Theoretical Models of Community Development

Dr Bilal Rafiq Shah.
Associate Prof, Education. MANUU CTE, Darbhanga.

Abstract

The progress of any nation in the world of today is more than ever before dependent upon the quantity and quality of education received by its people. From the point of view of education as a human need, emphasis has to be placed on the quality of education as a medium of communication and socialization,

In spite of all the high sounding proposed reforms, much has not been achieved even after seven decades of independence. We do give knowledge about social and moral sciences, values, culture and so on but we are unable to cultivate these values in our students. Our students succeed in achieving knowledge through mechanical learning but lag behind in excellence and character formation.

The Study was designed to examine as to how to pursue that excellence. How to impart education that will lead to character formation, personality development and will also help to achieve social and national integration? Should we change our methods of teaching or should we change our curricula? Should we make education more informal or should we make schools the centers of all time activities, hobbies and recreation of the pupils? Should we involve parents and other members of the society in the day to day activities of the school so as to bring closer contact between society and schools?

Keywords: Excellence, Intellectual Maturity, Paedocentric, Teacher, Mechanical Learning.

Introduction

The purpose of education from a layman's point of view is to impart knowledge to the learners. For him, "Education" simply means the system of instruction that is intended to equip the individual with the qualifications and attributes that indicate intellectual maturity. They lay stress on achievement of knowledge which is an only one aspect of Education. In fact "Education" is a state of evolution; one that has no beginning and no end. Education connotes a great deal more of the potential than the actual. If we take a healthy look at education, it becomes necessary to compare with what it is and what it should be. Education is a dynamic process by which the knowledge, character and behaviour of a person is moulded in a positive direction.

Long back Rousseau had set some guiding principles for Education which were some what like this:

Education is growth; it should be a natural process.

Education should be paedocentric, which means that it must be directed primarily to the child and our teaching adapted to his needs.

Education is for liberty and happiness of the child. Freedom of the individual is the most precious ideal.

Education should be through experience. Children are to learn by doing, by activity and through first hand experience.

Education is for individual development.

Education is for society or at least for social awareness.

It is an admitted fact that education is not merely an instrument, but the most powerful means by which social, economic and political changes can be brought about in national life. It is for this reason that immediately after independence serious thoughts were given to the changes and reforms in the system of education in India. Realizing the need for the reorientation of the aims and objectives of education, **Secondary Education Commission** recommended the reorganization of the pattern with a view to prepare the citizens for Secular Democratic Republic, to increase their vocational efficiency and to develop their all-round personality.[1] The **Kothari Commission** (1964-66) also thought of education in terms of national development. Besides increasing the productive efficiency of the pupils it also envisaged a plan of education which will help to achieve social and national integration.

It aimed at increasing productivity, developing social and national unity, consolidating democracy, modernizing the country, developing social, moral and spiritual values, providing equal educational opportunities, developing languages and promoting scientific education and research. The commission emphasized the need to eradicate illiteracy and provide adult education. To achieve this, the Indian education policy proposed free and compulsory education for all children, up to the 14.[2]

[1] **Secondary Education Commission, Report (1952-53)**

[2] (Education and National Development, Report of the Education Commission)
(http://shodhganga.inflibnet.ac.in/bitstream/10603/26539/9/09_chapter%204.pdf)

The problem

In spite of all these high sounding proposed reforms, much has not been achieved even after six decades of independence. We do give knowledge about social and moral sciences, values, culture and so on but we are unable to cultivate these values in our students. Our students succeed in achieving knowledge through mechanical learning but lag behind in excellence and character formation. We can not close our eyes from the state of affairs prevailing in our schools and the day to day criticism leveled against our system of education. It has been subjected to sharp criticism for its failure to provide education relevant to the needs and aspirations of the teeming millions of India. The growing indiscipline among students, negative attitude among teachers, indifference among parents and lack of faith in education among the people are some of the problems vexing us today. We may talk of our achievements in terms of literacy or the expansion of education but have missed the excellence in it. We may talk of advancement in science and technology but we are yet to learn how to live peacefully. We may talk of the human values yet we see the erosion of the same.

Now the question arises as to how to pursue that excellence. How to impart education that will lead to character formation, personality development and will also help to achieve social and national integration? Should we change our methods of teaching or should we change our curricula? Should we make education more informal or should we make schools the centers of all time activities, hobbies and recreation of the pupils? Should we involve parents and other members of the society in the day to day activities of the school so as to bring closer contact between society and schools? Probably all this seems to be impracticable as most of the factors in the educational system are wholly beyond our control, things are only partly in our power. The excellence in education seems almost impossible since the essential conditions of success are beyond our control, however, our efforts may bring us within the sight of the goal.

