

**A STUDY OF THE ROLE OF PRIMARY SCHOOLS IN IMPROVING THE
COMMUNITY**

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I INTRODUCTION

The aim of education is to modify and improve the behaviour of the students and the children. It teaches us to acquire certain qualities and behaviours that are helpful for the democratic set up.

Education must function through a definite organisation or structure of plans, procedures personnel, material, plant and finance. (Moshman) 1967.

Schools

School is a formal agency of education. It caters to the educational requirements of the society and acts according to the ideals, objectives and formation of the society. We cannot imagine of education without school. It is in fact, an institution which fulfils the needs of the society. Here the values, the culture, the ideals and the needs of the society are taught to the children. Attempt is also made to improve all these things in order to bring about the improvement of the society at large (Rai, 1960).

To quote Ivor Staffer, (1961) "The good school programme stems from community needs as an integral part of the life of the people. It is made by, for and of those it would serve." It is

The interpretation of the function of the country school as one of social leadership and community service implies that it must reach not only children but adults also. (Nobel Carney, 1971).

Community:

The term 'community' as used here, refers in a narrow sense to the natural geographic area served by the local school system, an area having its own physical setting, institutions, social agencies, businesses and industries, customs, traditions and cultural problems. In a broad sense, it must be recognized that no one community unit is self-sufficient but that each is dependent on the products of other areas and the services of other individuals and agencies located sometimes at great distances away. Thus in dealing with the community the teacher must help children to understand the inter-dependence and inter-relatedness of communities on local, regional, national and international scales. (Devey, J. 1960).

All the possibilities of connecting the school life with the community life should be explored and the child fully prepared to take his rightful place in the community. Curriculum, the methods of instruction, the school building and library the experience of the teacher are the various tools to link the school with the community.

Various means to link Schools and Community:

"In the rural areas the School, according to K.G. Saiyidain, (1961)" should help the children to realize sympathically the problems of rural life and train them to take part in it effectively when they have finished schooling. An acquaintance with plants and animals, with agriculture and gardening with the laws of personal hygiene and sanitation with the valuable and injurious elements in village life, should be considered more important for the village school boy than abstract arithmetical calculations' .

In the rural areas, nature and the community are much mixed together. The teacher should provide opportunities and encourage children to look at and take a keen interest in the natural and social life around the school. Children should be taken out to watch farmers, carpenters, blacksmiths, potters, etc., to know the community work.

Social Survey Clubs:

Social Survey clubs should be organised in schools which could undertake to investigate some of the crying needs and problems of the surrounding areas for example, the drinking water facilities, the condition of roads, the percentage of literacy, the drainage of the village street, etc. The study of the community will help the child.

- 1. To have a keener knowledge and understanding of social facts
 - 2. To develop a more sympathetic attitude towards other people
 - 3. To develop a desire to take more active part in community affairs
 - 4. To have a greater sensitivity to the need for accepting social responsibility
- and
- 5. To appreciate that he must play an important role for the welfare of the community.

Social Service Leagues:

As a corollary of the above, social service leagues should be started in schools. Clearing the lanes and streets, organising first aid centres for the public constructing some drains, digging wells etc., are the ⁱⁿactives to be undertaken by these leagues.

Our festivals are the 'Visible embodiments of our culture'. They form an integral part of the community life. They can be exploited for purposes of education in schools.

Celebration of festivals:

"Festival days far from being declared holidays with school closed, should be the days when school works in full strength, not for the usual routine work, but for understanding

the implications of the festivals and re-living them in the lives of children". (Avinashilingam, 1972)

Broadly speaking we have six types of festivals. Religious, seasonal, days of national rejoicings, national festivals, birthdays of national heroes, literacy festivals. Attempts should be made to celebrate these festivals in the school premises so that the parents may also be brought into close contact with the activities of the school. Some of these festivals at which many people gather provide opportunities of social service to the students and teachers and thereby help in establishing good relationships between the school and the community.

School as a Social, Recreational and Cultural Centre:

As most of the village schools are the ^{only} common meeting place in the villages, the cultural, physical and social activities in the villages should be planned, organised and held in the schools with the joint co-operation of the public, the staff and the pupils. In this way social service activities such as health and education weeks should be organised in the schools. Religious discourses, national celebrations, prachar Sangh programmes attract members of the community to the school.

School grounds should also be made use of by village people for playing as they have no other properly maintained and marked grounds available for them. They may use the play ground after

the regular scheduled games for the pupils of the school are over. The older sections of the community may also use the school ground to spend their evenings and discuss problems of the day. Evening programmes involving entertainment by magic lanterns, projectors or shows, radio programmes can be organised with no prejudice to school work.

Adult Education Centre:

The schools should become centres of adult education, both in rural and in urban areas. They should conduct regular campaigns against illiteracy and educate the adults of the locality. Students should also be associated in the work. (Aggarwal, 1965)

School Library:

Efforts be made to extend the services of the library to the community and this may take many forms.

- a. Issuing of books to parents and others in the name and responsibility of the pupils.
- b. Opening of school library for public use before and after school hours on holidays and during vacation.
- c. Giving a room to a social service organisation in which to keep books and serve the community as a library.

Parent - Teacher Association:

There should be a parent teacher association in the school which will help them to understand each others point of view and

will enable them to learn to co-operate in the common task of giving a better more rational and more sympathetic deal to the children.

Home - School Co-operation:

Home - School co-operation is a two way traffic between parents and the school. It can be effective provided parents take the trouble to learn about the school and what it is trying to do for their children, in return the school must take account how the child living at home. (Report of the Central Advisory Council for Education, 1960)

The children stay in the school for about 6 hours a day. After having worked for 3-4 hours, children require something to eat. It is therefore very necessary to provide meals to the children in the schools.

Exhibitions:

On occasions like the 'School day' exhibitions may be arranged for the benefit of the students and public.

Role of School in Improving the Community:

The school cannot confine its attention to the home alone. It has to look beyond the home to the community. In short, the school is a part and parcel of the community. Neither of them

is independent of the other and in order to maintain the normal way of life, neither can operate well without the other. (Dewey, J. 1960)

School Community Relations:

The school to community and the community to school are the two-way processes, which influence the operation of a modern school.

School to Community :

A school is a part of its environment and as such different environments should be taken into account in planning the school curriculum. In this connection the school has three fold duties.

1. To develop and enrich its instructional programme by the effective utilization of resources, needs and problems of the community.
2. An all round development of the child, and to resist those influences in the environment which are harmful (Kitab Chon, 1956)

Community to schools:

The aim of education is the all round and well balanced development of the child. The school can further instil in the minds of its pupils a sense of service without expecting a return. For example, it can take up a project of rural reconstruction

like the construction of roads and buildings, laying out village gutters, constructing soak pits making composts and giving medical relief. (Dayal 1968)

The school should impress on its pupils the importance of serving their fellowmen. This is why community work plays such an important role in basic education.

Role of NCC, NSS, CES

The school is an age-graded formal institution where normally children belong to the same age group. Thus schools must prepare children for their adult roles in life. Stressing the role of social service in schools, the Kothari Commission (1964) has recommended "Some form of social and national service should be made obligatory for all students and should form an integral part of education at all stages.

This can become an instrument to build character improve discipline, inculcate faiths in the dignity of manual labour, and develop a sense of social responsibility. The pursuit of social service ought to steer clear of celebrations and publicity. It would inculcate an urge to improvise, experiment and innovate, which is a life time asset for personal growth and socio-economic advancement. The main aim of social service is to instil in the

child's mind as sense of seva or service without expecting a return. It also brings him into contact with the human world around him. It can be broadly divided into two categories - service inside the school and service outside the educational institution to which the students belong.

Social service inside the school includes several items. Maintenance of the cleanliness of the school and giving to it and to the class rooms a neat and tidy should be regarded as the primary responsibility of students, organisation of school museum, care and nursing of pupils in cases of illness etc are form an integral part of the educational programme in the number of institutions.

Social service outside the school includes, conducting of Adult Education classes, staging short dramas and other recreational programme for the masses, visiting hospitals and writing patients letters or reading news papers to them etc. Other, activities are construction of roads and buildings, laying out village gutters constructing soakpits, making composts, medical relief etc.

The National cadet corps consists of boys and girls from schools and colleges. They learn discipline, develop qualities of leadership and are able to face life better as a result of military training. The NCC's consists of three divisions namely senior, junior and Girls. The seniors, junior division are composed of 3 ways Army, Navy, Airforce.

Conclusion:

So in order to improve the community development programme the school has become the educational and cultural centre of the village. It is one of the three task institutions of the village. The school will be looked upon for the over all development of not only the children but also for the community through which the children attend the schools.

II REVIEW OF LITERATURE

Review of literature pertaining to this study is dealt under the following headings:

- A. Importance of school and community in society.
- B. Inter relationship of school and community
- and C. Research studies related to school - Community relationship.

The schools provide a very good medium for disseminating ideas, knowledge and skills, and for changing the attitudes and outlooks of the children as well as their parents and the whole community. Ministry of Community Development and co-operation (1959) reveals that the community and the school, both have begun to be involved in a process of mutual giving and taking. The school is maintained by the communities themselves and so the school and the community have to work together for mutual benefit.

