

**STRENGTHENING THE SCHOOL - COMMUNITY
RELATIONSHIP IN A RURAL AREA**

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CHAPTER I

INTRODUCTION

A community is a group of people, who live in a geographical area and have interest in each other for the purpose of making a living, Dahama, (1973). Community is the total organisation of social life within a limited area. Thus to deserve the name of community, the area of living must be somewhat distinguished from other areas and the common life of that area should have some characteristics of its own, Sachdeva and Gupta (1974).

Ryburn (1946) feels that there must be a vital connection between the school and the community. All the possibilities of connecting the school life with the community life be explored and the child fully prepared to take his rightful place in the community. Curriculum, methods of teaching, school building, library and the experience of the teachers are the various tools to link the school with the Community.

School is a society in miniature. It must be brought out of its isolation and connected with all the nobler, and the worthier aspects of the life of the community. Knowledge

gained in the school must be linked with the life of the Community, Saiyidain (1962). The word for school in most Western tongues stems directly from the old Greek word, *σχολή* meaning as leisure, Singh (1962). Schools should be radiating centres of influence on the community and no education can be considered successful, if it does not lead to better communities, Shrimali (1952). The school was a knowledgeshop and the teachers information mongers, Aggarwal, (1967).

The school has its roots in the community. Drawing its support from the community, the school should be able to make the community better, Shrimali (1952). Our rural schools cannot function effectively without the help of rural community. These schools lack well maintained buildings and playgrounds, essential educational equipment, agricultural farms and suitable teacher's quarters. Moreover a rural school can considerably improve its methods and content of education with necessary aid from the community. Mohsini, (1973). School is a social institution set up by the community, to serve its ends. It is charged by the community with the duty of training and bringing up the students so that they may be able to take part effectively, harmoniously and efficiently in the group to which they belong, Aggarwal, (1967).

The school is a place where youngsters receive training for being worthy members of society; where they participate in those activities and programmes which are vitally related

to the social life outside. Such gainful activities and participation in them prepare and equip them for enriching the life of the society, Gaiind D.N. & Sharma R.P.(1968).

According to Crow and Crow (1960) the rural education begins and continues in the home. The first institution which has responsibilities for education of the child is home, Gaiind and Sharma (1968). The home is the unit of society. From it stem, the attitude and behaviour habits that set the pattern for social developments and adjustment, Crow and Crow (1962). In modern times, a great emphasis is laid on close relationships between home and school. The reason is that without the co-operation of home, the school cannot function effectively, Gaiind and Sharma (1968).

A modern school can utilize the community resources for increasing its instructional efficiency. It should be realised that during recent years a progressive school cannot hold itself all off from the home and community living in ivory towers of past glories, Mukerji, S.N. (1963).

Home and School both have to play a vital role in ensuring better future for the children today and in helping them to become responsible citizens of tom^oarrow. It is in homes and schools that children learn the lessons of life,

acquire skills and attitudes, imbibe values and beliefs and develop their understanding and comprehensions. The condition and environment of the neighbourhood and the Community, in which the children spend their leisure time, also have great influence on their growth and development. This makes the task of upbringing and educating the children a completed one. Parents and teachers who must be equally interested in healthy growth of the children can perform their responsibilities better if they come together and co-operate with each other, Mohsini, (1973). The school and community are inseparable factors in democratic planning and living, Gaiind and Sharma (1966).

A Parent-Teacher Association (P.T.A.) is one of the most effective means of promoting close relationship between the home and the school. Mohsini (1973) points out that the Parent Teacher Association provides opportunity for both parents and teachers to understand each other's role, to have agreed views on problems and needs of children and to develop a joint programme of solving these problems. P.T.A. can utilize the school buildings after school hours as a meeting ground and can serve many a useful purpose for the enlightenment and recreation of children as well as adults,

Shiela Gujural, (1976). The PTA also seeks to reinforce the school programmes. In some of our States it has contributed a good deal in arranging midday meals for the school children, Mohsini (1973).

The countrywide programme of Community Development and National Extension Service recognized that the village schools could make great contribution as instruments of social change and development. In a rural setting, P.T.A. has to play an important role to bring about a situation where school comes to the help of the community and community helps the school. P.T.A. working in a village school can become a great educative force, dispel the feelings of interest and helplessness and open ^{the} and door for a better life for our rural people.

Hence the investigator has made an attempt to:

- a. Strengthen the school-community relationship through a well organised and well constituted bodies of Parent-Teacher Association, there funds to be raised to construct community assets like school lunch kitchen, urinal, water tank, fencing around the school, raising the school garden and laying of roads and educate the parents and children on nutrition, health and family planning.
- b. Make the community to realise the need for community assets by eliciting local participation in the form of kind, cash and labour.

CHAPTER II

REVIEW OF LITERATURE

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

1. Need for School Community Relationships.
2. Effects of good School-Community Relationships.
3. Impact of School-Community Relationship.
4. Benefits ~~accrued~~ because of good school-community relationship.

Need for School-Community Relationship:

"Education obtains its full meaning and validity only when it focuses attention on the needs, welfare and the rural prosperity of the entire community, and not merely on a section of it and still less on an individual alone" (Ayesha Jacob, 1976).

According to Shrimali (1958) , Education becomes an instrument for initiating the changes due to economic and social forces in the world and the school should serve as an agency for promoting them.

The role of education imparted in schools as defined by the Education Commission (1966) "is to help pupils meet the various needs and demands in society".

According to Siddheshwar, (1976), "there are about 5.67 lakhs villages in the country as per 1971 census. During 1973-74 a total of 10,907 education institutions got affiliated to the state Association. "Of this 9074 were primary and middle schools", (Annual Report of National P.T.A. of India, 1973-74). According to the 1971 census of India there are 228 million children up to the age of 14 years, (Amita verma, 1968).

Importance of Children:

"Children are the wealth and responsibility of not only the parent, but also of the nation, Therefore, no Community can be oblivious to the needs of its children, Since children grow in the atmosphere which is conducive to healthy growth of children". (Krishna Iyer, 1965). According to Venkatesalu, (1964) "The home and family, the neighbourhood, play fields, religious and social institutions, the gang, the shopping centre and even the crowd have their impact on the development of child".

Children are the wealth of the nation, the quality of their life within the family will determine the personality and status of the nation and influence its aspirations (Rajammal P. Devadas, 1970).

Children are the citizens, leaders and statesmen of the

future, their health and happiness constitute the welfare of the nation (Dahstagant et al, 1970).

Importance of School:

A "people's school" must obviously be based on the people's needs and problems. Its curriculum should be an epitome of their life. It should reflect all that is significant and characteristic in the life of the community in its natural settings", K.G.Saiyadain, (1967).

All children need enriched environment which can supplement the home and provide them with necessary experiences with companionship and can thus ensure their optimum growth and development. In our country there is an urgent need to establish the large number of institutions to cater to the needs of children especially in rural areas and in urban areas, Rayni, (1972).

Functions of School:

According to Robert J. Havighurst, Bernice, L. Neugarten, Boston Allyn and Bacon, (1960) viewed that the school system performs two essential functions. First, by interpreting and transmitting the values of society and by helping children to take their places as participating members. The school has the function of inducing the child into

his society. Second by promoting the ideals of the society and by helping children to make their maximum contributions to the community the school has the function of improving the society".

According to Aggarwal, (1967) the function of school was to transmit the social heritage of the community. It began to teach children those things which were necessary. In other words it began to impart them knowledge.

The modern sociological view of education postulates "that the school should provide opportunities to the students to participate in social service, in health campaigns and other public activities possessing educative significance".

India is a village country, the rural schools have an important duty to the nation. Rural uplift is the only solution if we want to see India standing in the row of all advanced countries. The Community Development projects and National Extension Service Schemes have in view the object of making our villages pulsate with life as in the old days and not continue to decay as at present.

