

EFFECTIVENESS OF COMMUNITY ENGAGEMENT SUPPORTIVE PROGRAMMES ON RURAL COMMUNITY DEVELOPMENT THROUGH TEACHER EDUCATION PROGRAMME

Pratibha S. Patankar

Vidyanand S. Khandagale

Abstract

Mahatama Gandhi believed and aimed at sustainable development, balanced development of body, mind and soul. His emphasis on decentralization, community-based economics, self-sufficiency, handicrafts, rural development, and the use of low capital-intensive appropriate technology indicate his vision for a self-sufficient economy.

For him, the development of the individual and the development of society are intertwined.

Community Engagement is...the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people. It is a powerful vehicle for bringing about environmental and behavioural changes that will improve the health of the community and its members and it often involves partnerships and coalitions. Teacher education has a multilayer effect. The trained teacher later works as a facilitator and a social engineer in the school and society and transmits the skills and awareness at the grass root level.

in the present study, researchers have made an attempt and develop community engagement supportive programs comprise of the workshop, Awareness camp in community, Poster presentation, brief surveys etc for the teacher education programme and its implementation in the rural community was found effective.

Introduction

Mahatma Gandhi rightly stated that real India lives in villages, it is the village where the heart of India resides. About 70% of the Indian population is residing in villages. Despite such a large population, the conditions of rural people, and the facilities in villages for quality of their life are distressing. Various economic data state that even after 75 years of Independence Almost 70 % of Indian households are in rural areas of which nearly 26% of rural India is poor as compared 13.7 per cent of urban areas (Mukunthan,2015). This calls for immediate action for improving rural conditions. Public Universities need to step into this situation so that they can improve rural conditions with the help of community engagement.

United Nations envisioned Sustainable Development Goals (SDGs) in 2015 with respect to social, economic and ecological goals to meet by 2030. As a result, global and national debates focused their attention on important Societal Institutions that can carry out and execute this agenda which are Universities and Higher Education Institutions, their role is recognized as public good, with unique social responsibilities in producing knowledge for social development and sustainability

All (SDGs) promised to make the world a fairer, better and safer place by 2030. The SDGs 3 Good health and well-being SDGs 5 Gender Equality, SDGs 6 Clean water SDGs 11 is Sustainable cities and communities, SDGs 12 Responsible consumption and production are related to the project

Community Engagement is...the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people It is a powerful vehicle for bringing about environmental and behavioural changes that will improve the health of the community and its members It often involves partnerships and coalitions that help mobilize resources and influence systems, change relationships among partners, and serve as catalysts for changing policies, programs, and practices (CDC, 1997). Universities can execute community engagement in several ways such as service learning, engagement scholarship practices, community-based participatory research, community education etc.

Rural Development aims at the quality of life of rural people and this will be pursued through Community Engagement. The Community Engagement programme enhances rural community development through education. Rural development should be implied by a Holistic approach to bring meaningful changes in the lives of rural communities.

Statement of the problem

EFFECTIVENESS OF COMMUNITY ENGAGEMENT SUPPORTIVE PROGRAMMES ON RURAL COMMUNITY DEVELOPMENT THROUGH TEACHER EDUCATION PROGRAMME

Operational definitions of important terms

Community Engagement Supportive Programme (CESP)

The programme was designed and developed under the framework of ADDIE model (Analysis, Design, Development Implementation and Evaluation) based on the areas as Health and Hygiene, Orientation for farmers, Responsible citizenship and Women empowerment.

Under each of these areas, various programmes were implemented through faculty, field investigator, M.Ed. and B.Ed-M.Ed. student teachers in primary and secondary schools of that selected village.

Rural Community Development

Under the research project local citizens including Farmers, women, yielders, Headmasters and members of four Gramm- panchayat of Mudshingi and Ujlaiwadi in Kolhapur District, Tandulwadi in Sangli District and Malkhed in Satara District were selected, these Districts are under the jurisdiction of Shivaji University, Kolhapur are considered for Rural Development.

Teacher Education

The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level.

The programme was implemented by M.Ed., B.Ed.-M.Ed. (Integrated) Three years programme student teachers, Research scholars and faculty of the Department of Education, Shivaji University in collaboration with local government (Grampanchayat) and primary schools, and secondary schools in selected Grampanchayat.

Objectives of study

1. To identify the need for Community Engagement Supportive Programmes in selected villages.
2. To find out the available resources in selected villages for implementing Community Engagement Supportive Programme.
3. To develop the Community Engagement Supportive Programme with reference to teacher education
4. To implement the developed Community Engagement Supportive Programme in identified villages.