McIver (1970) is of opinion that the term rural community has come to be used by sociologists to indicate the relationships existing between people and institutions in the area composed of a village and its surrounding farms.

Cook as quoted by Bogardus, "A community is a social group with some degree of "we feeling", and living in a given area".

A. Importance of school and community in the society:

Those who educate children well are more to be honoured than they who produce them, for the latter, give them life alone, but the former give them the art of living well. (Aristotle, 1967)

The influence of the home, church, and the neighbourhood upon the child both before and after the few years of partial institutional cultural should not be minimized. The average time influence of the school over an American child is only 2.6% of his total life span and 20.5% during the 12 year period of school attendance.

According to Subha Rao (1978) school is after all an epitome of the larger community which has created it. The community depends upon the school for the transmission of its cultural values and tested good practices, prevention and care of social diseases. The teacher has an important role to play in this planned process of prosperity for the community.

The teacher should make the child aware of its relationships with a grocer's shop, a co-operative society, bank, railway station, bus station, post office, village artisans like the weaver, the carpenter, the smith, the potter, the village Panchayat, the river, tank, the mountain, the forest etc and show how these affect its day to day life.

In Avinashilingam's view (1966) any society in which the school is a living and active force, the school functions as an integral part of the community. The school forms the venue and meeting place for people to discuss and celebrate festivals.

Ramakrishna (1965) states that the school provides a good medium for disseminating ideas, knowledge and skills and for changing the attitudes and outlooks of the children as well as of their parents, they help in two ways by moulding the youth to become better adults and disseminating the ideas in the area through the pupils and teachers.

Mathur (1965) has stated that the panchayat, the co-operative and the village school must be the fulcrum around which village development must move. It also emphasised that the community development should aim to integrate these institutions because they have a comprehensive role in the village development.

Moelman says (1967) that the good school programme stems from community needs as an integral part of the life of the people. It is by, for and of those it would serve. When the co-operation of the pupils in a community is enlisted in a beautifying, landscaping, and keeping the school grounds in good shape, immediate results in properly care are usually noticeable, breakage of window glass and other defacement of property show immediate

decline. Pride in a school plant can be enhanced by using good taste in decorating the interior and exterior particularly by using color to beautify, interior walls and by using well selected pictures. The effort of the good appearance of a building and ground upon pupils teachers and the entire community is important. It makes for school pride and results in the formation of habits of the rightfulness and care in the use of the school plant.

B. Interrelationship of School and Community

Sushila Mahta (1970) points out that in order to increase the interest of community in education the school should establish a link with the community. The school and the community are related to each other in a cyclic relationship of mutual benefit.

Extension programmes are the additional programme, which are added to a regular school programme of an institution. These programmes may be planned according to the convenience of the school that is during regular academic period or vacation period.

The need for organising extension programme in school and the community cannot be ignored. This could be possible only by organising extension programme in school and community in such a way that willing co-operation of school and community can be utilised.

Objectives:

1. To establish closer relationship between school and community.
2. To involve community people in solving of education problem.
3. To improve genuine spirit of co-operation between school and community in sharing for the improvement of the community life.
4. To improve the quality of education of children attending the school.
5. To provide new ideas, techniques and knowledge.

School and community both can 'organise extension programme to benefit each other. In some cases the school is benefitted by the community extension programmes and some times the community is benefitted by the school extension programme.

In school and community the following extension programmes or activities can be organised.

1. Adult Education:

In the evening the school teacher can start an adult education programme with the help of students in the school or of village.

2. Recreational Facilities for the Community:

Villagers need some entertainment in the evening after work. School can organise entertainment programmes once or twice a month. These may include special school event including exhibition,

assembly programmes, commencement programmes, open house and special observances to which the parent and the public can get more benefit for their welfare activity.

3. Community Service:

Our school can take some community work and had an approach road may be constructed or required. The village tank, village well and village street may be cleaned. The immense man power which each school has in plenty can thus be channelised into the service of the community and the community can be made to feel that the school really exists for them.

4. Vocational Training of Community People:

Community people of various occupations can be invited for the job training of school children and field trips may be arranged. Thus first hand knowledge about various vocations may be provided.

5. Parent - Teacher Meetings:

These meetings could be held which make possible the discussion of educational practices and problems as well as the learning experience of individual pupils.

6. Teacher for Community:

The school teachers can be invited for providing new knowledge, techniques, ideas discussing problems of the community and its betterment.

7. Use of School Library for Community

In the evening the literature and the news paper available in the school library may be used for community purposes.

8. Celebration of Festivals:

Festivals could be celebrated with a view to strengthen the social, cultural, community work and general awareness can be developed.

Extension programmes can play a vital role for bringing the school and the community close to each other. At the same time it is necessary to remember that the existing extension programmes are insufficient and living co-ordination between school and community. Hence it is essential to work for the betterment and strengthening school and community extension programme.

Kumarappan, J.C. has (1959) of opinion that the school of social work is a professional school for education in social work.

In the field of rural welfare the school prepares students to take responsibilities in various fields and prepares them for jobs which are directly or indirectly related with the rural welfare field.

The rural field work department of the school organises on its own welfare activity for the residents of eight of the villages in Alipur Block of the Delhi state. The activities namely include a recreational cum-educational programme for children and youth.

The school as a part of its training programme organises every year a village camp. The activities of the camp vary from year to year. Students take initiative in promoting the building of schools, 'Choupals' and improvement of lanes in some of the villages. The emphasis is always laid on helping the villagers, to organise the activities by themselves and to shoulder the major responsibility for work. The students have been able to work with village councils and have strengthened their programme. The students in different villages have also formed children's clubs and organised to youth clubs. Community dinners are encouraged to help the villagers to overcome the problem of untouchability.

Since last year, the school has started a gram Mahila Kendra at village shamapur where facilities are provided to teach part-time occupations to village women, and to develop among them socio-cultural activities which would enrich their life. An exhibition of local materials was organised in the village. A competition for the best house was also organised to encourage women to keep their houses neat and clean.

Occasional talks on family planning, child care are organised as part of the activities of the centre.

In addition to this students are sent to various child welfare agencies social service Departments of the hospitals, and the labour welfare agencies.

Community participation in the Organisation and Maintenance of Village Schools:

Bhatt (1979) the essence of community Development is the effective participation of the members of the village community in assuming gradually the responsibilities of development programme. Education being a vital programme of development participation of the community is essential in the organisation and maintenance of the village.

There are many ways in which the rural community can be associated with this programme. Where the villagers are anxious to have a new building for their school to improve the existing building and are prepared to contribute substantially their contribution can be effectively harnessed in the construction of the school building in providing aids and equipments for the school with the help of the block budget. Once the school building is constructed the community or the panchayat should accept the responsibility of looking after its maintenance.

The interest of the community has to be secured in increasing enrolment of children in the village school. Parents should also be encouraged to co-operate in maintaining regular attendance of children already enrolled.

For the establishment of an effective machinery to secure continuous co-operation of the village community in the organization and maintenance of the village school, villagers's may be encouraged to constitute a sub-committee of the panchayat to look after the educational needs of children and adults in the village. In addition, the school teacher may form parent-teacher Association to maintain and increase the interest of the parents in the activities of the school. The use of the school building for community centre can also provide an additional opportunity of relating the interest of the community to the village school.

Ways and means of Improving Community by School Programmes:

Navar (1973) opines that parent - Teacher associations can also become important agencies for education of adults in another vital area, child and child care. It is through such associations that the curriculum of the school can be really related to the environment of the child and education can become an effective agent of change and development.

Annual conference on community Development (1959) States that even in the villages where enough elementary schools are provided, it is found that not at all the school going age children attend the

school. Some of the reasons contributing to this situation are,

1. Lower economic group can't send their children to schools due to economic difficulties.
2. Use of children for assistance in the family
3. Lack of contact of the school teacher with the parents
4. Lack of interest on the part of the parents.

An important measure to encourage attendance schools would be to provide for free mid-day meals to the poor children, another would be to provide all such condition with books and stationery free of cost. If possible, some monetary aid should also be given in the form of scholarships and stipends. In addition to these, personal care of children by the school teacher and direct contact with their parents would naturally contribute in improving attendance in elementary schools.

According to Vivekvaran (1977) In our country as in many developing countries the major concern of the Government and of leading citizens is to increase food problems, limit population, increase industrial potential, solve health and nutrition problems, harness natural resources and improve educational programmes. Development in all these areas involves changes in citizens, changes in their attitudes, customs and practices, work habits and methods ways of thinking and scientific outlook and development of moral and spiritual values.

All educationists, teachers, students and have a significant role to play. The teachers should lay down a code of the highest professional conduct for themselves and enforce vigorously through professional organisation. It is their responsibility to see that the highest standards are maintained in educational institutions, to identify themselves fully with the welfare of the students committed to their charge and to maintain an atmosphere of sustained hard work all the year round. They should also assume full responsibility for taking the school closer to the community through programmes of mutual service and support. In this connection I wish to commend the example set by the university of Madras which has introduced community and social service as a compulsory curriculum component in all the colleges affiliated to it.

