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ROLE OF PARENT TEACHERS ASSOCIATION ALONG WITH ADMINISTRATION FOR THE SUCCESS OF EDUCATIONAL PROGRAM WITH REFERENCE TO LEHAR

(Learning Enhancement Activity in Rajasthan)

Jyoti Girish¹

¹Mahatma Jyoti Rao Phoole University, Jaipur, Rajasthan, India

Dr. Yamini Yadav²

²Mahatma Jyoti Rao Phoole University, Jaipur, Rajasthan, India

ABSTRACT

This Paper deals with the assessment of “LEHAR” i.e. Learning Enhancement Activity in Rajasthan which have been adopted from LEP i.e. Learning Enhancement Program of Andhra Pradesh Government in 2008-2009, with regards to its viability at present. It aimed for joyful and fearless learning in primary schools and life skills education to adolescent and to ensure gender equality and sensitization. Study involved a survey conducted in various schools in Jaipur city of Rajasthan to see the effectiveness and viability of the program. Study suggests that the program is very effective but needs some tweaks in order to spread it widely in the state of Rajasthan. Major recommendations were better communication between schools and authorities, Parent teacher association need to be focused, better training for the teachers in LEHAR schools and timely release of funds for the program.

KEYWORDS: (LEHAR, Enhancement, Jaipur, Rajasthan etc)

INTRODUCTION

LEHAR program included both child and teachers association to ensure self-directed learning. Also, it has supported and developed methodology to promote fear free, punishment free and competition free environment which further helped in building teacher's image as facilitator of learning. Active participation of each child during the process has motivated teachers and child enormously by the variety of activities available in the classroom. Under this process the learning material was introduced in a way that it has inculcated self-directed learning among children and teacher directed learning is considerably reduced and thus teachers act as facilitator of learning. Also gender equality has paved the great way in the

process of group learning system. One of the unique features introduced to government schools especially in rural areas to cope up with big gap of urban and rural educational culture and tried to inculcate new practical approach and introduced this in institutional environment.

Thus, this program has been engaged in exploratory activities but during the whole process parent –teacher association which acts as a great tool for success of any program has not been evident, also it has been noted that involvement of all as unit (here unit means parent, teachers, administration, child) required for the resultant impact. Thus here focusing on the role of administration as well as parent –teachers association for the success of educational program. Lack of association at different level as well as lack of

proper monitoring in government schools laid rise in disinterest for such schools among parents due to which public schools with lucrative in house facilities are drawing the attention of parents which has resulted an increase in the dropout rate in government schools. Thus, government adopted this LEHAR program which has activity based unique features associated and exclusively worked for preprimary elementary section. "LEHAR" has also taken step forward to support and understand new assessment procedure which has introduced more in teaching aids as well which is now implemented across nation as CCE pattern (Continuous and Comprehensive Evaluation Pattern).

REVIEW OF LITERATURE

George Payne, 1928, says sociology is a science which describes and explains the institutions, social groups and social processes, that is social relationships, in which or through which the individual gains and organizes experiences."

In the above definition, Payne emphasizes the study of the interaction between the individual and his total educational environment. The process of gaining experiences and organizing and molding them into behavior starts in the childhood in the family and continues in peer group, outside the school and after becoming an adult till the end of life. Thus this clearly depicts the study of whole process of socialization in the field of sociology of education. LEHAR program is also based on the environment and individual's interaction with it.

Another important sociologist Angel, 1928 defines it in the term of Social interaction and Interrelationship, in his paper on 'Science, Sociology and Education quite differently than Payne. He says "Educational Sociology is study of patterns of social interactions and interrelationships within the school and between the school and the community."

Thus, the definition of Angel puts the school in the center and limits the subject matter of sociology of education to the study of social relationships within the school and between the school and the community. Thus it excluded the study of wider socialization of the individual occurs in family, peer group and community as well as mass media.

Brown, 1947 gave pervasive definition in his book, *Educational Sociology* in 1947. According to him: "Educational Sociology is neither education nor sociology alone...it utilizes both fields, but joins them in a new science by applying sociological principles to the whole process of education. It is concerned not only with the specific educational agencies as the family, playgroup, means of communication etc. Thus Brown regards sociology of education as a study of whole

socialization process which involves school, family and the surrounding environment.

Ottaway 1953 stated "Sociology of Education is a scientific study of relations between education and society. "According to him, the concept not only deals with various aspect of education, such as objectives, methods and curricula, organization, management etc but also studies all these in relation to the social, economic, political, religious, and cultural forces in the society in which it exists.

LEHAR program is pretty much focused to observe and analyze the structure of the educational system in its component elements, describe the patterns of these elements and the roles they play in relation to one another and relation to the whole educational system. Hence it can be defined as the study of the structures and functions of the formal educational system in relation to the total social system in which it exists at a particular point of time.

METHOD

The Research Methodology involved Survey, Interview schedule, Interview, Observation and Statistical analysis.

Survey:

Sample survey was done from Jaipur East and Jaipur West schools where LEHAR has been implemented. and 50 schools were considered as sample for the proposed study where they were further categorized considering certain criteria's such as dropout rate, availability of teachers dedicated to the program in each school, involvement of administrative units and school administration, absenteeism, socio cultural variations, etc.