The school exerts two types of influence on the community. The first type is the day-to-day influence of the school on its pupils. This influence ultimately leads to the strengthening of the community in terms of producing a better

generation. In order to enable the schools to perform this two-fold functions, the community should give its entire support to the schools.

Importance of Home and Society:

"The home is the first school for the child. The character of children is moulded by the parents through their upbringing and expectations, Shukla, (1966).

Shukla (1966) claim that the family is the seed-bed of personality helping a child to develop into a social human being.

Children are moulded for life by the early training they receive in the home, where it provides the opportunities for developing the right type of emotional, moral and spiritual traits, Bai (1971).

The family provides the child with his biological and social heritage. Through his parents he receives his biological inheritance which sets his potentialities (Parveen et al, 1970).

Welfare of the child and the family are intertwined. The family as a social institution provides the required

atmosphere, affection, security and other facilities of the growth to the child as a social being. The stability and continuity of the family lies in the welfare of the child. In fact the foundation of the family well-being is laid in the early conditions of the child as accepting usefulness of the family, Nanavathi, (1970).

Family plays a prominent role in the socialisation of the child which starts from the day the child is born. Parents are the conveyers of culture. The attitudes, values and prejudices which shape the human personality are mainly and firstly acquired by the child through the parents (Vijayakumar, 1970).

The family is the primary social institution for the care and protection of the child and that additional supports need to be provided to enable the family to fulfil its obligations in terms of nutrition, health, education, care and social wellbeing of the child and that the state has to take cognizance of the critical situation and given an overriding priority to measures for the development and welfare of the children (Nanavathi, 1970).

Effects of Good School - Community Relationship:

According to Sulu, A.W. (1974) Home has always intended to be a source of inspiration and strength for parents and children alike. The growing complexity of our society has steadily pulled our homes and schools away from each other. Unfortunately the distance has grown at the time when our swiftly changing world had made new demands on education. This gap has widened although the chance exists to capitalise on exciting new facts about children's growth, development and learning.

Home and school must rebuild their unity. The school should not develop a programme in isolation. The teacher should not work with children alone. Home and school must supplement each other. They must make a consistent impact. The teacher should be a skilled team worker in constant touch with his co-educators in the home.

Adiseshiah (1975) observed in his study that the non-existing relationship between the three parties-teachers, parents and students seems formalised on unessential matters. As between teachers and parents, there is a lot of discussion and activity on what we call school improvement programmes, better libraries, laboratories, play grounds and building. All these are useful and desirable, but they are only so, if what is being provided in the school is real education.

Ryburn(1946) describes "the relationship between the school and the Community in these words, "There must be a vital connection between the school, which is the corporate life of pupils and teachers and the community. Otherwise the school can never succeed in its aim of enabling its pupils to go out and to face society and make necessary adjustments or can it, as a corporate body, even have the vital influence on the community which it ought to have".

Impact of School-Community Relationship:

Shantikabir, (1975) states that the Parent Teacher Association can be a potent instrument for social change as well as of economic prosperity. This is an Association which is supposed to work with every school in every part of the country in villages, towns and cities and get co-operation of the people from the grass roots, because the parents are the primary members of the community, and each home and family the unit of the nation. By working together with the teachers as full and equal members of the Parent Teacher Association of the school in which their children are studying, a certain sense of dignity and self respect comes to each member. Even the meanest of them get enthused with the desire to contribute whatever they can to make a success of the exiting process of education in which they have been involved. The meetings and discussions in the Parent

Teacher Association of a given locality either urban or rural will act as a ferment which will gradually lead to united action for a better future.

Thiru Sundaravadivelu said that the great success of the midday meal scheme in Tamil Nadu, 17 lakhs of children benefited from this and this had been possible through the active support of the parent-teacher Association (Summarised Report, 6th national P.T. convention, Madras, 1975).

Mr. D.P. Nayar of the Planning Commission who dealt with the need for functioning of Parent Teacher Association at the primary level. He brought out the implied importance of organised parent teacher co-operation, namely PTAS. These Associations are means of "Mass involvement" and popular participation in the field of education. In addition, Parent Teacher Association form a link with the community and so make education life-centred. Then again, co-operation between parents and teachers lead to considerable "resource mobilisation". In other words together, the two groups can achieve much more than either could on their own. Dr. Nayar was of the opinion that while the precise organisation of Parent Teacher Associations could be devised according to the administrative set-up and social structure of the area, yet it was necessary for PTAS at the primary level to be linked both with the Educational Administration and the hierarchy

of the Parent Teacher Association organisation. This is essential providing individual Parent Teacher Associations with effective guidance, encouragement and financial help, which should be rendered unobtrusively.

Dr. S.K. Mitra of NCERT who presided over on "the PTA for pre-school and primary education and the role of the education department" said that at the primary school level, there is poor enrolment and a 60% dropout by the age of 10. To combat this, voluntary organizations like the Parent Teacher Associations can help in motivating parents. They can create interest in children by demonstrating how school work can be made interesting and useful for better living conditions and school buildings themselves be made clean and attractive. Moshini (1975) mentioned the influence of home, school and neighbour in shaping attitudes and developing skills in children. This can be done with better results, if parents and teachers work together for the good of the child, through Parent Teacher Association. This has greater significance in our rural set-up because of parental ignorance and illiteracy and the handicaps of rural neighbourhoods.

The 2nd Asian symposium on P.T.A. held at Madras in 1973 concluded that the role of Parent Teacher Associations in rural communities is four fold. The first function relates to the rural school itself. Parent Teacher Association must

discover and utilize the resources—financial, material and cultural that are available in rural areas for the betterment of the school. The village folk must feel involved in the life of the school. The second function of Parent Teacher Association relates to parent education. Most parents, even in urban areas, do not know the developmental needs of children. This hampers them in understanding and rearing their young. Through parent Teacher Association effective educational programme can be organised including discussions, lectures and films. The third function is the promotion of child welfare services, which is an essential accompaniment of better education. These would include health services, nutrition programme and counselling and guidance facilities. Finally, rural Parent Teacher Associations in schools can be vital instruments of ^{Social} school change and development. The schools can become centres of community education for youth and adult in rural areas, by promoting educational, cultural and recreational activities for them (Report of 2nd Asian symposium 1973).

Research Studies Carried out are as follows:

Shanmugasundaram and Koil Pillai (1965) studied the working of the school meal programme in Coimbatore Municipal Elementary School - Separate questionnaires were administered to 20 teachers, 50 children and 20 parents. The investigators 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 and 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 of them wished that special remuneration to be paid for the services rendered by them.

Maduranayagam and Feroze (1967) conducted a research to find out the attitude of primary school teachers towards co-curricular and non-academic activities. A questionnaire and an attitude scale of Likert type were administered to 300 teachers employed in 33 primary schools of the educational district of Coimbatore. Some of the findings of the study related to school and community are useful for the ^{Present} parent study.

Teachers in the midday meal programme:

1. Though most of the teachers accept that providing midday meals at schools is a great service, teachers are dissatisfied with the actual working of the programme.
2. A large number of teachers feel that collecting donations from the Community for the scheme is nuisance.
3. Teachers find it difficult to maintain the accounts.

4. It was also felt by teachers that in a number of schools, facilities for cooking are inadequate and the community is not taking much interest in it.

Singh and Foorze (1967) conducted the study of the attitudes of Panchayat Presidents towards free compulsory education ~~on~~ based on interviews. The findings were:

- i. Almost all the Panchayat Presidents consider that:
 - a. Schools are situated conveniently for children to reach them easily.
 - b. Elementary education should be free.
 - c. Providing free education should be the responsibility of the State and Community.
- ii. A great majority of the presidents consider that:
 - a. The school improvement scheme has been successful.
 - b. Single teacher schools are not acceptable to them.
 - c. Defaulting parents should be penalized.
 - d. 60-70 per cent of parents are not aware of the fact that compulsory education is under implementation in the Panchayat Union and
 - e. The first and the only duty of the teacher is to teach children and not to involve himself in other activities of the Panchayat.