Optha (1972) expresses that the parent - Teacher association is an integral part of the school educational programme and has been accepted by most of the states in India through the efforts of the parent-teacher co-operation movement.

Sundaravadivelu (1969) explains that the participation of a large number of villagers in the school lunch programme which they easily understand and appreciate, provides good training in citizenship.

According to the United States Department of Agriculture (USDA) (1943) recognised that it is important for all in the community to

understand the school lunch programme. The programme must be explained to the people by talking with parents and others in the community and by displaying interesting posters at meetings to which parents are invited.

Kothari Commission's report opines (1961) that the standard's depend on utilising available facilities, the quality of different inputs, the structure of the educational system and the duration of education. Out of all these factors, the utilisation of available facilities was considered the most important. There were days when the primary schools were not provided with suitable facilities. Now the position has changed. The government and other agencies like unesco have supplied many educational kits and their instructional materials - But the author observed in some schools that the kits had not even been opened.

The community has to assist in establishing good teacher - parent relationship and improving the necessary facilities like building equipment etc. The Government has to organise inservice programmes in a more effective manner. All efforts should be taken to improve the status of teachers. The teaching community must come forward to shoulder greater responsibilities in school improvement programmes.

According to Dhan (1969) in our country, as part of studies on the citizens duty to the family to the community and to the state,

social service programmes are undertaken in order to stimulate sympathy and fellow feelings for less fortunate sections of society.

School students were given such social work as laying out a playground, teaching the small children of the village, health education etc.

A third kind of community action project seeks to avoid the paternalistic aspect of the privileged helping the under privileged. Instead students become co-partners in community change.

Prayag Mehta (1977) opines that in order to provide elementary education to young children in the age group 6-11 on the principle of "new and should not be so new" and on the principle of overlap in the field of experience of the children and that of the experience implied in the text books as taught by the elementary school teachers a continuous search of relevant themes is needed.

Such a socially relevant and cognitively acceptable, curriculum may also be found useful for non formal education. All such materials should be tried out and tested in formal and non formal education situations. A new approach to curricula and teaching may follow,

One of the main difficulties which the ^{socially} cultural deprived have to face with bias in curricula and text books.

The following researches are suggested for remedying such a situation.

- a. Collection of themes concerning the life and culture of the local community.
- b. Search of folklore, folk stories and such other traditional materials with view to identifying relevant themes. The effect here should be to develop materials which may reflect fields of experience of the local community and their children.
- c. Talented persons at the local level should be identified to work as facilitators and consultants in such a collection of themes. The same persons can be trained to work as part time teachers for the younger children.
- d. Same experiments for developing educationally sound pre-school experience for the deprived children. Use of traditional and mass media for this purpose. Involvement and education of mothers will be an important part of this project.

Bhagia (1977) the environment has been a source of education in varying degree through the ages. The inclusion of environmental studies in school curriculum, however is of a very recent origin.

Perry and others (1974) suggesting field studies and the kind of places for out door work. The field work techniques discussed by them in the other chapter are also very useful from the point of view. The student as a member of a group, must use maps, handle equipment and discover for himself, besides they also to use the reference material in library and elsewhere. The direct experiments they provided would ensure his active personal involvement and adequate involvement can foster the sense of responsibility which is cherished goal of environmental studies.

Researches carried out:

A study of the previous researches done in this field would definitely throw light on the scientific approach of the present investigation.

In India:

Shannuhasundaram and Koil Pillai (1965) studied the working of "the school meal programme in Coimbatore Municipal Elementary Schools". The study was based on 10 Municipal Elementary schools. Separate questionnaires were administered to 20 teachers, 50 children and 20 parents. The investigator interviewed the parents and the children separately. It is interesting to note that 95 per cent of the teachers felt that the time and labour spent in connection with the midday meals scheme did not affect their regular academic work. On the other hand, 10 per cent of them considered the work they had to do in this regard, is a great burden and 60 per cent them wished that special remuneration be paid for the services rendered by them.

Kaji, J.D. in his investigation (1953) "A study of problems involved in converting a primary school into a basic institution Baroda, (1961) shows that there are several problems facing the conversion. These are related to:

1. Provision of craft and other productive work.
2. Organisation of health and community life activities
3. Correlation of academic subjects
4. Trained personnel
5. Suitable accommodation
6. Finance
7. Administrative problems, like supply of equipment and contingencies, selection of crafts, policy regarding converting primary schools into basic institutions, inspection, relationship between the government and voluntary organisations in the community.

Adinarayana (1979) in his study 93 per cent of the children are enrolled in the age group 6 to 11 years and 97 per cent of the children are enrolled in the age group of 11 to 14 years.

The other miserable position is there is a high percentage of drop-outs that is 60 per cent at the primary school level and 75 per cent at the higher primary levels. That means the drop out rate is still very high. In some areas even the mid-day meal scheme is not able to increase the attendable.

According to a research finding, the mid-day meal scheme could have acted as a spur to increase the additional enrolment. Though there is an increase in the strength in schools to the extent of 76.2 per cent. The mid-day meal scheme cannot be said to have produced a corresponding increase in the regularity in attendance of the pupils in school.

In (1976) Krishnaamurti has conducted a research regarding the elementary schools, from the weaker sections of society.

Many of the students in the Gandhigram elementary schools are from the weaker section's of society, and the efforts of the school authorities to give special coaching to such students require special attention. The parent-teacher associations of these schools have energetic people among them. Some of whom have made it their business in life to go round the buildings every day and see that the physical and intellectual needs of the children are well looked after. The teacher has necessarily to readjust himself to the altered conditions. The boys and girls of today also find themselves exposed to new ideals of life, new concepts of society. It is their duty that even what they are re-assessing many old values.

Rajalakshmi and Muralitharan (1977) conducted a study to probe and gain an insight into their educational development and the role of factors that are likely to have an impact on them.

For this study information collected during the satellite instructional T.V. experiment in 1973-76 has been utilized for this purpose.

In the site study two comparable groups of primary schools were drawn randomly from the population of primary schools located in electrified villages with a population of not more than 3000 in one of the districts of the six states included in the site

experiment. The findings presented in this paper are based on data collected from primary school children of class Vth in Kota district of Rajasthan.

The results was,

Children having a better home education background are found to be higher in psycholinguistic development and educational aspirations than children with a lower home, educational background. But no such differences are seen between them so far as their scholastic achievement is concerned.

I.S. Hablehar in his study (1962) "An investigation into the problems of conversion of primary schools into Basic schools" - Vikram 1959 suggests the following remedies to meet the problems.

1. Creation of suitable public opinion in favour of basic education.
2. Provision of suitable buildings.
3. Adequate provision for training teachers.

Researches in other country:

Unesco (1976) report states from the research that in Philippines, all 90 elementary schools are actively involved in community development, connected to the regular school programmes and projects. Actually children from the elementary schools are more enthusiastic and more selfless in their involvement, spending all

their free time on out of school individual and group projects in their homes and vacant lots in the community.

Children not only cleaned their houses and surroundings as an extension of cleaning and beautifying the school and its grounds but also went around their school community and helped to clean clogged canals, paint over graffiti on public and private buildings and whitewash gutters. Some boy scouts even went out to help reforest our denuded mountain sides.

Decorative plants, and hedges sprouted in home gardens and side walk. These projects are done by the boys and girls to the country during the YCAP periods.

Now no litter is seen in the streets much less piles of garbage which formerly were permanent eye-sores in the streets for days on end.

Manila City school now have Vegetables not only in garden plots but in gardens on stilts and incans and boxes. Manila has a dearth of open spaces and what open spaces there are, a side train the aspect jungles are only dirt side walk. These children are now beginning to realize the value and fruits of home, school and community food production.

Unesco (1975) This project was a two year drive to educate school children. Special project of education for food sufficiency green revolution and through them, their parents, and the community, to have as their goal raising crops, to help mitigate the poor supply of food.

In Unesco the pupils and teachers in the school each designated a flat square metre area and planted different kinds of leafy, fruit and vegetables. The home in the community were also encouraged to cultivate vegetable gardens. The response of the community to this "Green revolution" campaign was laudable. The impact of the rising price of foods was mitigated by consumption of the communities, own produce cabbage, drumstick beans, tomatoes, brinjal, chillies, onions, coriander, spinach and many other leafy vegetables.

Poultry, pig and goat rearing are also activities of many families in the community. A few earn their livelihood from milk, fish pond, and salt beds.

The school is interested in receiving vegetable plants and seeds and garden tools that is trowels, hoes and rakes. Pamphlets on how to care for certain food plants and how to increase their production would also be welcome.

Unesco report (1974) suggests that for both cognitive and effective reasons students must be given the opportunity to "Learn by doing" to practice co-operation and a sense of civic responsibility.

Children are given community jobs such as watering plants, passing out papers etc., and they may also join in planning special projects.

Annual conference on community development (1959) in its study on "problem of wastage and stagnation in village schools". According to the findings wastage exceeds 50 per cent at the primary stage. Out of the 100 pupils who join the first class at school scarcely 50 reach the 4th class the rest dropping out before completing 4 years at school which is regarded as the minimum period for providing permanent literacy. This wastage is greater in the case of children attending village schools.