The Research Hypothesis for the present study was laid as a Community Engagement supportive programme that will be effective to enhance the awareness of rural citizens in Health and hygiene, women empowerment, farming and the Indian constitution.

Under this project four Gramm- panchayats as Mudshingi and Ujlaiwadi in Kolhapur District, Tandulwadi in Sangli District and Malkhed in Satara District were selected, these Districts are under the jurisdiction of Shivaji University.

The rationale of the study

Education can play an important role as an asset to build trust and knowledge among communities, provide practical training to community members and help sustainable rural areas.

Gandhiji's approach to India's rural development was holistic and people-centred. Education plays a critical role in rural development, as it is a key factor in developing the people in the rural area and the community. Community engagement implies the relationship between the education system and community which is mutually beneficial for both parties and

application, particularly in a rural setting it is a potential opportunity to address critical socio-economic and education challenges in a rural area.

Community engagement is used as a tool for rural development and if applied strategically it will provide an opportunity for the stakeholders (rural communities, various institutions, students, faculty etc.) to bring meaningful changes in the lives of the rural communities. Not only is community engagement a mutually beneficial agenda, it can also be used tool in the achievement of Sustainable Development Goals Through the community engagement supportive programme the living conditions of the majority of our country's population can be improved. If not only benefit rural people but also for the holistic development of our Nation.

Limitations of the study

The project has not considered the economic, gender differences, religion or caste of any citizen in selected villages.

Delimitations of the study

The research was delimited to the Ujalaiwadi, Mudshingi Gram Panchayat, a local government body for raising awareness about the development of rural social communities.

Review of research and literature

Whitney, B. C., McClure, L. D., Respect, A. J. and Clayton, P. H. (2007) in their research article 'Building Capacity for Excellence in the Challenging Work of Community Engagement' have made clear the role of curriculum and community's capability in developing.

Paterson (2009) in his research article 'Curricular Service-Learning and Civic Engagement' has made clear how present teaching-learning should be serviceable and how it should be from the point of view of citizens.

Robert G. Bringle and Julie A. Hatcher (2009) in their research article 'Innovative Practices in Service Learning and Curricular Engagement' has made clear the relation between Service-Learning and curricular engagement.

Sarah (2011) in an article, 'What is Community Engagement?' has made clear how to engage a group so that they will participate in fulfilling the aims of teaching-learning.

Sagar (Jan. 2013) in his article 'Silicon India' the role of teachers has been made clear. According to him, if the present student has to make an active citizen, then he has to give an opportunity to mix up in society rather than books.

Ms. Wafa Sin & Dr. Rajesh Tandon (2017) "Community engagement as way forward for sustainable rural society.

Sema, Somneuk(1989) conducted a study on 'A study of a teacher education programme for rural development in Thailand'.the Objectives of the study were the history of the Teacher Education Programme for Rural Development in Thailand, the nature of the Teacher Education Programme for Rural Development in Thailand, and the effect and limitations of the Teacher Education Programme Rural Development in Thailand. In this research used method to collect data was gathered from various reports of the Teacher Education Department. The sampling areas have been selected from 8 Teachers' education Colleges, and 9 groups of samples have

been asked for information in major five sections of interview schedules and questionnaires in collecting various information required for the study. Analysis was done by using the Chi-square test in this research. The TERD Programme helped the teachers to acquire knowledge in working with the community as community leaders. Most of the villagers did not understand the importance of the TERD Project towards the development of their rural life. The TERD Project is helpful to the Teachers of the Education College as it helped the college staff to get the opportunity to go out and give some services to the community people, and co-operate with other developmental agencies. The project helped the villagers to realize social awareness among themselves, and gave them conflict in the management of the village development project. The community did not accept the student teachers to be their leaders in various developmental projects in the village The TERD Project is positive in producing double-role rural teachers.

AASHI's Resources Centre (April, 2009) has presented the research-based report 'Education for Climate Neutrality and Sustainability: Academic Guidance for ACUPCC Institution' to the Harvard Crimson in America. Three aims are kept in it. It is called 'this three' 1) Prioritizing Education 2) Research 3) Public Engagement.

Audreg J. Jaeger, Jessica Kate Jameson and Patti Clayton (2010) have evaluated the programme 'Community Engaged Scholarship Capacity Development Programme 2009-2010 started by North Carolina State University under the title, 'Institutionalization of Community Engaged Scholarship at Institutions that are Both Land Grant and Research Universities' through personage study method.