The post graduate students of Home Science Extension in Sri Avinashilingam Home Science College had been carrying on the Action Programme of establishing or strengthening the school-community relationship by selecting villages each year and evaluation of these Action Programmes shows that the community people and school teachers show keen interest in mutual relationship and it is found that good relationship between the school and community continues in those villages.

CHAPTER III

EXPERIMENTAL PROCEDURE

The village Vellamadai was selected by the investigator for her Action Programme. "Action Research is the term, now used to refer to Teacher Research and the man responsible for popularising this term, 'Action Research' in the field of education is Stephen Corey, Pasupathinathan (1973).

According to Sanders, "the programme development process has been defined as a continuous and co-operative activity, involving lay people and the Extension staff, in which problems are identified, objectives are set forth and action is taken to reach the objectives".

Vellamadai is situated 21 kms. away from Coimbatore in the Sarkar Samakkulam Panchayat Union. This village was selected for the following reasons:

1. On an enquiry conducted by the investigator with the Block personnel of the Sarkarsamakkulam and the people of different villages in the Sarkar Samakulam block, the investigator found that the school and community in the village, Vellamadai, were functioning independently, without much contact between them except when admitting the children in the school. The people and the teachers felt

that the school and the community should understand each other and benefit by this mutual relationship.

2. Sri Avinashilingam Home Science College for Women had been organising programmes in the village and thus had created a good rapport.

The investigator has chosen the interview schedule method, because it is easy to collect the data when it is compared to other methods. Interview is one of the chief means of collecting data in social research. It is an effective tool in the hands of the researcher, provided one knows how to use it properly so as to achieve the research objectives, (Rajammal P. Devadas, 1969).

"The interview is, in a sense, an oral type of questionnaire. Instead of writing the response, the subject or interviewee gives the needed information verbally in a face-to-face relationship", (John, 1963). Under this method the direct contact or the face-to face communication has been made between the investigator and the head of the family.

The study was confined to one village, Vellamadai which consisted of a total population of about 240 families and there were 5 teachers in the school. So it is easy to interview them and analyse the factors within a limited time. Again some Action Programmes were adopted making the school as a community centre for organising parent-teacher meetings,

cultural programmes, developing the activities of mahalir manrams, improving the nutrition and health status of the people, and strengthening the P.T.A., through which to improve the school facilities, such as construction of school lunch kitchen for cooking the school lunch, construction of urinal, raising the school garden and putting up the fencing around the school.

The period allotted for this study was one year. One interview schedule was prepared and administered to the heads of the families of the village.

The procedure for this study involved the following aspects.

1. Selection of area.
2. Selection of the sample.
3. Selection of the method.
4. Collection of data.
5. Results and discussion of the collected data.

1. Selection of area:

The village Vellamadaï which is situated 21 kms. away from Coimbatore, in the Sarkar Samakulam Panchayat Union was selected by the investigator for her study. In that village one elementary school and one high school were functioning.

2. Selection of the sample:

The heads of the families of the selected villages; Vellamadaï and the teachers of the school were the samples approached to gather data on the existing relationship between the school and the community, the total sample consisted of 240 families and 5 teachers in the village.

3. Selection of the method:

Interview schedule was used by the investigator for the collection of information from the villagers. It helps to get most reliable data enabling the investigator to conduct the programmes successfully.

"Observation is one of the important modes of acquiring knowledge in social as in physical sciences. The investigator is primarily a discoverer and his main sources of information is his own experience derived from observation and experiments., Gopal, (1964).

"Observation may be defined as the careful and systematic watching of facts as they occur in the course of nature", Adiseshiah, (1967).

The investigator used the observation method to find ^{the school community relationship and} the health and sanitation condition of the villagers and planned the action programmes in these areas in consultation with the community people and the school teachers (as given in Appenix I).

4. Collection of the data:

Separate questionnaires were prepared for villagers and teachers and administered to the village people and school teachers (The questionnaire ^{are} is appended as Appendix II and III).

5. Results and discussion of the collected data:

The results of the baseline data collected in the village are discussed under the headings and action programme planned on the basis of the data gathered are given below.

- A. Socio-economic background of the families in the village.
- B. Details of the school and the school teachers.
- C. Planning the action programme.
 1. Establishment of parent-teacher association.
 2. Strengthening the mahalir manram
 3. Construction of school lunch kitchen

4. Construction of water tank and raising the school garden.
5. Construction of urinal and putting up of fencing.
6. Partition of the class rooms.
7. Laying up of road in the village
8. Arranging a field trip
9. Conduct of nutrition and health education classes.
10. Initiating the kitchen garden in mahalir manram members' houses.
11. Organising of functions in the school
12. Organising exhibition

A. Socio-economic background of the families:

- a. Following tables discuss the family background of the villagers.

TABLE I
AGEWISE DISTRIBUTION OF THE FAMILIES

S.No.	Age wise distribution in years	Numbers of members		Total	Percentage
		Male	Female		
1.	Below 10	90	120	210	18.58
2.	11-20	130	125	255	22.56
3.	21-30	122	150	272	24.08
4.	31-40	109	52	161	14.25
5.	Above 41	136	96	232	20.53
		587	543	1130	100%

Out of the total population of 1130 in the village, 24.08 were belonging to the age group of above 21 to 30 years. 14.25% were belonging to the age group of above 31 to 40 years.

The following table discusses the castewise distribution of the families.

TABLE II
CASTEWISE DISTRIBUTION OF THE FAMILIES

S.No.	Categories	Number of families	Percentage
1.	Gounder	137	57.08
2.	Naidu	41	17.08
3.	Harijan	27	11.25
4.	Boyar	24	10.00
5.	Brahmin	4	1.67
6.	Others	4	1.67
7.	Asari	3	1.25
		240	100.00%

Among the total families of 240, majority of them (57.08%) were belonging to Gounders and 1.25% belonging to Asaries. Fig. I.

The table below shows the educational level of the families.