The problem of wastage and stagnation in village schools some are:

- a. Lack of personal attention of teachers to the performance of children attending the school.
- b. Want of proper accommodation in school
- c. Poor quality of teachers and teaching aids.
- d. Want of proper encouragement to teachers
- e. Want of proper supervision.
- f. Use of children for assistance in the family.

It is suggested that the conference may discuss the measures to minimize the wastage and stagnation in the village school. In this connection, the second five year plan gives the following essential.

1. By introduction of compulsion is essential
2. Improving the quality of the teachers and the teaching techniques.

Discussion:

The findings give an idea of the extent the schools have performed their role in community development. Evidently these fall short of the people's and the government expectations. The various activities performed in the schools also reflect upon the type of education the students are getting.

III METHODOLOGY

Aims

The main aim of the investigation is to study the relationship between the school and the community in order to improve the school curriculum and the welfare of the community people. Other aims are:

1. To realise administrative and supervisory procedures of the school.
2. To analyse critically school programme and its role in community and its role in activating the school.
3. What is the pattern of school and community relationship?
4. What were the defects of the system in aims and objectives of the school.
5. Participation of the community people for the welfare of the village school.

Collection of data on the existing school-community relationship in selected villages:

The baseline data pertaining to this study are collected and analysed as follows:

1. Selection of the area
2. Selection of the sample
3. Selection of the method
4. Collection of the data
5. Method of evaluation

1. Selection of the area:

The investigator selected 25 primary schools in twenty five villages in Coimbatore district belonging to different panchayat unions like Perianaikan Palayam panchayat Union, Sanganur Panchayat Union, Perur Panchayat Union, Sarkar Samakulam and Sanjundapuram Panchayat union to analyse the relationship between the role of rural primary schools and the community people.

2. Selection of the sample:

Only the rural primary schools were selected. The heads of the families of the village and the school headmaster of the village school were the samples approached to gather data on the existing relationship between the school and the community. The total sample constituted 125 families of the village and 25 headmasters of the village school.

3. Selection of the method:

The first step in any research investigation is the selection of method for collecting data. The methods adopted for investigation are:

- a. Observation method
- b. Direct personal Investigation
- c. Indirect oral Investigation

- d. Information from local correspondents
- e. Questionnaire method
- and f. Schedules to be filled by enumerators.

The methodology adopted for this study was questionnaire and interview method. A total of hundred and fifty respondents were interviewed.

Questionnaire method:

The questionnaire was prepared so as to make it easy for the respondents to understand better. The schedule was prepared called for information about total strength of the teacher's working in the school. Mid education programme, Mid-day meal programme, cleanliness of the school, parent-teacher association, Kitchen garden, teachers and students participation in order to improve the community and suggestions if any for improvement in future. The questionnaire was pretested before administration.

The investigator interviewed 25 headmasters of the primary schools in 25 villages in Coimbatore district. Also the investigator interviewed 125 community people personally of 25 villages.

Collection of data:

The data collected by the investigator in the twenty five villages namely, Koundampalayan, Kathirnaikkan palayan, Kurmarpuram,

Narasimma Naikna Palayan, Kasthurinaikkan Palayan, Velliakinar, Selvapuran, Chokkamuthur, Venkittapuram, Velandipalayan, Mayarpalayan, Anuvai, Somayanur, Thadagan, Pannimadai, Palani Kondaia Puthur, Sundakamuthur, Rasachettipalayan, Ganapathy, Sanganur, Kovilmeda, Poochiyur, Sundarapuram, Veerapandiiputhur, Thaliyur.

For the collection of the data the investigator approached the subjects personally. The data for the study were collected in two phases. In the first phase the questionnaire (Appendix I) which elicit the information regarding the school programmes and the administrative set up of the school. In the second phase, (Appendix II) the interview schedule consisted the opinion of the community people regarding the school programmes.

Information regarding the school programmes and academic factors was obtained from the school records as well by direct interviews with the school teachers.

Method of evaluation:

The investigator evaluated the relationship and role of primary school in improving the community by collecting data in the village and school by interviewing the family heads and the school headmasters of the village.

The data obtained were consolidated analysed and interpreted in Chapter IV.

Out of 25 Primary Schools studied, 14 schools were belonging to the Periyannikken palayam Panchayat Union, 6 schools were belonging to the Perur Panchayat Union and the rest of the schools belonging to the other Panchayat Union like Saagarur, Manjundapuram, and Sargar Sanskulam.

1917



THE SCHOOL AT BULLIPITAWAN

From the study it was found that only 14 Schools out of twenty five schools had enough class rooms, whereas 11 schools were not having enough classrooms.

Information given by the headmasters regarding the school:

Table II illustrates the total number of teachers in the Primary schools.

TABLE II
NUMBER OF TEACHERS IN THE PRIMARY SCHOOLS

S.No.	Number of teachers	Number of schools	Percentage
1.	1 - 5	3	32
2.	6 - 10	10	40
3.	11 - 15	7	28

From the table it was clear that 3 schools out of 25 studied, the number of teachers working were from the range of 1-5 and in 10 schools the number of teachers working were in the range of 6-10.

The study revealed that 12 out of 25 schools had enough number teachers where as 13 schools had inadequate number of teachers. The norm being one teacher for 1 section.

In the 25 Primary Schools studied eighty per cent of the Primary school teachers are staying in the same villages. The remaining twenty per cent of the primary school teachers were staying in the nearby villages.

Eighty four percent of the schools studied do not have enough play equipments for the children and only 16 percent of the schools had enough play equipment to the school children for the out door games.

The Table III shows the adequacy of teaching facilities for the rural primary school.

TABLE III
ADEQUACY OF TEACHING FACILITIES

S.No.	Teaching facilities	Number of Schools	Percentage
1.	Sufficient	3	12
2.	In sufficient	22	88

The study revealed that out of 25 schools 3 schools had enough teaching facilities like, blackboard, charts, posters and radio and twenty two were not having sufficient teaching facilities.

The Table IV shows the details of contribution rendered by the community people to the schools.

TABLE IV
DETAILS OF CONTRIBUTION RENDERED BY THE COMMUNITY
PEOPLE TO THE SCHOOLS

Type of help	Details of Peoples help to the school			
	Yes	Percentage	No	Percentage
In the form of Materials	9	32	17	63
Money	2	9	23	92

From the above table it could be observed that 9 schools had received help from the Community in the form of materials like radio, maps, vessels, cup-board, table, chairs, and 63 per cent of the schools never received any contribution from the community people. Only 9 per cent of the schools received contributions from the community people in the form of money and they had purchased teaching materials, out of this money.

None of the play equipments has been provided by the community people.

Out of the 25 schools taken up for the study 20 schools had compound walls whereas 5 schools did not have compound walls.

Programmes of the school:

Table V gives the details regarding the total number of children benefitted by midday meals programme and Figure 2 and 3 represents the mid-day meals serving at Annavai Primary Schools.

TABLE V
NUMBER OF CHILDREN BENEFITTED BY SCHOOL LUNCH

Number of children benefitted	No of Schools	Percentage
140 - 120	2	8
120 - 100	5	20
100 - 80	7	29
80 - 60	5	20
60 - 40	3	12
40 - 20	2	8
less than 20	-	-

In 8 per cent of the schools the number of children benefitted in mid-day meals were between the range of 140-120. In 43 per cent the number of children benefitted were between the range of 120-80. In the remaining schools the number of children benefitted were of the range 80-60 and 40-20.

The headmaster of the schools mentioned that no contribution was made by the community towards the mid-day meals programme.

FIG - 2

HISTOGRAM GIVES THE NUMBER OF CHILDREN BENEFITED BY SCHOOL LUNCH

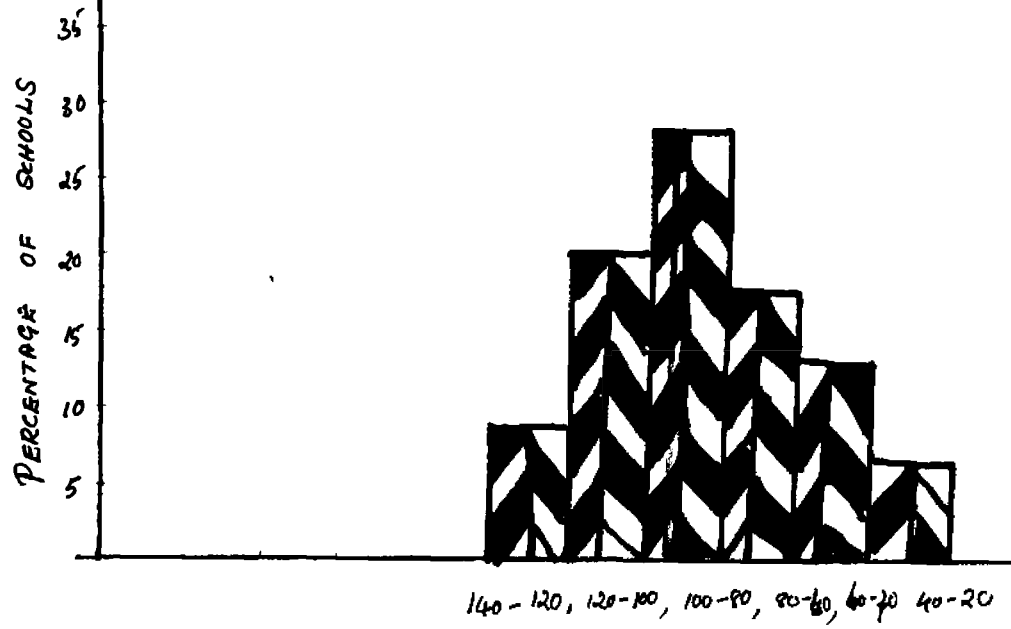


FIG-73



CHILDREN EAT SCHOOL LUNCH AT
KANUVAIRALAYAM

Table VI and Figure 4 illustrates the participation of the different agencies of school lunch kitchen.

