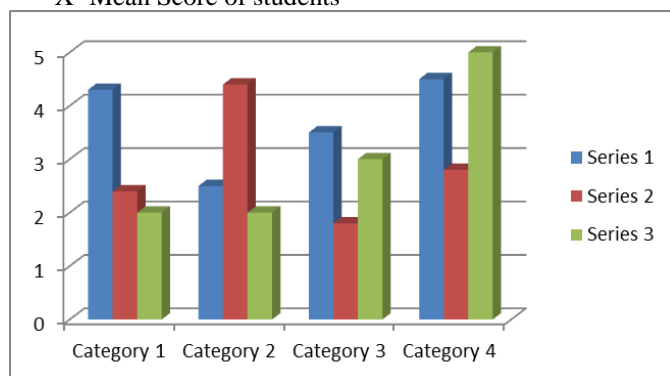


Figure 1

Table 2 shows the marks of class ix students in English of 5 provincialized schools in Unit Test 2 out of total marks 50.

	S1	S2	S3	S4	S5
S1	20	17	19	21	21
S2	19	19	20	18	20
S3	18	20	19	22	20

S4	20	21	21	17	19
S5	21	21	20	18	21
S6	17	14	23	22	21
X=	19.5	18.6	20.3	19.6	20.3

Table 2

Bar diagram Table-2

S1.....S5 School Total=5
S1S6 Student Total=30
X- Mean Score of students

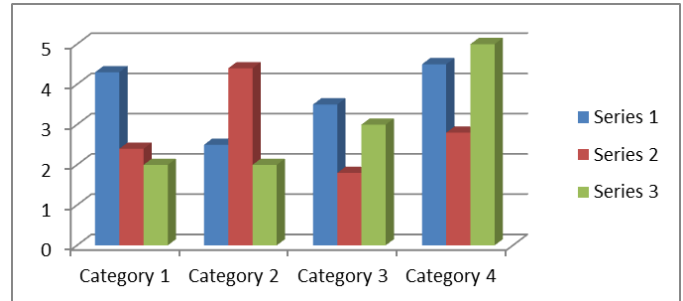


Figure 2

III. FINDINGS

The performance of the students is found to be average and the pass percentage is good. In co curricular activities the students show keen interest towards expressing their innate talent in cultural and literary activities.

IV. CONCLUSION

Efforts with instructional –infrastructural facilities, attention from teachers ,parents and school management , own interest and perseverance of the students will go a long way to improve academic performance as well as fulfilling the unique innate abilities of the students there by challenging their creative urges in the right direction.

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