Rousseau, in his theories of learning, *recognizes the need for the child to be prepared for the future. He further goes on adding that, "Within the child is a reservoir of potential energy they don't need immediately; the educators task is to hold back the energy until it can be used effectively".*

Conclusion and suggestions

In order to have excellence in achievement, education will have to be viewed from a new angle. There has to be stress on wholeness and harmony, and a concern for the person or the learner. The 'original nature' of the child, will have to be preserved by means of the careful control of his education and environment, based on an analysis of the different physical and psychological stages through which he passes from birth to maturity. Education will not be the concern of teachers, parents, and students only but the society as a whole will have to get involved in it and be a part of it.

    i.   **The Teachers**.

Teaching is a profession-indeed a noble one; conceptually and ideally. It is just different from other professions because of its multitude of dimensions. Teaching has been one of the oldest and respected professions in the world and the teachers are the largest professional groups engaged in human development activities.

Yes, had there been no teachers, no other profession would exist.

It is a well-known fact that the teacher competence, teacher motivation and sensitivity produces ripple effect on the whole community. The quality and extent of learner achievements are determined primarily by these factors. The role, functions, competence and preparation of teachers has undergone a dramatic change from time to time but the need for teachers has been imperative at all times. The changing times as well as the requirements of the society have necessitated changes in the ways of teacher preparation.

For teachers it will not merely be a profession but a religion in which they will have to work with a missionary zeal. The teacher has to be an important agent of education who has not to "transmit information" but to "transform the learner". He will also have to provide such a situation wherein the learner understands the information; comprehends it and then puts it to practice in a given situation. The learner should be able to synthesize the learning experiences and then arrive at a reasonable conclusion.

Even Rousseau argued that the momentum for learning was provided by the growth of the person (nature) - and that what the educator needed to do was to facilitate opportunities for learning.

    ii.   **The parents**,

When it comes to family life, everyone strives to figure out how the relationship between parents and children can become ideal. Positive parenting techniques work well for raising children with discipline and good moral values However, it is not an easy feat. And it is important to know that the parent child relationship is a two-way street, in other words, it is actually a partnership between a parent and their child.

A garden with different flowers becomes beautiful when it blossoms. Similarly, if parents learn how to be a 'gardener' and are able to recognize their child's personality and nourish it, then their 'garden' will become fragrant! This is what positive parenting is all about!

When parents develop effective parenting skills, they are able to take the initiative in filling the generation gap. When parents start to understand the balance of where to place boundaries, where to encourage, and where to discourage, then their children will not get spoiled. In this way they become good parents. When people do not know how to be a good parent, distance between the two develops.

"Every young adult has the potential power to help the entire world. He just needs the right guidance and support," **says** Param Pujya Dada Bhagwan.

For Parents while in the family, will have to share their responsibility of laying down the foundation of good habits and manners in their children.

Rousseau in his theories of human value puts it like this, 'the original nature of man is good but corrupted by society'. The parents will have to preserve the original nature of the child and make efforts to prevent it from being corrupted.

iii.   The learner

Teachers aren't responsible for their students' learning. Their responsibility is to create the opportunity for learning. Teachers can't control learning. Only learners can do that. Learning can't be imposed upon or given to students. It is something they have to do for themselves. As such, it makes sense that they take responsibility for their own learning. But what does that mean, exactly? It means learners have to invest the time, energy, and focus to develop understanding. They have to define the purpose of their learning and determine how they will wield it in their relationships with themselves and the world. They have to struggle with and overcome the obstacles to learning that exist within themselves and are imposed by society. Unfortunately, society places significant additional barriers in the path of many learners based on race, class, gender, and other physical and cultural factors. These barriers are ubiquitous and potent, suggesting to learners from the earliest ages that their fundamental human capacities for learning — love and intellect — are less. But the learners must take on and overcome in the process of learning.

The learner must choose to learn, as it is solely his own responsibility which can not be shared. The students will have to look at their hands, feet, head and heart with a purpose; hands to help and heal, feet to step towards development, head to think of something good and great, and heart to feel, to love and to have faith.

Education will not only be mere achievement of knowledge but will lead to self realization, character formation and the integrity of the personality as a whole.

'Make the citizen good by training', 'and everything else will follow'. Jean-Jacques Rousseau,

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