TABLE VI
CONSTRUCTION OF SCHOOL LUNCH KITCHEN

S.No.	Participation of different agencies	Number of School lunch kitchen
1.	Sri Avinashilingam Home Science College	2
2.	Community people	9
3.	By other Colleges	2
4.	Panchayat	5

From the above table it is clear that in 2 schools out of 25 studied, the school lunch kitchen was constructed by the Sri Avinashilingam Home Science College students, in 9 schools the kitchen was constructed by the Community people, in 2 schools the kitchen was constructed by the other colleges and in 5 schools the kitchen was constructed by the Village Panchayat of those villages.

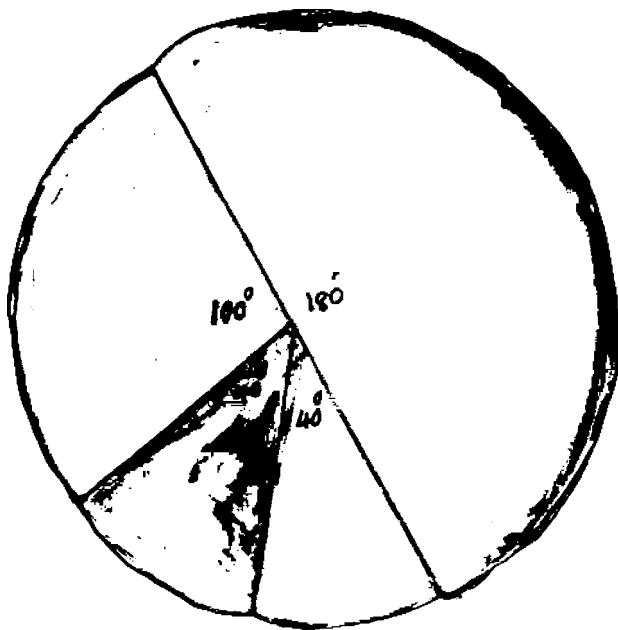
The teachers stated that they are giving nutrition education to their children. Nutrition education was given in all the schools. Fig. 5 shows the nutrition education taught in Kanuvai School.





The study showed that 19 out of 25 schools were having, school kitchen garden and the remaining schools were not having school kitchen due to lack of space and water.

Seventy six per cent of the schools which had school kitchen garden with fencing. Figure 6 illustrates the garden raised by the Kathiranaikkan palayam school children,

FIG - 4

PARTICIPATION OF THE DIFFERENT AGENCIES IN CONSTRUCTION
OF SCHOOL LUNCH KITCHEN



-  By AVINASHILINGAM COLLEGE
-  By GONDNER COLLEGE
-  By COMMUNITY PEOPLE
-  By PANCHAYAT

1-15-15



NUTRITION EDUCATION TRNGHT IN
SURYA VAR SCHOOL

FIG-6



THE GARDEN RAISED BY THE KATHIR

NAIKKEN PALLAPPA SCHOOL CHILDREN.

From the study it was clear that in 10 schools the parents were not contributing to the mid-day meals, and 15 schools the parents gave attention to the mid-day meal programme.

Table VII shows the types of Vegetables cultivated in the school garden.

TABLE VII
TYPE OF VEGETABLES CULTIVATED IN THE SCHOOL GARDEN

Name of the Vegetables	Number of schools	Percentage
Tomato	10	40
Papaya	11	44
Pumpkin	6	24
Ladiesfinger	4	16
Amaranth	17	69
Drumstick	2	8
Chillies	2	8
Beans	5	12

It is evident from the above table that in 40 per cent of the schools they have cultivated tomato in the garden, 44 per cent of the schools papaya and, in 24 per cent of the schools pumpkin was cultivated. The cultivation of vegetables like, ladies finger, drumstick, chillies and beans were very poor in those schools.

Sixty eight per cent of the schools were interested in cultivating Amaranth in their kitchen garden.

Table VIII illustrates the utilisation of vegetables from the school garden.

TABLE VIII

UTILIZATION OF VEGETABLES FROM THE SCHOOL GARDEN

Purpose	Number of Schools	Percentage
For Mid-day Meal	17	68
For sales	2	8
For the community people and teachers	6	24

It is evident from the above table that in 68 per cent of the schools the vegetables cultivated were utilised for the mid-day meals scheme, 8 per cent of the schools were utilised the vegetables for selling and the money was utilised for school improvement programmes. The rest 24 per cent of the schools sold the vegetables to the community people and the school teacher.

The Headmaster of the selected schools told that they had been celebrating the festivals like Independence day, Republic day, Children's day, Sports day, and School day. For these festivals out of the 25 schools studied only 17 schools were inviting the community people to participate in celebrating the festivals.

Table IX shows the persons involved in taking adult education classes for the rural people.

TABLE IX

PERSONS INVOLVED IN ADULT EDUCATION PROGRAMME

Persons involved in Adult Education	Number of Schools	Percentage
Village School teacher	12	49
Sri Avinashilingam Home Science College Staff and Students	3	12
Panchayat Union	5	20
Other College Students	5	20

From the table it is clear that in 49 per cent of the schools, the school teachers had been taking the responsibility of taking adult education classes for the community. In 12 per cent of the schools adult education classes were conducted by Sri Avinashilingam Home Science College Students. In 20 per cent of the schools the Panchayat Union had been taking adult literacy classes and in other 20 per cent of the schools the other college students had been conducting adult education classes.

In sixty per cent of the schools the students and staff with the help of youth members, motivated the adults to join adult literacy classes through file shows, dramatisation, and songs.

Table X gives the details of the number of adults attending adult literacy classes. Figure 7.

TABLE X

NUMBER OF ADULTS ATTENDING ADULT EDUCATION CLASSES

S. No.	Number of adults	Number of Villages	Percentage
1.	Less than 20	6	24
2.	21 - 25	3	12
3.	26 - 30	5	20
4.	31 - 35	21	84
5.	36 - 40	3	12
6.	41 - 45	1	4
7.	Up to - 50	1	4

FIG - 7

THE BAR DIAGRAM GIVES THE NUMBER OF ADULTS ATTENDING ADULT EDUCATION CLASSES.

NUMBER OF VILLAGES

26
24
22
20
18
16
14
12
10
8
6
4
2

0-20

21-30

31-40

41-50

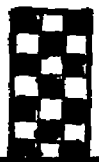
51-60

61-70

71-80

81-90

91-100



The above table shows that in 6 villages (24 per cent) the total number of adults attending literary classes had been less than 20 members. In 3 villages the number of adults attending the literacy classes were in the range of 21 - 25 per cent and 2 villages the number of adults attending the literacy classes were satisfactory.

The age limit for the adults attending literacy classes varied from village to village. In 60 per cent of the villages the age limit was in the range of 15-35 and in 40 per cent of the villages the age limit was from 14-45.

Time schedule for taking adult literacy classes in a week is given in table XI.

TABLE XI

NUMBER OF DAYS THE ADULT LITERACY CLASSES BEING CONDUCTED
IN A WEEK.

Number of days in a week	Number of Villages	Percentage
Two	9	36
Three	10	40
More than three	6	24

From the above table it was clear that 36 per cent of the villages had adult literacy classes twice in a week, in 40 per cent of the villages the literacy classes taken for the adults were thrice in a week and only 24 per cent of the villages organised adult literacy classes more than three days in a week time.

The headmasters stated that the persons who are taking adult education classes had undergone training courses to take literacy classes.

Seventy per cent of the schools had library, but the library was provided with limited number of books. In thirty per cent of the schools there was no library and 60 per cent of the community people were benefitted by the school library.

Table XII indicates the number of schools participating in the Village health and sanitation programmes.

TABLE XII
NUMBER OF SCHOOLS PARTICIPATING IN THE VILLAGE HEALTH AND
SANITATION PROGRAMMES.

Programmes	Number of Schools		Percentage	
	Yes	No	Yes	No
Village cleanliness	17	18	69	32

In 68 per cent of the schools the teachers and the children helped in keeping the community clean, and in 32 per cent of the primary schools the teachers and children were not interested to help in keeping the community clean. It shows that people were more interested in community cleanliness.

Out of the 25 schools studied, in 19 schools the teachers and the children participated in community festivals like Hariyannan thiruvishu, Kavadi Attam and other community festivals. In those celebrations, the teachers and students helped to make garlands, collecting donations from the community people and organising dramatisation.