CASTENISE DISTRIBUTION OF THE FAMILIES

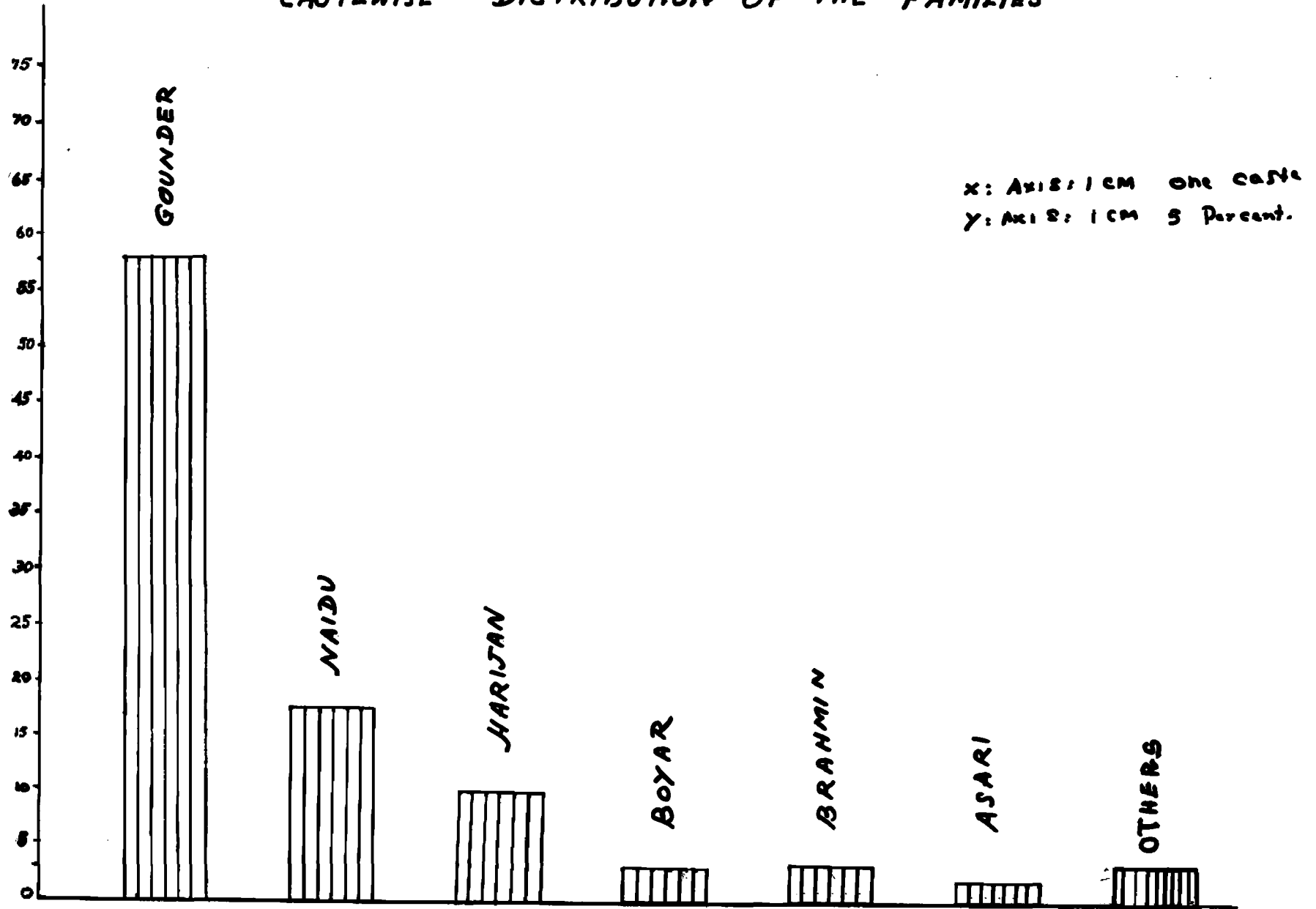


FIG: 1

TABLE III

EDUCATIONAL LEVEL OF THE FAMILIES

S.No.	Categories	No. of members	Percentage
1.	Illiterate	644	57.00
2.	Primary school	258	22.83
3.	High School	167	14.78
4.	College	61	5.39
		1130	100.00%

Out of the total population of 1130, 57% of them were illiterates. Very few of them (5.39%) had college education. Fig. 2.

Following table reveals the occupational status of the families.

TABLE IV

OCCUPATIONAL STATUS OF THE FAMILIES

S.No.	Type of work	Number of members	Percentage
1.	Coolies	62	25.83
2.	Agriculturalist	94	39.15
3.	Mill worker	43	17.91
4.	Workshop workers	32	13.33
5.	Teachers	9	3.79
		240	100.00%

OCCUPATIONAL STATUS OF THE FAMILIES.

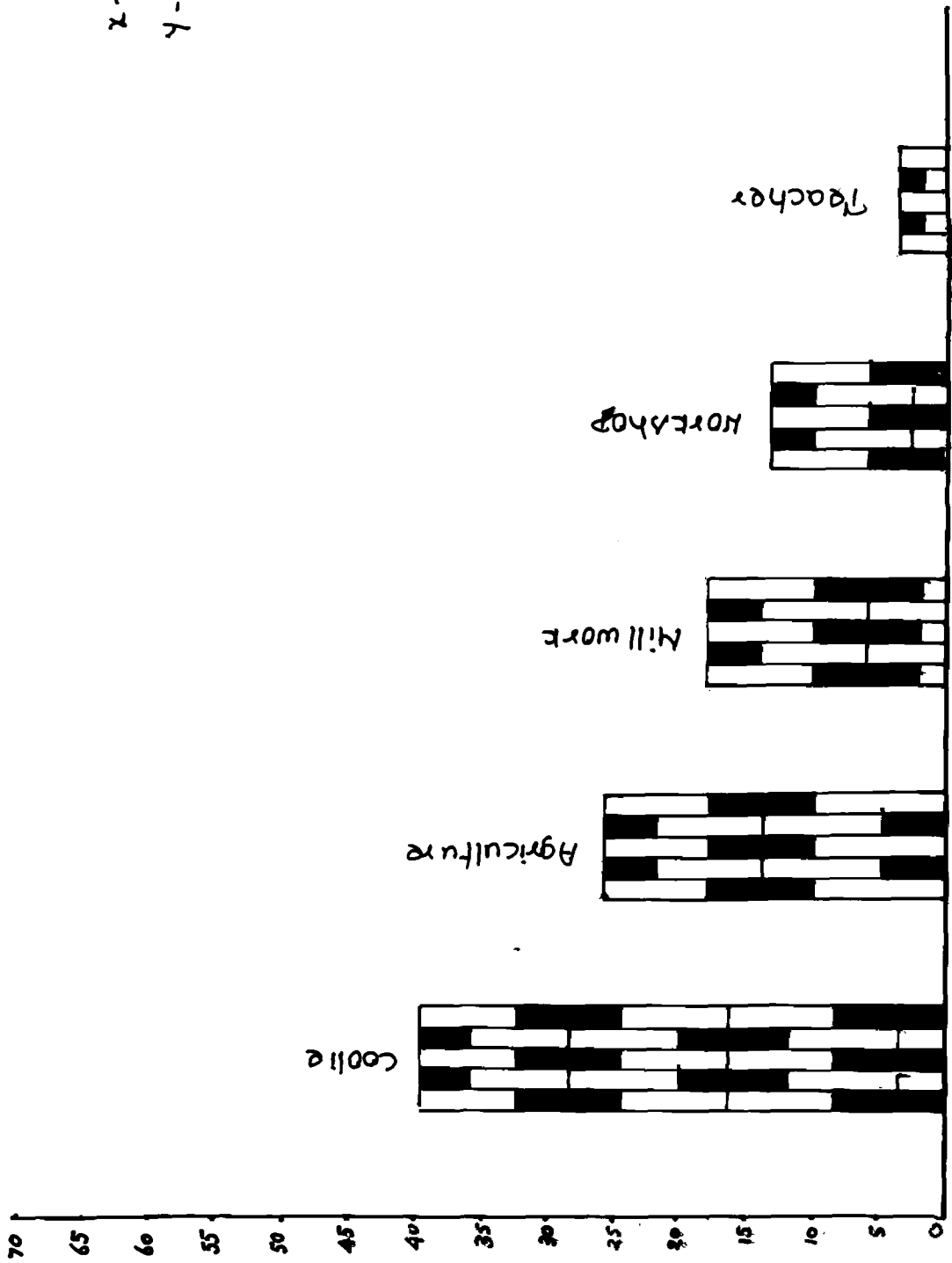


FIG. 2

SCALE

X-axis 1cm = 100000

Y-axis 1cm = 5 percent

39.15% were agriculturalist, only 3.39% of them were working as teachers in the same village and ^{the} nearby the villages. Fig. 3.

Following table shows the income level of the families.

TABLE V
INCOME LEVEL OF THE FAMILIES

S.No.	Categories Rs	Number of families	Percentage
1.	Below - 200	36	15
2.	201 - 300	54	22
3.	301 - 400	62	25
4.	401 - 500	39	16
5.	501 - 600	30	12
6.	Above 600	19	7
		240	100%

Out of 240 families, 25% were getting Rs. 301 to 400 per month. Only 7% of them were getting Rs. 600 and above per month. All the people in the village are aware of the fact that there is an elementary school in the village.