J. Maurice and Elias (2011) have presented a report 'Rutgers Social and Emotional Learning' to the State University of New Jersey'. It includes activities done by him. According to him, if social and emotional learning programmes will be arranged in a laboratory, it will develop students' emotional and social development. Similarly, he has explained how personality, aims of life and human relations are established. By doing experiments in the school environment, he has selected perspectives like school, family, community, engagement and Environment, project-based learning, constructivist and inquiry-oriented learning etc. as an activity Network for Business Sustainability (NBC) in this group engagement institution, a report entitled 'Engage your community stakeholders' made by Marie-France Turcotte and etc. (2012) the strategies of how to invest relevant elements in a company is made clear. It also deals with how a chain is created and invested by stakeholders, management, social responsibility, social movements and cooperation.

Smita Kavatekar (2018)'Social responsibility in higher education A model for community engagement at higher educational institutions in this research researcher did research. In this research objectives were finding current levels of community engagement activities in HEIs, making social responsibility and community engagement more real to be achieved, whether Can Social Responsibility be integrated into the existing curriculum in Higher Education? and different methods and strategies to promote the social responsibility and community engagement according to faculty and students. In this research exploratory and explanatory research methodology has been used. For data collection, interviews and questionnaire tools were used. Analysis of results of Faculty responses and Students' responses. For data analysis used Percentage, Mean, Standard deviation,rank Chi-square in this research.

Research findings were 97% of the respondents acknowledged that there is a presence of community engagement activities in their institution. Noteworthy things about the engagement of institutions for the empowerment of the local community. Students have listed the topmost challenges in the order of lack of management support, hectic academic schedule, lack of appropriate attitude, lack of funding, lack of collaborations/partnerships, lack of encouragement for co-curricular and extracurricular activities, and lack of appropriate and socially relevant curriculum. Mean scores for community engagement helping in identifying and solving real-life problems are high. Around 98% of the students acknowledged that their institution has the presence of community engagement activities both faculty and students vouch for the role of active methods of teaching when it comes to community engagement activities.

West Chester University's project entitled, 'Curriculum, Co-curricular Education, Research and Public Engagement' under Climate Action Plan, gives importance to sustainability. In the introduction of this project, it is pointed out that sustainability is required and it comes with interrelations of environment, which includes social economic elements, and today it is from rural to a global level.

After the Review of Related Literature and Researches the research gaps are identified as follows:

Identified research gaps –

1. Linking learning with community service.
2. Linking research with community knowledge.
3. Knowledge sharing and knowledge modification.
4. Tapping expertise in rural communities as a practitioner to teach.
5. Social innovations by students.
6. Lack of citizenship programme.
7. Community attitudes and perceptions.
8. Gain access to appropriate information and resources.
9. Lack of social participative programme.
 10. Lack of linking school knowledge with community knowledge.
 11. Lack of linking school knowledge with university knowledge.
 12. Lack of experiential knowledge.
 13. Connections between academic knowledge with practical life

Research Design

The descriptive research survey method was adopted for the present study. The sample selected in four Gramm- panchayat were Sarpanch and its members, local citizens including yielders, women, farmers and Headmasters of schools in selected villages by purposive and convenient sampling method. Data collection tools and techniques used were Observation, Interviews, and Questionnaires. Observation of basic facilities in selected villages and schools was done. Interviews with Sarpanch and Headmasters were conducted to study the needs and effectiveness of the implemented programme. A questionnaire was given to local citizens which are parents of school children in those Grampanchyat.

The tools used to collect data were as follows:

1. Questionnaire- Data collected from students' Parents.
2. Interview schedule for Sarpanch of selected Gram Panchayat and Head masters.
3. Observation schedule for the selected Gram Panchayat.

The Programme was found Effective when Interviews with the Sarpanch of Four Grampanchayat were conducted. Thus, Rural Community Engagement offers several possibilities and opportunities for Rural development.

The programme was designed and developed under the framework of ADDIE model (Analysis, Design, Development Implementation and Evaluation) based on the areas of Health and Hygiene, orientation for farmers, Responsible citizenship and Women empowerment. Under each of these areas, various programmes were implemented through faculty, field investigator, M.Ed. and B.Ed-M.Ed. student teachers in primary and secondary schools of that selected village.

Plan and Procedure of the Research

The present study was a Descriptive type of research in which the survey method was used to study the needs of local citizens in selected villages and the present status of Gram panchayat in terms of implementation Govt. schemes and facilities for education and their involvement, schemes for farmers, women empowerment, adults, Health and hygiene etc. was studied and facilities and inclusion of village resources in the education at primary and secondary schools in that village.

Design of Community Engagement Supportive programme (CESP)

The CESP was developed on the basis of ADDIE (Analysis Design Development Implementation Evaluation) Model.