From the study it is clear that 20 out of 25 schools selected having Parent - Teacher Association programme and only 5 schools were not having Parent Teacher Association.

In 79 schools the head of the Parent - Teacher Association was the Village President and in 7 Schools the Mahalir Mandram Convenor was the head of the Parent-Teacher Association.

Table XIII shows the frequency of time schedule for Parent - Teacher Association Meeting.

TABLE XIII

TIME SCHEDULE FOR PARENT - TEACHER ASSOCIATION MEETING

Parent Teacher Meeting	Number of Schools	Percentage
Weekly	1	4
Monthly	12	49
Yearly	10	40
Some times	1	4

The above table depicts that only 49 per cent of the schools organising Parent - Teacher - Association had meetings monthly only 4 per cent of the schools conducting Parent - Teacher - Association had meetings once in a week and 40 per cent of the schools organising Parent Teacher Association had meetings once a year and 4 per cent of the schools organising Parent-Teacher-Association had meetings sometimes regarding their needs.

The Headmaster of the selected schools mentioned the following points as the topic for their discussion in Parent - Teacher-Association Meetings.

1. School improvement
2. Parents' views on the existing educational system in the school.
3. Present condition of the school
4. School enrolment and attendance,
- and 5. Problems of the children.

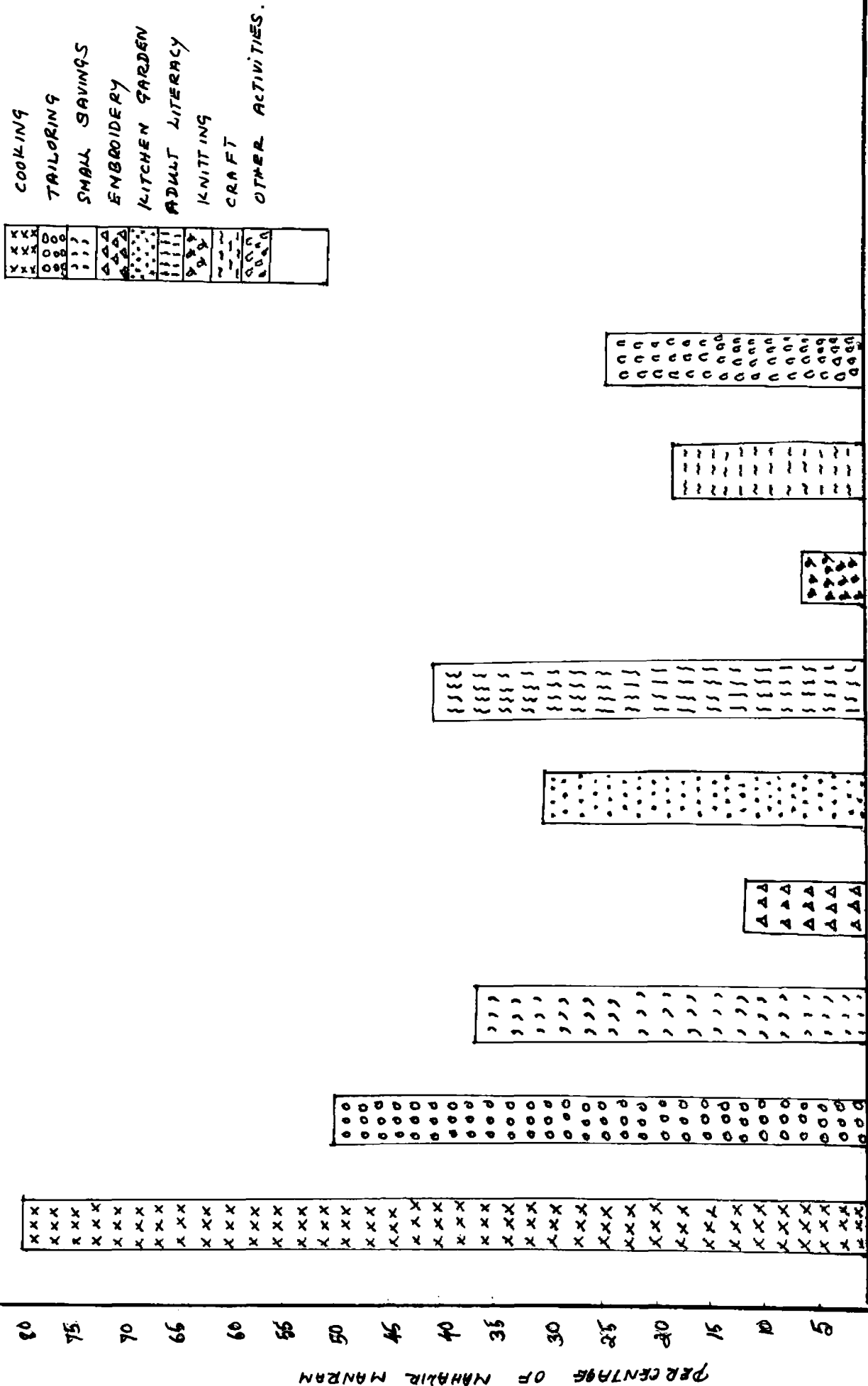
From the study it was found out that 76 per cent of the villages had Mahalir Manrams and only 24 per cent of the villages did not have Mahalir Manrams.

The data revealed that none of the school teachers and students participate in the Mahalir Manram activities.

Table XIV illustrates the types of activities taught in the Mahalir Manrams. Figure 3.

FIG - 8

BAR DIAGRAM GIVES THE NUMBER OF MAHALIR MANDRAMS PARTICIPATING IN VARIOUS ACTIVITIES.



ACTIVITIES OF THE MAHALIR MANDRAMS.

TABLE XIV
ACTIVITIES CONDUCTED BY THE MAHALIX MANDRAMS

S.No.	Activities	Number of Mahalix Mandrams	Percentage
1.	Cooking	20	50
2.	Tailoring	10	50
3.	Small Savings	7	35
4.	Embroidery	3	15
5.	Kitchen garden	6	30
6.	Adult literacy	8	40
7.	Knitting	1	5
8.	Craft	4	20
9.	Other activities	5	25

From the table it was clear that cooking was the most favourite item for the members in Mahalix Mandrams followed by tailoring. Cooking and tailoring were the main activities. Among the other activities, small savings scheme was organised in 35 per cent of the Mahalix Mandrams. Fifteen per cent of the Mahalix Mandrams taught embroidery work. Forty per cent and 30 per cent of the Mahalix Mandrams organise, Adult literacy classes and kitchen garden work respectively.

FIG - 9



THE VIEW OF THE VILLAGE

For all the problems in the school, the Headmasters had to approach the Panchayat President of the village. It is discouraging to note that majority of the schools were in need of one or two class rooms for taking classes in a comfortable way. Forty per cent of the schools having only one section for each standard because, of the lack of classes and inadequate teachers and also due to inadequate teaching facilities. The schools need play equipment and teaching facilities. All the schools had mid-day meal scheme and the parents were not contributing any help to the mid-day meals. All the schools have been organising the following programmes like school kitchen garden, Adult literacy classes, Parent Teacher Association, library, mid-day meal scheme and childrens participation in community. All these programmes are functioning in a better way with the help of school teachers, students and the community people.

Information given by the Community people regarding schools:

Based on these survey findings, the investigator developed and administered interview schedule to interview the heads of the families of the villages in order to know the awareness of school and its role in the community. The school selected for the study is belonging to the different Panchayat Union. Figure 9.

Out of 125 families 78.4 per cent have enroled their children were not attending the village school.

Table XV gives the details regarding the number of children taking school lunch.

TABLE XV
NUMBER OF CHILDREN TAKING SCHOOL LUNCH

Yes		No	
Number	Percentage	Number	Percentage
74	59.2	51	40.8

It could be seen from the table that 59.2 per cent of children studying in the schools were taking mid-day meals in the school as the people in the villages are poor. It was also encouraging to note that majority of the villagers (60 per cent) were aware of the foods provided in the school meal programme. The villagers suggested that no contribution was made by them towards the mid-day meals programme.

It is observed from the study that 68 per cent of the people were not aware of the number of teachers working in the school. Only 32 per cent of the people were aware of the number of teachers working in these schools.

The following table gives the details of people's participation in Parent-Teacher-Association Programme.

FIG - 69

BAR DIAGRAM SHOWS THE PARTICIPATION OF SCHOOLS IN DIFFERENT ACTIVITIES.