EDUCATIONAL LEVEL OF THE FAMILIES.

SCALE

1° = 10 PERSON.

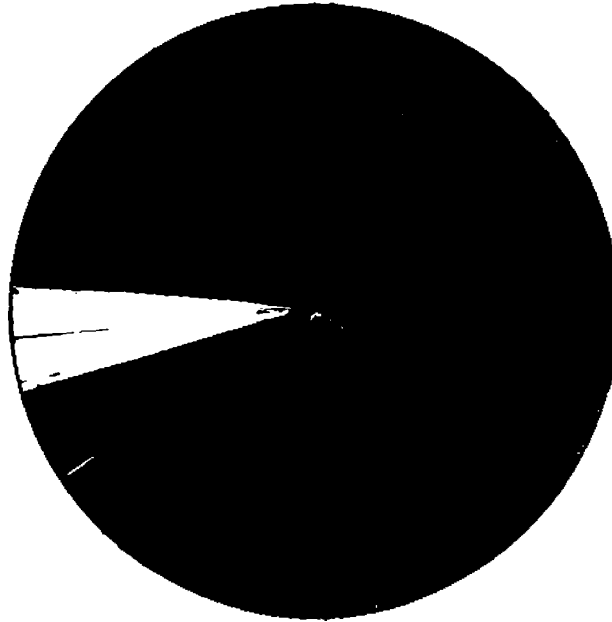


FIG: 3

- ILLITERATES
- PRIMARY LEVEL
- HIGHSCHOOL LEVEL
- ▨ COLLEGE LEVEL.

B. Details of school and school teachers:

The study of the school shows the following particulars

1. The strength of the school was 108. The investigator and the teachers persuaded the villagers to admit their children in the school. They responded readily and the strength of the school is 155, 84 Boys and 71 Girls and the number of teachers are 5, Among them 3 of them are males, remaining two of them are females, The population of the village is 1130.

2. The school is provided with midday meals programme. The programme is carried out by the fund given by the Panchayat, Government and public.

3. The school has enough space in front and on the sides of the school, but is not being utilized properly. Though the school has midday meal programme, it does not have kitchen to cook the meals. It is being cooked in the varandah of the school. Similarly the school has not taken any interest ⁱⁿ for raising a school garden.

4. The school does not have any urinal facilities, so it is difficult to maintain cleanliness of the surroundings in the school.

5. The school has not provided with a fencing or compound wall for the protection of the school properties.

6. There is no drinking water storage facilities in the school.

7. The school is not provided with electricity and adequate play materials.

8. The investigator also found out that community people were not participating in any of the functions celebrated in the schools.

The investigator selected this village school to provide the above the facilities to the maximum extent with the help of the community. By using the interview schedule the following particulars were found out by the investigator.

Following table shows the number of families sending their children to school.

TABIE VI

NUMBER OF FAMILIES SENDING THEIR CHILDREN TO SCHOOL

S.No.	Categories	Number of families	Percentage
1.	Sending	136	56.67
2.	Not sending	104	43.33
		240	100.00%

155 children were coming from 136 families out of 240 families in the village. 104 families were not sending their children to school because, of their economic condition and the elder children take care of the younger ones as both the parents go for work.

Table VII shows the details of the school

TABLE VII
DETAILS OF THE SCHOOL

S.No.	Classes	Number of students		Total	Percentage
		Boys	Girls		
1.	I Class	26	23	49	31.61
2.	II Class	15	20	35	22.59
3.	III Class	15	11	26	16.78
4.	IV Class	12	11	23	14.83
5.	V Class	16	6	22	14.19
		84	71	155	100.00%

Among the total strength of the school 155, 31.61% were studying in Ist standard. Very few of them 14.19% were studying in fifth class. Similarly, when compared to girls the boys are more than the girls.

The following table shows the number of children taking the midday meal in the school.

TABLE VIII

NUMBER OF SCHOOL CHILDREN TAKING THE MIDDAY MEAL IN THE SCHOOL

S.No.	Categories	Number of students	Percentage
1.	Number of children taking	40	25.81
2.	Not taking	115	74.19
		155	100.00%

Only 25.81% of the children were taking the midday meals in the school. Majority of them (74.19%) were not taking the school lunch in the school. As the Panchayat Union sanctions funds only for the limited number, the school is not able to provide midday meals for more than 40.

Table below shows the quality of midday meal served in the school according to the view of the mothers of the families.

TABLE IX

MOTHERS VIEW ABOUT THE MIDDAY MEAL SERVED IN THE SCHOOL

S.No.	Suggestions	Number of families	Percentage
1.	Good	72	30.00
2.	Fair	126	52.50
3.	Not good	42	17.50
		240	100.00%

Majority of them (52.50%) suggested that the school lunch is fair. Only 17.50% of them felt that the school lunch is not good.

Following table shows the visit of the parents to the school.

TABLE X

VISIT OF THE PARENTS TO THE SCHOOL

S.No.	Categories	Number of families	Percentage
1.	Often	44	18.33
2.	Rare	51	60.42
3.	Never	145	21.25
		240	100.00%

Out of the total families, only 18.33% of them visit the school often. But majority of the villagers (60.62) visit the school rarely. 21.25% said that they had never gone to the school for the functions^{or} celebrations.

C. Planning the action programme:

The investigator gathered all the particulars relating to the school and community as given above. From the data, the investigator found that there is lack of co-ordination between the school and the community. The investigator decided to launch upon different programmes which will strengthen the school community relationship. The investigator went four times a week to the village in the evenings and created a good rapport with the community people and the school teachers. She discussed informally with them about her plans. A meeting was arranged in the school and all the community people and the teachers attended the meeting. The meeting was presided over by one of the local village leaders. The action programmes were discussed in detail in the meeting and the people in addition to giving suggestions~~and~~ promised to extend their full co-operation, Details of the planned Action Programme~~s~~ are given in the following pages:

1. Establishment of parent-teacher Association:

There was a parent-teacher association in the school. Meetings of the PTA were not regularly held and none except

three or four parents attended the meeting held once in a year. The investigator and the school teachers visited the individual houses in the village and contacted the parents. The head master was encouraged to organise parent-teachers Association meetings once in a month and the parents were individually invited in person to attend the meeting.

P.T.A. meetings are held in the school with the co-operation of the school teachers and the local leaders of the community. They discussed many items ⁱⁿ relation to the school. The P.T.A. meetings also provided opportunities to conduct classes for the parents in health education and nutrition education. The adult education classes were conducted in the school thrice a week in the evenings. In the adult education programme, 22 members attended and learned to write ~~their names~~ and read.

The parents were also convinced about the need for sending their children to the school and their regular attendance in the school. An exhibition was put up in the school, because the village school must serve as a centre of light to the villagers and supply ~~cohesion~~ ^{cohesion} initiative and knowledge required for the great ~~task~~ of the function of the country. School as one of social leaderships and community services implies that it must reach not only children but adults also.

2. Strengthening the Mahalir Manram:

A mahalir manram was in the village but it was not functioning properly. The investigator contacted the convener and members of the mahalirmanram and appraised them the need for regular meetings of the mahalir manram. The school teachers were contacted and with their co-operation, the mahalir manram meetings were convened once in 10 days in one of the class rooms of the school. ~~One of the class rooms of the school.~~ One of the lady teachers joined the mahalirmanram as a member. The membership of the mahalir manram was also raised to 50.

3. Construction programmes:

As the school has no kitchen for cooking the midday meals it was desired by the community people to construct a kitchen in the school. There was no urinal. There was no proper facilities for storing the drinking water. The community people decided to construct a kitchen, urinal, fencing and water tank and sought the co-operation of all. A public meeting was convened for this and all the villagers attended the meeting.

