

Community Engagement and Partnership in Education

Dr. Gitanjali Choudhury
Principal

West Guwahati College of Education, Guwahati, Assam

Abstract: *It is remarkable how the community is involved in improving education. Due of the diverse socioeconomic backgrounds, students have varying opinions on the institutions. Through participation in numerous events, the institution's administration can use their differences as milestones for the institution's future. Members of the community are invited to visit the institution to express their opinions about various aspects of their daily lives. Educational institutions can also use MOUs to engage with the community. The minds of pupils might be stimulated with new ideas for their future by the community's involvement with the institutions.*

Students' minds might be stimulated with new ideas for their future by the community's involvement with the institutions. The multi-community of Chandra village, which is close to Guwahati, and the West Guwahati Teachers' Training College have an MOU with that head of the community. This paper will showcase the numerous initiatives that they have undertaken. This study aims to examine how the 267 members of the community share their perspectives on their means of livelihood through a variety of survey-based activities with the 100 college student-teacher candidates. The paper will cover the various fields in which community members work as well as the ways in which the community benefits from the student teacher-trainees

Keywords: Community, Engazement, Participation

I. INTRODUCTION

Community Engagement and Partnership in Education refers to the collaboration between schools, families, local organizations, businesses, and other community stakeholders to enhance the quality of education and support student success. It involves active participation, shared decision-making, and resource-sharing to create a more inclusive, supportive, and effective learning environment. These partnerships help bridge the gap between schools and society, ensuring that education is relevant, holistic, and aligned with community needs. This relation recognizes that education extends beyond the classroom and that the involvement of diverse stakeholders is vital for fostering a supportive learning environment. Effective community engagement involves creating strong relationships among educators, parents, students, and community members, ensuring that each party contributes their unique perspectives and resources. Community engagement and partnership in education are about creating a collaborative ecosystem where learning is a shared responsibility, and where every stakeholder is invested in the success of students, leading to improved academic performance, social development, and a sense of belonging.

This can take many forms, such as workshops, volunteer programs, mentorship opportunities, and shared decision-making processes. By actively involving community members in the educational process, schools can tap into a wealth of local knowledge, cultural insight, and practical resources, which enrich the curriculum and help tailor educational approaches to better meet the needs of students. Furthermore, such partnerships can provide students with real-world learning experiences that promote civic responsibility and strengthen community ties.

II. RELATED LITERATURE

Community engagement is "The collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of



partnership and reciprocity” (The Carnegie Foundation for the Advancement of Teaching, 2018). Stuart (Citation2022) highlighted the importance of community collaboration and engagement as central to community organization practice. Welch (2016) bridges the concepts of place-based community engagement and partnerships: “Community partnerships have traditionally been course-based, consisting of short-term experiences. Institutions of higher education and partners are now conceptualizing and implementing long-term partnerships in which colleges and universities have a physical presence in specific neighborhoods” (p. 201)

NEED OF THE STUDY

When communities are involved, students receive additional support, resources, and real-world learning experiences that improve academic performance. Collaboration between schools and the community ensures that education is relevant, practical, and aligned with local needs and opportunities. Engaged parents contribute to their children’s learning, motivation, and discipline, leading to better academic and social development. Community engagement helps address barriers to education, ensuring that all students, including marginalized groups, receive equal opportunities. Local businesses, organizations, and volunteers can offer financial support, mentorship, infrastructure, and expertise to enhance educational experiences. Students learn about social responsibility, teamwork, and the importance of contributing to their communities through engagement initiatives. Positive partnerships build trust and cooperation between schools, families, and local organizations, leading to a more supportive educational environment. Beyond academics, community engagement exposes students to cultural, social, and emotional learning opportunities, fostering well-rounded development. By integrating the community into education, schools can create a more dynamic, inclusive, and effective learning environment that benefits students, teachers, and society as a whole.

Community partnership in education is also essential because it strengthens the overall learning ecosystem by fostering collaboration between schools, families, businesses, and local organizations. This partnership improves Student Learning and Development which can provide students with real-world experiences and practical knowledge. Community can offer mentorship, internships, and career guidance. The institution can enhance through resource sharing Schools can gain access to additional funding, infrastructure, and learning materials. Local businesses and organizations contribute expertise, technology, and manpower. Parents and community members play an active role in students' academic and personal growth which can build a sense of shared responsibility for educational success which can align education with local needs, job markets, and cultural values. After the collaboration with the schools, social and economic disparities by providing equal learning opportunities must be given through the community .Real-world applications of the community makes learning more inspiring. Partnerships help improve school facilities, libraries, and technology access. Collaboration with local authorities enhances student safety and well-being. Community encourages students to be active, responsible community members with the promoting teamwork, leadership, and problem-solving skills. By fostering strong community partnerships, education becomes more dynamic, inclusive, and impactful, preparing students for both academic success and responsible citizenship.

STATEMENT OF THE STUDY

For the above reasons, the investigator has taken the study as ‘**Community engagement and partnership in education**’ for the study.

OBJECTIVES OF THE STUDY

- To find out the activities of community for the educational institution
- To find out the activities of educational institution for the community.

HYPOTHESIS OF THE STUDY

Since the study is explanatory in nature, there is no need to frame hypothesis for the study.



III. METHODOLOGY OF THE STUDY

Descriptive study method with Qualitative and Quantitative approach to carry the study.