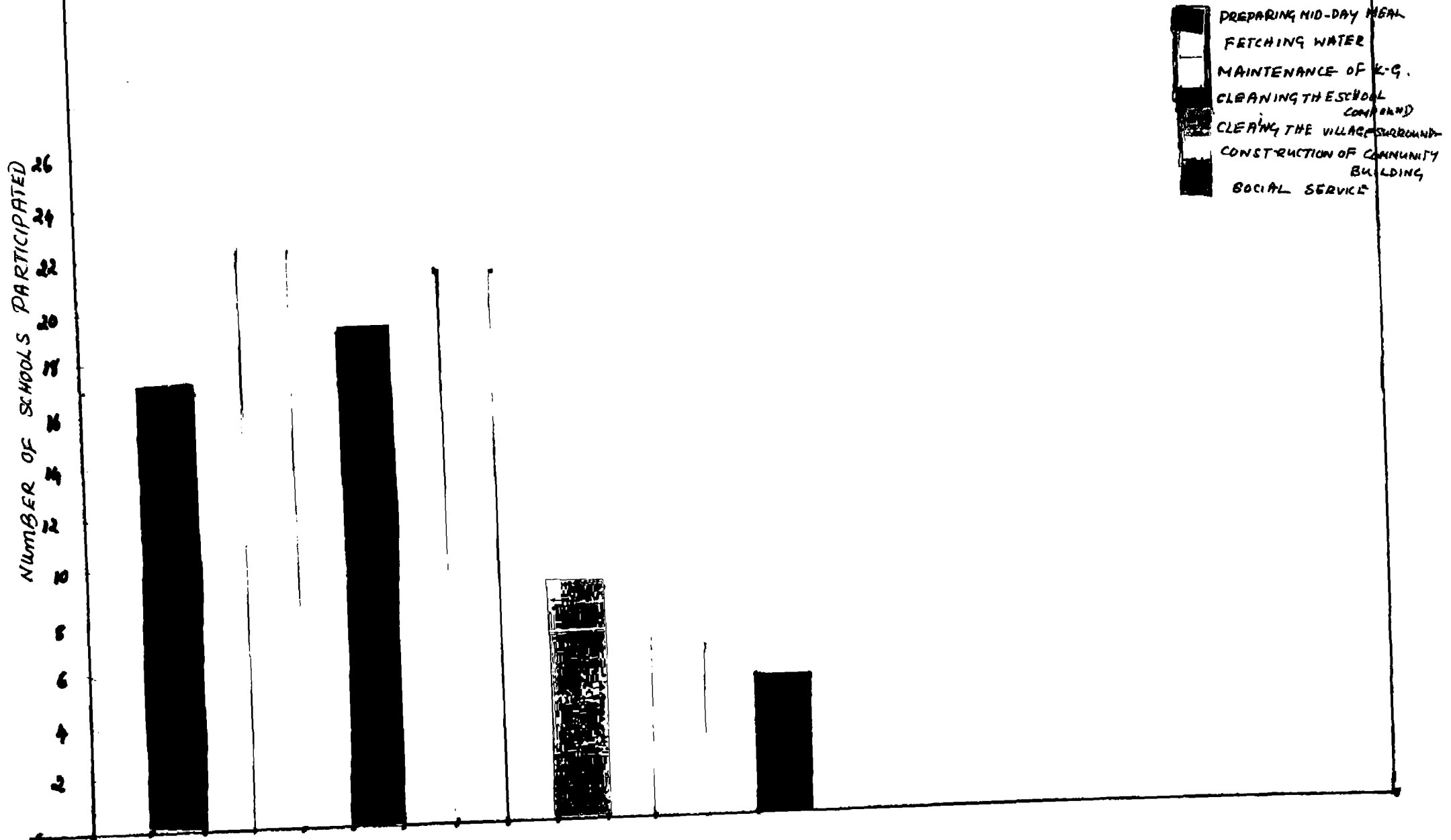


TABLE XVI

PEOPLES PARTICIPATION IN THE PARENT TEACHER ASSOCIATION PROGRAMME

Peoples participation in P.T.A.			
Yes		No	
Number	Percentage	Number	Percentage
40	32	95	68

It is revealed that only 32 per cent of the community people (parents) were the members in Parent-Teacher Association. Sixty eight per cent of the village people are not aware of the Parent Teacher Association and also they do not have interest to join the Parent Teacher Association.

Participation of the school in community improvement

Table XVII gives the details regarding the participation in the school activities. Figure 10.

Table XVII

TYPES OF ACTIVITIES DONE BY THE SCHOOL CHILDREN

Activities	No. of Schools
1. Preparation of Mid-day meals	17
2. Fetching water	22
3. Maintenance of Kitchen garden	19
4. Cleaning the School compound	21
5. Cleaning the village surroundings	9
6. Construction of community buildings	6
7. Social service	5
8. Conducting literacy classes	-

From the study it was found that in 17 schools, the children were participating in preparing mid-day meals and in 22 school the children bringing water to the school for drinking and washing purposes. In 19 of the schools the children had taken the responsibility of maintaining the school kitchen garden. In 21 out of 25 schools studied the children clean the surroundings of the school. It is discouraging that only 9 of the schools participate in cleaning the village surroundings. In 6 schools the children participated in construction of community buildings like, Mahalir Mandirams, bus-stand and youth clubs. Only 5 of the primary school organising social service scheme. None of the schools, the children took the responsibility of taking adult literacy classes.

Types of motivation given by the parents and teachers to involve the children in school and community activities.

In 49 per cent of the villages, the family members motivated their children to participate in school and community activities by distributing prizes and 69 per cent of the family members motivated their children to participate in school and community activities by appreciating the children. (Figure 19).

Number of adults participated in adult literacy classes were discussed in the table XVIII.

TABLE XVIII

NUMBER OF ADULTS ATTENDING LITERACY CLASSES

Yes		No	
Number	Percentage	Number	Percentage
35	28	90	72

Out of 125 families interviewed in twenty five villages, only 28 per cent of the adults were attending literacy classes.

Table XIX gives the reasons for not attending literacy classes.

TABLE XIX
REASONS FOR NOT ATTENDING LITERACY CLASSES

Reasons	Number mentioned	Percentage
1. Lack of time	92	65.6
2. Due to shyness	26	20.8
3. Not interested	110	99
4. The place is far from the house	30	24
5. Time of Adult Education Classes is not convenient	15	12

Sixty six per cent of the adults in the Communities were not attending, literacy classes due to lack of time and 62 per cent of the adults have to look after the family. 21 per cent of the adults were not attending literacy classes due to shyness and the majority 99 per cent of the adults were not interested in attending literacy classes. Twenty four per cent of the adults were not attending literacy classes due to long distance between the house and the school. Fifteen per cent of the adults told the time is inconvenient for them.

Table XI gives the details of the activities conducted in adult education classes.

Table XI

PROGRAMMES OF ADULT EDUCATION CLASSES

Types of Activities	Number of literacy classes involved	Percentage
1. To read and write	17	63
2. Nutrition education	13	52
3. Savings	7	28
4. School enrolment drive	6	24
5. Songs	20	90
6. Health education	11	44
7. Family planning	3	12

In 63 per cent of the literacy classes they were taught how to read and write and in 52 per cent of the literacy classes they taught Nutrition education. In 28 per cent of the classes the subject taught for the adults were savings and 90 per cent of the adult literacy classes, they were taught family planning.

The heads of the families were asked to suggest the ways to make the school to improve the community. The suggestions given by them are stated in the following table.

TABLE XXI

SUGGESTIONS GIVEN BY THE PEOPLE TO IMPROVE THE COMMUNITY

Suggestions	Number mentioned	Percentage
1. Help for the old age people	90	72
2. Look after the ill people	90	40
3. Conduct adult literacy classes in their own houses	10	8
4. Conducting parent teacher classes	8	64
5. Organising school functions	110	93
6. Arranging film shows	125	100
7. Arranging an exhibition	102	40.5
8. Distribution of good seeds to raise community garden by the school	93	78.4
9. Solving the problems of the people	65	52
10. Maintaining the roads neat and tidy	90	72

Hundred per cent of the community people in all the villages suggest, arranging film shows about the rural department, and importance of education can be one of the ways in which the school can improve the community, which is also a recreation for them. Eighty eight per cent of the community people suggest to organise more of school functions so as to improve the community by giving opportunity to participate in school functions. Seventy two per cent of the people suggest by maintaining the roads neat and tidy school can improve the community.

FIG-11



THE SCHOOL CHILDREN CLEANING,
THE VILLAGE SURROUNDINGS

There are certain problems arising between the school and community. They are:

1. Inadequate help from the government to improve the school and community facilities.
2. Teachers suggested they received inadequate help from the community.
3. School teachers suggested that it is not possible for them to get help from the community at certain times.
4. Community suggests that it is not possible to get teachers help at certain times.
5. No time for teachers to teach the community
6. Community people are not interested in attending school functions because of their poor socio-economic conditions.
7. Lack of co-operation and participation of parents to organise a school improvement committee.

Suggestions to overcome the problems

1. Timely and regular grants from the government is necessary.
2. Alerting parents to give donations in the beginning of the year and timely help from the community is needed.
3. Children and teachers should work together in the school improvement and community welfare.
4. Making the parents realize the importance of school and community relationship.
5. Organising meetings for parents and teachers.
6. Forming parent-teacher Association and arranging regular meetings.
7. The time should be allotted by the by the teachers to do social work.

V SUMMARY AND CONCLUSION

The Chapter deals with the summary of the findings of the study conducted on "The Role of Primary Schools in Improving the Community".

The hundred and fifty samples were interviewed for the study. Twenty five primary schools were selected to realise the background of the village school and the community in Coimbatore District. The schools selected were belonging to the various Panchayat Unions. Also 125 Village people were interviewed to assess the "relationship existing between the school and the community" and the role of Primary schools in improving the community.