For the successful conduct of the programme, it was decided in the meeting to:

Collect money through donations; raise fund through cultural programmes with the help of NSS student of Sri Avinashilingam Home Science College for Women and the Community in the form of getting labour, cash, necessary materials such as stone, sand, timbers bullock carts, etc.

To start the school building construction work for midday meals kitchen, on 15th August the investigator arranged a camp, in the village for NSS students for ten days. During that period the NSS students and the village people helped to construct the midday meals kitchen in the school. At the end of the camp, a cultural programme was arranged for collecting money. In this programme the NSS students, the village people and the school teachers and children participated.

People's participation is the crux and constitutes the key factor in the scheme of Community Development Programme. Without it community development would be like a body without soul. The Panchayat Raj Institutions, the Gram Panchayat, the Samithi and the Zilla parished are the instruments which facilitate and increase people's participation. The idea in people's participation is to involve the people in every community activity, so that with their participation, contribution or sharing, they develop a sense of participation, achievement, pride and the programmes and their follow up

activities largely become their own. Speaking of people's participation is contribution in the form of cash, kind and labour towards community projects at village level e.g. construction of a school building, balwadi, laying of a road, sinking of a drinking water well, organising a community centre. People's participation holds the pride of place in the development effort of a nation, Desigu setty, (1970).

TABLE XI
PEOPLE'S CONTRIBUTION IN THE CONSTRUCTION OF SCHOOL LUNCH
KITCHEN

S.No.	Contributions	Number of members
1.	Money	134
2.	Carts with bullocks	3
3.	Free sand and stone	3
4.	Labour work	7
5.	Timbers and necessary wooden materials	4

The above table shows, majority of them (134 members) gave donation in the form of cash. 3 of the local people gave their carts and bullocks freely. 7 contributed their labour without taking the wages for 10 days in the construction. Fig. 4.

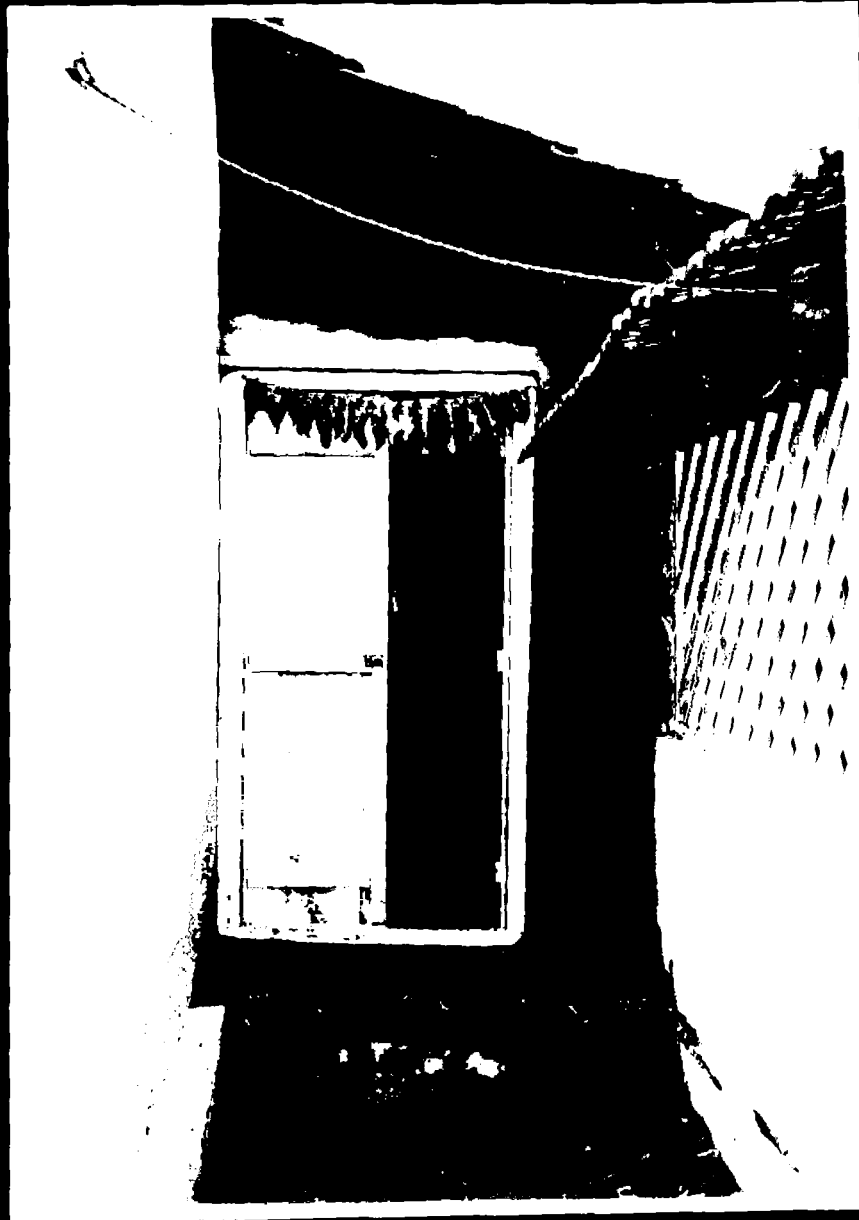


FIG. 4

NEWLY CONSTRUCTED SCHOOL LUNCH KITCHEN.

After the completion of the construction of the midday meals kitchen in the school, the village people came forward with kind, cash and labour for the construction of urinal, water tank, fencing for the school, as the people felt that these are immediate requirements for the school.

4. Construction of water tank:

A tank was built up, which was connected with the public tank. This helped the students to get water for drinking as well as for cooking the midday meals in the school kitchen. To use waste water in a better way a school garden was planned with the help of the school children. The public supplied seeds, coconut saplings free of cost. For the protection of garden and the safety of the children, the investigator carried out the programme to put up a barbed fencing around the school with the help of the school teachers and the village people.

Following table shows the participation of people in the construction of water tank and raising the school garden.



FIG: 5

NEWLY CONSTRUCTED WATER TANK



FIG. 16

PEOPLES PARTICIPATION IN TREE PLANTATION
AT SCHOOLS.

TABLE XII

PEOPLE'S PARTICIPATION IN CONSTRUCTION OF WATER TANK AND
TREE PLANTATION AND SCHOOL GARDEN

S.No.	Contributions	Number of members
1.	Distribution of coconut saplings	3
2.	Distribution of seeds	2
3.	Distribution of water tap	2
4.	Construction of water tank	2

This table shows, 3 of the local people gave coconut saplings, 2 of them gave vegetable seeds and another two of them donated water taps Fig. 6.

5. Construction of urinal and putting up of fencing:

After these activities, with the consent of the parents and the teachers, it was decided to construct a urinal behind the school. After the planning, the urinal was built up for girls and boys separately. The community people enthusiastically came forward and participated in the task.

Following table shows the contributions of people in the construction of urinal and fencing.



FIG. 17

NEWLY CONSTRUCTED CANAL.

TABLE XIII

PEOPLE'S PARTICIPATION IN CONSTRUCTION OF URINAL AND
FENCING

S.No.	Contribution	Number of members
1.	In the way of cash	134
2.	Stones for fencing	4
3.	Iron springs	2
4.	Iron Gate	1
5.	Bamboos distribution	3

134 members gave in the form of cash, 4 of them gave in the form of big stones for fencing. The iron gate for the fencing was donated by one of the local persons. Fig. 7.

6. Partition of the class room:

The class rooms were divided with screened partitions, so that the activities of the classes may be carried out successfully without hindrance to other adjoining classes. The village people donated wooden planks and two of the carpenters of the village set up the wooden screens free of cost.