Analysis – The needs of the local citizens including farmers, women, yielders, local citizens, Headmasters and facilities, documents, and services in each Grampanchayat were surveyed and the data collected was analysed

Design – As per the needs of the CESP programme was designed based on the following areas

Health and Hygiene, orientation for farmers, Responsible citizenship and Women empowerment and activities under each above area were designed and planned as follow:

Competitions, Special day celebration, Orientation programmes, Rallies, Guest lectures, Exhibitions, Street play, cleanliness activities Camps, etc.(photos are attached), finalized the content for various activities.

Development of Community Engagement Supportive programme (CESP)

The designed activities were validated by the Experts, and their suggestions were incorporated

Implementation of Community Engagement Supportive programme (CESP)

The local citizens, Sarpanch and Headmasters were oriented about the final developed programme and implemented as per the prior planning as follow:

1. Grampanchayat Ujalaiwadi, Tal- Karvir, Dist- Kolhapur. Date
2. Grampanchayat Mudshingi, Tal- Karvir, Dist- Kolhapur.
3. Grampanchayat Tandulwadi, Tal- walva, Dist- Sangli.
4. Grampanchayat Malkhed, Tal- Karad, Dist- Satara.

The four programmes were implemented through faculty, field investigator, M.Ed. and B.Ed-M.Ed. student teachers in primary and secondary schools of that selected villages and Gram panchayat.

Guest lectures of experts were organized in regional language as follows

- 1) Dr A. D Jadhav - various Govt. schemes and services to the farmers and supportive agribusiness as per the local conditions
- 2) Dr Pratibha Desai -- various Govt. schemes for the handicapped and socially disadvantaged
- 3) Dr Nagina Mali – Indian constitution and active citizenship
- 4) Dr Geetanjali Joshi – Women Empowerment
- 5) Indrajeet Thombre - various Govt. schemes and services to the farmers and supportive agribusiness as per the local conditions

Evaluation – The effectiveness of the CESP was checked from the Sarpanch and Headmasters and local citizens.

Analysis and Interpretation of Data

Analysis and Interpretation of the responses from the Questionnaire which was administered to the local citizens in four villages

Health and hygiene

It was interpreted from the collected data in the area of health and hygiene that every Gram Panchayat has a Health centre, they provide Ghanta gadi or vehicles to collect Waste in villages, they have government schemes for pregnant women, children and yelder Citizens. But unfortunately, health services and facilities provided are very less, health and hygiene camps are arranged for local citizens but not all of them attend. The majority of health camps are arranged for schoolchildren, The resource persons who orient in camps and to local citizens are not specialized workers but untrained workers. The programmes are implemented but do not cover all citizens, the majority of these citizens are using traditional knowledge to recover from illness. The household waste through the collection is dumped in two villages but in other villages, it is processed to prepare organic fertilizers, biogas etc. They have no solar energy plant.

Women Empowerment

The data collected from the area of women empowerment in selected villages reveals that women's participation in local government is less, and few of them are involved decision-making process in their families. In a few villages, there are Self-help Groups for women. In all Gram Panchayat Internal Complaints Committee are formed to address the sexual harassment complaints etc. for women but they are not working, no sexual harassment cases are filed. The programs implemented for women are orientation camps but very few women attends.

Farmers Orientation

The data collected from the area of farmer orientation reveals that most of the farmers are involved in traditional farming, they are not getting proper guidance from the experts in the related fields such as the use of Information and communication technology for farming,

orientation about progressive farming, most of the farmers have a traditional supportive agribusiness.

Indian constitution

The data collected from the area with reference to the Indian constitution reveals that most of the local citizens, participate in National festivals such as the 15th of August, 26th of January and 1st of May but not all attend. Whereas the majority of them don't know the preamble of the Indian Constitution. In all villages, there is Conflict Resolution Committees but they are not active. the local government politics is serious in two villages, schemes for the disabled especially the disadvantaged are oriented, and the schemes for the upliftment of backward classes are not implemented properly.