Observation:

This is one of the technique which helped in understanding children's active participation as well as to study the teaching methodology involved in this program also helped in penetrating the research area, understanding the environment, their units, students, teachers and administrative frame and many other things which were helpful in taking the research to a direction and making out some constructive conclusive study. Under the study observation were made in the schools of Jaipur city, East and West zone. The information obtained helped in collecting data of what is currently happening and how this could affect future planning of the program.

Interview:

Interviews were conducted as pre – coded questions to produce quick and easy quantitative data. In this research study Interview technique were used for collecting information through personal interview wherever required especially from higher officials and administrative units as Shiksha Sankul, Development Officer, Block Development Officer, UNICEF staff in

Shiksha Sankul to understand the actual vision of the program before the launch of it and relating it with the present situation with respect to this program etc.

Interview Schedule:

Interviews were conducted by personally visiting the respondents to collect data and fill up the questionnaire on the basis of responses given by respondents. The respondents were Parents, and teachers and a minimum of 100 and maximum of 150 respondents were taken for interview. Also, they were visited several times to collect all the relevant information as in just one visit it would not extract relevant data for the required study. Since proposed study had vast criteria, the questionnaire included open-ended questions and close-ended questions. Open-ended questions allowed the respondent considerable

freedom in answering. However, questions were answered in details giving more factual and detailed information. Close-ended questions had to be answered by the respondent by choosing an answer from the set of answers given under a question just by ticking.

RESULTS AND DISCUSSION

SPSS (Statistical Package for the Social Sciences) software was used along with the Microsoft Excel for the extraction of data. SPSS is a widely used program for statistical analysis in social science. Following conclusion and suggestion was drawn based on the statistical analysis defining Life skill Education, family and school linkage as well as Role of administration .

Fig. 1.1 Assessing Elementary Education including Life Skills Education (LSE) with a special focus on the Education of Girls and of Children with special needs as well as Computer education in order to ensure gender equality

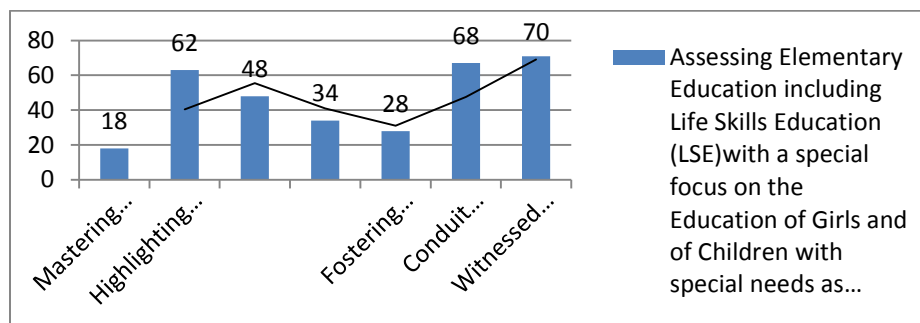


Fig. 1.1 affirm that program helped in assessing the elementary education include skills based on life skill education at the rate of 18.0, highlighted positive experience of children at 62.0, program promotes tolerance of diversity and care for children at the rate of 48.0, It has been observed program noted at the rate of 34.0 in establishing connections of school and family life of children, it fosters computer education at the rate of 28, It reported 68.0 for conduit gender and social gap in LEHAR education system, 70.0 has been recorded for special education for girls and children with special needs.

Assessment of effective control of Administration and Academic units in Growth of Education

Based on readiness, interests, and learning profiles, a valuable demarcation was observed while assessing of the effective control of Administration and Academic units in Educational growth. Administrative & Academic units should refine their mission, establish goals and determine how to measure outcomes associated with those goals so that key processes that meet the needs and expectations of students, parents and other stakeholders can be improved on an unremitting basis.

Fig1.2 Assessment of effective control of Administration and Academic units in Growth of Education



Fig 1,2 mention the assessment of effective control of administration and academic units in growth of education where administrative mechanism in interrelation has been recorded as factor at the rate of 58.0 and need based mechanisms at 74.0

1. Study showed that the program was moving at slow pace which brought the teachers motivation down. A single teacher had to dedicate his/her four hours continuously for the LEHAR class and it would make the teaching monotonous. Lack of recognition also made them de-motivated. There was also inadequate support of manpower in the program as most of the teachers were made involved with some other programs that affected the academic session of the teachers and created confrontation among teachers as well. The overall impact of this de-motivation factor affected the performance of LEHAR program.
2. Student absenteeism affected the success of the program as those who were absent were lagging compared to other students in their class. Parents were also not aware of the program in detail and didn't encourage their children to attend the school. Continual lack of funds was also a factor due to which some of the schools were not able to adopt this program.
3. Weak linkage in monitoring and supervision was another factor that affected the success of the program. Since the program was not regularly monitored on its success, the effectivity of the program slowly started coming down.

4. Regular parent teachers meeting were not conducted about the program and the parents were not aware as what was going on. That also contributed to the failure of the program.
5. One of the major things that affect the quality of education is the transfer of the teachers. It was also one of the factors that affected the success of LEHAR program.
6. Communication gap among the government authorities was also a factor that affected the overall performance of the program by not having the things done in a timely manner.
7. It was also observed that the lack of mentorship was there in the program. Although regular teachers training were conducted, but they were not done in a professional manner in which teachers would have been coached and motivated.

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