7. Laying up of road in the village:

The village Vellamadai is situated far away from the main roads and there was no proper roads in the village. There was only a track which gets tamped during the rainy



FIG. 2
FIELD TRIP

season and people found it ^{difficult} even to walk on the road during this period. The teachers and the community people discussed and the teachers and the school children volunteered to co-operate with the youth club members in the road construction project. The village people also volunteered to give a good ment and other material in addition to their labour free of cost. A pucca metal road for a distance of 1 k.m. was laid within a week.

8. Arranging a field trip:

In between the programmes, the investigator arranged a field trip to Perur and local temples for the children with their parents. The teachers also accompanied them, which provided opportunities for the teachers as well as village people to come into close contact with each other. Fig. 8.

9. Conduct of nutrition and health education classes:

The investigator requested the teachers and the people to keep the school and surroundings neat and clean. The teachers conducted health education classes and also nutrition education classes to improve the life condition of the people. Nearly 100 men and women attended these classes. Fig. 9.



FIG: 9

CONDUCTING NUTRITION AND HEALTH
EDUCATION CLASSES

10. Initiating the kitchen garden in Mahalir Manram Members House:

"A kitchen garden is usually laid in the back yard of a residential house and is meant for growing vegetables which feed the cooking pot in the family kitchen", publication house, (1961), Kitchen garden is a rewarding occupation. To improving food production in village, the kitchen garden was raised in the homes of Mahalir Manram members. 36 members raised the kitchen gardens in their homes and they get Fresh vegetables from their gardens. Fig. 10.

11. Organising functions in the school:

The community people were not participating in any of the functions of the school. The investigator with the co-operation of the school teachers celebrated the festivals like, Independence day, Republic day, Sports Day, School day and invited the parents and the community people to attend these functions, which they very gladly accepted. There are different functions celebrated by the villagers, namely Adipperukku, Pongal. These are the community functions. National functions were also celebrated in the village such as Independence day and Republic day. In addition to that the local functions were also celebrated by the people. They are, Mariamman Thiru Vizha, Sivarathri, etc. During these



FIG. 16
KITCHEN GARDEN

celebrations the school declares local holidays and the teachers participate in the cultural programmes arranged during those occasions.

12. Organising exhibition:

An exhibition on the topic nutrition education, health education and family planning was put up in the school for two days with the participation of the Community people. The help given by the school children and Youth Club members in preparing the charts and in explaining the exhibits was appreciated. People saw the exhibition and learnt a lot from it. Fig. 11.



FIG. 11
 PUTTING UP OF EXHIBITION

CHAPTER IV

RESULTS AND DISCUSSION

The investigator conducted the different aforesaid programmes in Vellamadai village. The effects of the programmes conducted are discussed under the following headings:

1. Establishment of Parent-Teacher Association
2. Strengthening the Mahalir Manram
3. Construction of midday meals kitchen in the school
4. Construction of water tank in the school
5. Construction of urinal in the school
6. Organisation of school garden
7. Putting up of fencing with gate in the school
8. Laying up of the roads in the village
9. Conduct of functions in the school
10. Organisation of adult education classes
11. Organisation of nutrition and health education classes
12. Arranging field trips for the children and the parents
13. Organising exhibition in the school

1. Establishment of parent-Teacher Association:

The children of today are the citizens of tomorrow. Teachers and parents have to co-operate with each other for the benefit of the pupils. The objectives set by the school for the improvement of the schools should coincide with

those set up by parents in the homes. In order to realise these objectives the need for parent-teacher Association is obvious. Parent-Teacher Association is an organisation of teachers and parents of children of a school or a community to promote close relationship between home and school. It also discusses the problems of pupils to parents and explain their difficulties. Parents and teachers should work in co-operation participating in all curricular and extra-curricular activities of the school.

The Parent-Teacher Association meetings were conducted with the co-operation of the school teachers and the local leaders. The members want to get solutions to the problems in the school and the community. The Parent-Teacher Association meeting also provided opportunities to conduct classes for the parents in health education and nutrition education.

The adult education classes on functional literacy were conducted in the school thrice a week in the evenings. In the adult education programmes, 22 members participated and learned to write and read.

The parents were also convinced about the need for the educating their children and their regular attendance in the school. There was remarkable difference in the attendance of the children in the school before and after the programme.

The table below reveals that the improvement in the school attendance before and after the programme.

TABLE XV

IMPROVEMENT IN ATTENDANCE BEFORE AND AFTER THE PROGRAMME

S.No.	Action Programme	Number of children		Total
		Boys	Girls	
1.	Before	60	48	108
2.	After	84	71	155

The strength of the school was 108, ^wWhen the investigator visited the school in the beginning of the year. But after the programme it was increased to 155 children in the school.

2. Strengthening the Mahalir Manram:

There was a Mahalir Manram functioning in the village with the membership of 20 women and the meetings were not regularly conducted. Through the efforts of the investigator, the membership in the Mahalirmanram was raised to 50 and the

convenor convened the meetings once in 10 days with a pre-planned agenda. The attendance in the meetings was regular to the tune of 85% and women discussed all matters related to community and individual improvements. The Mahalir Mandram got registered as the member of B.G.M.S. From the education given in the mahalir manram, women learned new recipes, nutritious food with the locally available cheap materials, diseases caused due to malnutrition, child care, stitching garments and house keeping. They also learned about kitchen gardens and nearly 36 homemakers started kitchen gardens in their homes. As a group they visited Perur and local temple along with the children. The members of the Mahalir Mandram were encouraged to see the exhibition put up at the local school.

3. Construction of midday meals kitchen:

The need for midday meals kitchen in the school was felt by the teachers and the villagers. Through their combined efforts, the midday meals kitchen was constructed and is now being used for preparing food for the midday meals. There are 40 school children taking midday meals in the school. The villagers had promised to construct smokeless chula in the kitchen next year.

4. Construction of water tank:

Water is an essential thing^g at all the places where people gather, especially in the school. By efforts of the investigator, the people of the village promptly came forward enthusiastically to construct a tank for the storage and regular supply of water. The tank is being filled with water from the nearby public tank daily. The water is being used for cooking midday meals, for drinking purposes and for the school garden.

5. Construction of urinal in the school:

To maintain the health condition of the pupils and the cleanliness of the surroundings, the urinal was constructed with the co-operation of the community people. Now the urinal is being used by the students and the community people are proud that the school surroundings are clean.

6. Organisation of school garden:

There was enough space for a school garden. The school children and teachers were made to realise the need for raising a school garden as there was enough water facilities in the village. The school garden has coconut saplings (Saplings donated by the villagers), tapioca plants, green leafy vegetables, Brinjal and Cabbage. The products are being used in the midday meals programme. The school garden is being looked after by the pupils assigning responsibility to each class. Fig. 12.