POPULATION OF THE STUDY

The community of Chandra village has taken as the population for the study where 2670 nos. people are residing of different professions .West Guwahati College of Education is situated nearby of this community along with two (2nos.) L.P. schools, three(3 nos.) High Schools .Another 245 nos. students are taken from the West Guwahati College of Education as the population for the study.

SAMPLE OF THE STUDY

Out of 2670 community people, 267 nos.(10% of total people) community people of different professions from the Chandra village were taken as a sample for the study on the basis of convenient sampling method. Again, out of 245 nos. of students from the educational institution, 100 nos. (52 % of total students) students are taken as sample on the basis of simple random technique from West Guwahati College of Education to study the topic.

IV. ANALYSIS OF THE STUDY

OBJECTIVE NO.1: To find out the activities done by the community members for the educational institution.

To achieve the objective, the investigator has taken the responses from the samples of different professions living in the community through the self-made questionnaire and their responses have shown in the following table no.01.

TABLE NO.1: SHOWING THE RESPONSES OF THE COMMUNITY PEOPLE RELATED TO THE ACTIVITIES FOR THE INSTITUTION

Sl No	Activities of the community	Responses					
		Yes	%	No	%	Undecided	(%)
1	Actively participates in school-related activities	175	65.5	27	10.11	65	24.34
2	Provides Financial donations	03	1.12	187	70.03	77	28.83
3	Helps in Infrastructure development	45	16.85	158	59.18	64	23.97
4	Does Volunteering (teaching, mentoring, counselling)	0	0	194	72.65 9	63	23.59
5	Provides study materials and resources	15	5.61	176	65.92	76	28.46
6	Organizes awareness programs on Social issues in college	29	10.86	154	57.68	84	31.46
7	Organizes Community-run extracurricular activities (sports, arts, skill development) for students	73	27.34	112	41.94	82	30.7
8	Collaborates in decision-making processes through G.B.	4	1.49	174	65.16	89	33.33
9	Community members involved in mentoring or career guidance for students	12	4.49	179	67.04	76	28.46
10	Helps in organizing health and hygiene programs for students of the college	67	25.09	163	61.04	37	13.86

V. FINDINGS OF THE OBJECTIVE

The investigator has found that 65% people are actively engaged in various activities related for the upliftment of the educational institutions .27.34% and 25.09% community people are involved in extracurricular activities and Health Hygiene program for students. 16.85% and 10.86%people helps in infrastructural development of the educational institution and organize awareness programs on Social issues in college. It is observed that most of the community



members are totally reluctant to involve with activities related to the institution .The undecided category of community people reflects that they are totally unaware for those activities which are related to the educational institutions .No members of the community do not want to involve in tutoring or counselling process for the students of the institution.

OBJECTIVE NO. 2: To find out the activities of educational institution for the community done by the students

TABLE NO.2: Showing the responses of the students related to the activities for the community

Sl. No.	Activities of the educational institution	Responses	
		Yes (%)	No (%)
1	Promotes cultural exchange and social harmony	88	12
2	Collaborates with local organizations	0	100
3	Conducts health camps and awareness	91	9
4	Involves in community service activities e.g., cleanliness drives	100	0
5	Offers its resources (library, playground, auditorium)	100	0
6	Provides literacy programs for non-students in the community	26	74
7	Engages with the community for social development programs	84	16
8	Conducts survey on women's empowerment	100	0
9	Conducts skill development and vocational training	79	21
10	Organizes community outreach programs	100	0
11	Conducts Environmental awareness programs	95	5
12	Conducts Cultural and social events	82	18

FINDINGS OF THE OBJECTIVE

It is found that the authority of the institution are fully engaged in different ways for the upliftment of the community except the students' collaboration with local organizations or for community development projects .Full engagement i.e.100% participation from students' part are found in community service activities e.g., cleanliness drives, volunteering and Offering its resources (library, playground, auditorium) for community use, and survey on women's empowerment. 95% ,and 82% students are engaged in conducting Environmental awareness programs and Cultural and social events. In providing literacy programs for non-students in the community, only 26% students are involved whereas 79% students are involved in skill development and vocational training in community school.

VI. CONCLUSION

The relationship between the community and educational institutions is deeply interconnected and mutually beneficial. Educational institution serves as centres of learning, shaping the knowledge, skills, and values of students who ultimately contribute to society. In turn, the community plays a vital role in supporting schools through active participation, resource sharing, and collaboration. The college benefits from the community engagement in various ways, such as parental involvement, volunteering, and partnerships with local businesses and organizations. Community members help create a supportive learning environment by providing real-world experiences, cultural exposure, and mentorship opportunities in skill based training such as mushroom production, vermin-compost preparation . Additionally, College also contributes to the community by skill development workshops on Block printing, Tie & Dye to school students of the community , and organizing awareness programs program on Girls Child Education , Social Evils , Health & Hygiene , Ways of Livelihood, Medical Camp, Donation Library Books etc . that address local needs. This dynamic partnership through MOU process fosters holistic development, enhances educational quality, and strengthens social cohesion, ensuring that education remains relevant and impactful for both individuals and society.



A strong educational institutions and community relationship strengthens social cohesion, empowers individuals, and contributes to the overall progress of society. When community actively engages with educational institutions, students will receive moral support and motivation for leading to better academic performance and personal growth embracing real scenario of the society.

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