The data indicated that the relationship between the school and the community were neither poor nor so better.

1. The teacher pupil ratio in the schools were not satisfactory.
2. Sixty per cent of the schools were run without proper teaching aids and playing equipments.
3. The primary schools have not adequate class rooms to educate the school children.

4. The majority of the rural primary schools had organised school lunch programmes for the children.
5. For preparation of mid day meal all the schools were having school lunch kitchens.
- 6.. Twenty out of 25 schools studied were maintaining kitchen gardens, and they cultivated varieties of vegetables which were used by pupils, teachers and local people of the villages.
7. The problems pertaining to the school gardens were numerous encompassing insufficiency of water, inadequacy of cultivable space, seeds, pesticides and manual work.
8. Almost 20 schools organised Adult Education classes for the illiterates in the village, to increase the education of the population.
9. The number of adults attending adult education classes were not satisfactory.
10. The teachers began to feel about the need for their participation in the festivals celebrated by the community, and the teachers and school children took greater interest in helping to organise community festivals, cleaning the roads, controlling the traffic providing drinking water to the public etc.

11. Eight per cent of the community people had contributed teaching aids and other materials to the school namely, maps, charts, posters, books for the library, radio, and vessels for preparing mid-day meals, cub-board etc.
12. Mid -day meal programme is running in a successful manner. Eighty per cent of the children are participating in mid day meal in almost all primary schools.
13. Considering the school building all the rural primary schools were constructed without proper plan and the buildings are poorly constructed. In few schools the class rooms and other school surroundings were not clean and are in unhygienic condition.

Suggestions given by the people to improve the community by the School:

1. The time should be allotted by the teachers to do social work.
2. Organising meetings for parents and teachers.
3. Arranging programmes like exhibition, film show and maintaining the village streets neat and tidy by the school children.
4. Imparting Nutrition education to the children as well as to the parents or home-makers.

5. The village people expected to attend certain other programmes for the community development by the school children are:

Small Savings Scheme, Family Planning Programme, sale of flags, sale of T.B. tablets books as well as other handicraft materials made by the children and teachers.

Suggestions for further improvement:

1. To develop village school as an effective institution capable of playing an important role in the village development, the village teacher needs to be trained, better paid, better housed and improved to a social position so that he is respected in the village society.
2. The people must be persuaded to attend the Adult education Classes.
3. A law can be passed, prohibiting people from employ the children below the age of fourteen either in rural or urban areas.
4. Teachers must create public opinion, regarding the importance of education.
5. School kitchen garden should be cultivated for imparting knowledge in food products, encourage home gardens and improve the image of agriculture.

6. Involving local leaders in school functions and celebrations.

The teachers must be encouraged to activate the teaching making use of the locally available resources with the active involvement of the people, gardens etc.

Conclusion

Education tends to increase the gulf between the unlettered and the lettered instead of bringing them both together. An educated village child becomes an alien in his own environment. Instead of integrating the individual with his own community, education alienates him from his surroundings.

The school and the community should work in Unison. The knowledge that the village people have should be utilised by the school. Children should be taken to the farms where the farmer can teach them all about agriculture. If there is such understanding between the school and the community, both will develop remarkably well. It is not necessary to keep the children at school for six hours or more. More does not mean much. Fewer hours, and more practical work will liberate children from boredom which is the order of the day. Hence there should be good relationship between the school and the outside community in order to awaken the society and work for each other's benefit in all ways.

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APPENDICES

APPENDIX I

Questionnaire to elicit the information regarding the role of primary schools in improving the Community

1. பேட்டி எடுப்பாளர் பெயர்:
2. பேட்டி எடுத்த இடம் பெயர்:
3. பக்கம் பெயர் :
4. இந்த பக்கத்தில் எந்த பங்களிப்புகள் செய்துள்ளீர்கள்?
5. பக்கத்தில் எந்த அமைப்புகள் உள்ளன?
6. பக்கத்தில் எந்த அமைப்புகள் உள்ளன?
7. பொதுமக்கள் தரவு அமைப்புகள் உள்ளன?
8. எந்த அமைப்புகள் உள்ளன?
9. பொதுமக்கள் தரவு அமைப்புகள் இயங்கி உள்ளன?

ஆம் [] இல்லை []

10. எந்த அமைப்புகள் இந்த கிராமத்தில் சேவை செய்துள்ளன?
11. பொதுமக்கள் தரவு அமைப்புகள் பொதுமக்கள் நலன்களை மேம்படுத்த உள்ளன?

12. ஆம் [] இல்லை [] க்கான?

12. பொதுமக்கள் தரவு அமைப்புகள் உள்ளன?

ஆம் [] இல்லை []

இல்லை என்றால் காரணம் என்ன?

13. அமைப்புகள் கிராம மக்களால் நலன்களை மேம்படுத்த உள்ளன?

இல்லை [] ஆம் []

14. கிராம மக்கள் சேவை அமைப்புகள் பொதுமக்கள் நலன்களை மேம்படுத்த உள்ளன?

ஆம் [] இல்லை [] க்கான?

15. பக்கத்தில் உள்ள அமைப்புகள் சேவை உள்ளன?

16. பக்கத்தில் உள்ள அமைப்புகள் சேவை உள்ளன?

17. உலகு எதிரல்,

மதிய உலவுத்திட்டத்தில் எந்த லைபேரி உடனடிக்க?

18. மதிய உலவுத்திட்டத்தை கிராம மக்களிடம் நம்பிக்கை பெறக்கூடுமா?

19. ஆம் [] இல்லை []

19. மதிய உலவுத்திட்டத்தை சமயமற்ற உடனடிக்க?

உலகு [] இல்லை []

20. உலகு எதிரல் பாராதி கட்டிடக் கட்டுக்கப்பட்டது.

21. சந்தையு பற்றி முத்தககட்டு விவகலக்கூடுமா?

22. மதிய உலவுத்திட்டத்தில் பெரிய மக்கள் தங்களை கண்காணிக்கமா?

ஆம் [] இல்லை []

23. பதினெட்டு நேரட்டல் உடனடிக்க?

24. நேரட்டத்தில் மதிப்பு தரும் வேலை தாமதப்படுகிறதா?

25. பதினெட்டு நேரட்டத்தில் எதிர்மதிப்பு காணக்கூடுமா பரிந்துரைக்கிறீர்கள்?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

26. நேரட்டத்தில் தன கட்டிடம் காணக்கூடுமா என்ன சொல்லுகிறீர்கள்?

27. விவகலம் இது பதினெட்டு கண்காணக்கூடுமா?

28. தனிவிவகலம் கிராம மக்களிடம் தங்களை கண்காணிக்கமா?

ஆம் [] இல்லை []

29. பதினெட்டு நேரட்டத்தில் கட்டிட நடத்தக்கூடுமா?

ஆம் [] இல்லை []

30. பாராதி நடத்தப்படுகிறதா?

31. இந்த முறையான கட்டிட விவகலம் எந்த முறையில் துரித லைபேரிக்கூடுமா?

32. எவ்வாறு பேர் எடுக்கிறீர்கள்?
33. தங்களுடைய முற்போக்கியக் கொள்கைகளை எப்படி எதிர்ப்பு எடுக்கிறீர்கள்?
34. எந்தெந்த தரக்கட்சிகள் எதிர்ப்புகள் நடத்தியிருக்கின்றன?
35. முற்போக்கியக் கொள்கைகளை நடத்தும்படியாகப் பத்திரிகை வெளியிடுகிறீர்களா?
 ஆம் இல்லை
36. பத்திரிகை தரக்கட்சிகள் எவ்வாறு இயங்குகின்றன?
37. தரக்கட்சிகளில் திரும்பும் மக்கள் பங்கு எடுக்கிறீர்களா?
 ஆம் இல்லை
38. பத்திரிகையாளர்கள் மக்களிடம் திரும்பும் மக்களிடமிருந்து தகவல்களை எடுக்கிறீர்களா?
39. பத்திரிகையாளர்கள், மக்களிடம் திரும்பும் மக்களிடமிருந்து தகவல்களை எடுக்கிறீர்களா?
 ஆம் இல்லை
40. பத்திரிகையாளர்கள் மக்களிடமிருந்து தகவல்களை எடுக்கிறீர்களா? எப்படி?
41. பத்திரிகையாளர்கள் மக்களிடமிருந்து தகவல்களை எடுக்கிறீர்களா? எப்படி?
42. பத்திரிகையாளர்கள் மக்களிடமிருந்து தகவல்களை எடுக்கிறீர்களா? எப்படி?
43. தங்களுடைய தகவல்களை மக்களிடமிருந்து எப்படி எடுக்கிறீர்கள்?
44. தங்களுடைய தகவல்களை மக்களிடமிருந்து எப்படி எடுக்கிறீர்கள்?
45. மக்களிடமிருந்து தகவல்களை எடுக்கிறீர்களா?
 ஆம் இல்லை
46. தங்களுடைய தகவல்களை மக்களிடமிருந்து எப்படி எடுக்கிறீர்கள்?
 1.
 2.
 3.
 4.
 5.