Table No. 1
Area-wise status of selected Grampanchyayat

Sr. No.	Area	Mudshingi Grampanchyat	Ujalaiwadi Grampanchyat	Tandulwadi Grampanchyat	Malkhed Grampanchyat
1	Health and hygiene	SF	SF	SF	SF
2	Women Empowerment	UNSF	SF	UNSF	SF
3	Farmers Orientation	SF	UNSF	UNSF	SF
4	Awareness about Indian constitution	UNSF	UNSF	UNSF	SF

SF- Satisfactory, UNSF-Unsatisfactory

From the Table No. 1 **Gram panchayat of Malkhed village** is working satisfactorily in all areas, **Gram panchayat of Tandulwadi village** is Unsatisfactory in the areas as women empowerment, farmers orientation and Awareness about Indian constitution and working satisfactorily in health and hygiene, **Gram Panchayat Mudshingi** is working satisfactorily in the areas health and hygiene and farmers orientation and unsatisfactory in Women Empowerment areas, Gram Panchayat of **Ujalaiwadi Village** is working satisfactorily in health and hygiene and Women Empowerment

Interpretation of Observation schedule

School Facilities such as Hall, Seating arrangement, drinking water facilities, toilets, playgrounds etc. are available in schools but they are uncleaned and not maintained properly. In selected Grampanchyat Community hall, various groups such as Farmers groups, women's financial groups, community groups, mandals, Network facilities, local wisdom, etc. are available but they are not used for awareness and education of rural citizens, Records are maintained properly, various communities are formed for working in villages.

Interpretation of Interview schedule

When all Sarpanch of four Grampanchyat and School Headmasters were interviewed it was found that the supportive programme on Community Engagement was implemented effectively. All of them were motivated and aware of the selected areas and they will implement such programmes in future.

Conclusion

The objective- wise Conclusions are as follows

- 1) Most of the farmers don't know various government schemes and facilities, how to do scientific farming, and supportive farming activities, hence need to orient about various government schemes beneficial to farmers, use of technology for farming, farming without soil pollution, use of ICT for farmers, organic fertilizers preparation, etc.

Most of the women are illiterate, they are unaware of their health and hygiene, their Rights, parenting how to self-empower economically, schemes for women etc.

Most of the citizens are with lack of knowledge of Indian constitution, their duties and rights etc.

Local expertise / local wisdom is not involved in teaching-learning process very less use experiential learning

- 2) School Facilities such as Hall, Seating arrangement, drinking water, toilets, playgrounds etc. are available in schools but they are uncleaned and not maintained properly. In selected Grampanchyat Community hall, various groups such as Farmers' groups, women's financial groups, community groups, mandals Network facilities, local wisdom, etc. are available but they are not used for awareness and education of rural citizens.
- 3) The Community Engagement Supportive Programmes was designed and developed based on the ADDIE Model by considering various activities such as Competitions, Special day celebrations, Orientation programmes, Rallies, Guest lectures, Exhibitions, Street play, and Camps, etc. in the selected areas: Health and Hygiene, orientation for farmers, Responsible citizenship and Women empowerment. (photos are attached) and it was found effective when sarpanch and Headmasters were interviewed .
- 4) The implementation of the Community Engagement Supportive Programmes was participative in nature student teachers were actively involved and got exposure to the rural context. Simultaneously the villagers along with women, children had their active involvement and were interacting with reference to the activities and their issues.

References

Whitney, B. C., McClure, L. D., Respect, A. J. and Clayton, P. H. (2007) in their research

article ‘Building Capacity for Excellence in the Challenging Work of Community Engagement’

Paterson (2009) in his research article ‘Curricular Service-Learning and Civic Engagement’

Robert G. Bringle and Julie A. Hatcher (2009) in his research article ‘Innovative Practices in Service Learning and Curricular Engagement’

Sarah (2011) in an article, ‘What is Community Engagement?’

Sagar (Jan. 2013) in his article ‘Silicon India’.

Wafa Sin & Dr. Rajesh Tandon (2017) “ Community engagement as way forward for sustainable rural society.”

Sema, Somneuk(1989) conducted a study on study of a teacher education programme for rural development in Thailand’.

AASHI’s Resources Centre (April, 2009)‘Education for Climate Neutrality and Sustainability: Academic Guidance for ACUPCC Institution’ to the Harvard Crimson in America.

Audreg J. Jaeger, Jessica Kate Jameson and Patti Clayton (2010) have evaluated the programme ‘Community Engaged Scholarship Capacity Development Programme 2009-2010 started by North Carolina State University under the title, ‘Institutionalization of Community Engaged Scholarship at Institutions that are Both Land Grant and Research Universities’ through personage study method.

J. Maurice and Elias (2011) ‘Rutgers Social and Emotional Learning’ to the State University of New Jersey’.

Smita Kavatekar (2018)‘Social responsibility in higher education A model for community engagement at higher educational institutions’

West Chester University’s project entitled, ‘Curriculum, Co-curricular Education, Research and Public Engagement’

Behera, Biswajit (2014) ‘A study of construction of social skills among the preservice teacher trainees through vygotkys approach of learning.’