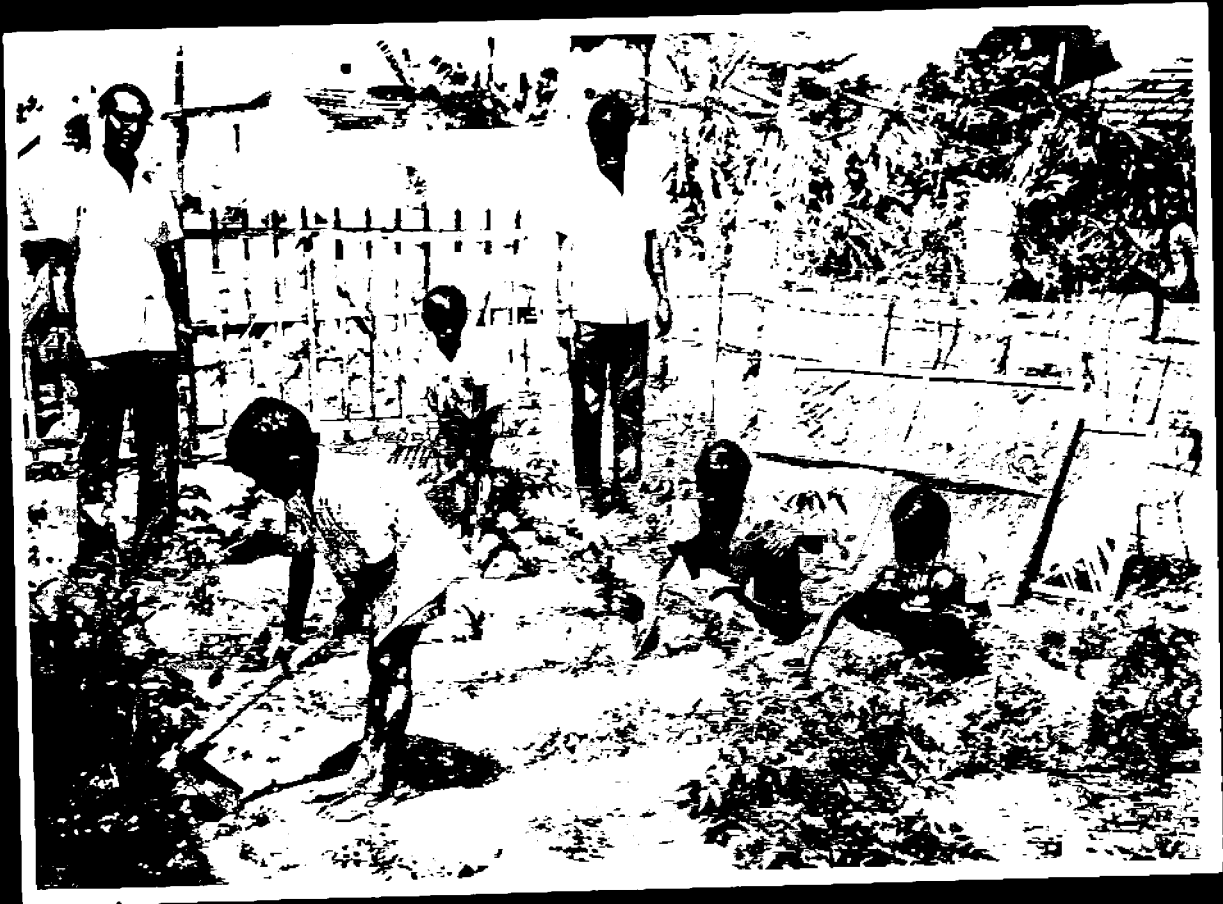


FIG. 12
SCHOOL GARDEN

7. Putting up of fencing to the school:

With the active participation of the people and the co-operation of the teachers and pupils, a fencing was put up around the school. In addition to that an iron gate was attached for the protection of school. Fig. 13.

8. Laying up of the roads in the village:

The villagers were made to realise the need for roads for transportation purposes. The youth club functioning in the village took this challenge of laying down metal roads for a distance of 5 kilometers and with the activities co-operation of the school teachers and children, a pucca approachable metal road was laid. The community people felt happy and thanked the youth club members and school teachers for this. The road is being used by the people for the transportation purposes.

9. Conduct of functions in the school:

The school authorities realise the need for the participation of parents and public in the festivals like Independence day, Republic day, Children's day, School day and Sports day in which the parents and public participated in these functions. Cultural programmes were arranged by the children during these occasions and the parents enjoyed the programmes. They also admired the performance of their



FIG: 12

ERECTION OF FENCING AT SCHOOL.

children and expressed the need to improve the village school in future and this common understanding is a link between the school and community.

10. Organisation of adult education classes:

The school is also being used for the conduct of adult literacy classes organised by the school teachers. The investigator and the school teachers approached the people and motivated them to attend the literacy classes. The school teachers conducted adult literacy classes thrice a week in the evenings as the people felt that evening time is convenient to them. There are 22 adults of the age 15 to 40 years who attended regularly and were made to read the ~~and~~ write Tamil script. The public showed interest in such classes and a large number of people expressed their ^{desire} ~~advice~~ to attend the classes to be organised next year.

11. Organisation of nutrition and health education classes:

As the outcome of the efforts taken by the Parent-Teacher Association to improve the health condition of all, the investigator enthused and oriented the head master and teachers of the school to conduct nutrition education classes to the community people in the school. The school teachers conducted nutrition and health education classes in the school and 50 men and women of the village were benefited by this.

12. Arranging field trips for the children and the parents:

The community people and their children, the school teachers joined together and went to Perur and local temples, which is 7 kilometer away from the village. In all 75 parents children and teachers participated in this trip.

13. Organising exhibition:

An exhibition was put up in the school with ^{the} co-operation of school teachers on the topic of nutrition education, Health education and Family Planning for two days and all the village people visited the exhibition. They clarified their doubts by putting many questions to the teachers and investigator.

The observation of the investigator and the interviews with the community people and teachers revealed appreciable changes with regard to the school community relationship at ~~the~~ Vellamadai village.

The results of the attempts to create awareness among the village people are given below:

The respondents were interested to send the children to the school because they felt that the school is one of their institutions and there is good teaching. The teachers were also found to be co-operative. They also participated

in the functions celebrated in the school. The villagers felt that the role of the school should be in addition to giving education to the children, it should establish and develop part of the community through the Parent Teacher Association. The parents were aware of having Parent Teacher Association in the school which had been started recently and the parents attended the meetings regularly. There was an average of 75% attendance by the parents at these meetings.

All the families whose children take food in the school midday meals were satisfied with the midday meals and even came forward with money, material and labour very liberally to construct a kitchen and water tank. For the convenience of school children, a urinal was constructed in the school with the efforts of the teachers and public. The school took interest in keeping the classes tidy. The parents also took interest in sending their children to school clean and well combed.

All the respondents are aware of the school garden. The parents donated seeds, coconut saplings and they have donated showels and buckets.

The community people involved the school teachers in community festivals. Thus the school teachers and the children help the community people while planning and celebrating the functions. These enabled the children to develop qualities like sense of responsibility, co-operation, ^tteam spirit and adjustment.

CHAPTER V

SUMMARY AND CONCLUSION

This chapter presents the summary and findings of the study. This study aimed to find out the school-community relationship and to strength it. A survey was carried out in the village, Vellamadai, to collect the baseline information. And on the basis of the survey, an attempt was made to bring about good school-community relationship in the village. The baseline survey revealed that:

1. The total population of the village is 1,130 and the number of teachers are 5 in the school and the total strength of the school is 108.
2. Among the total population of 1130, there were 587 males and 543 females in the village.
3. Out of 240 families, majority (137) of them were Grounders and there were Asaries also, but in small numbers.
4. 57% of the population were illiterates and very few 5.39% of them had studied in the college.
5. Majority of them (94 were agriculturists, some (5) were working as teachers.
6. Out of 240 families, 25% of them were getting Rs. 301 to 400 and only 7% of them were getting Rs. 600 and above per month.
7. The school is providing midday meals and 40 pupils are taking midday meals in the school. This programme is carried out by the fund given by the panchayat, Government and donations from public.

8. The school has enough space in front and on the sides of the school, but is not being utilized properly. Though the school has midday meal programme it does not have a kitchen to cook the meals. The food is cooked in the open varandah. Similarly the school has not shown any interest in raising school garden.
9. The school does not have any urinary facilities and hence the surrounding of the school are in an insanitary conditions.
10. There is no fencing or compound wall for the protection of the school properties.
11. There is no proper water^{storage} facilities in the school.
12. The school is not provided with electricity and adequate play materials

The investigator taking into consideration these facts, made efforts to foster good school-community relationship in Vellamadaï by the community people and the school teachers extended their full co-operation as follows:

1. Establishment of Parent Teacher Association
2. Strengthening and conducting the Mahalir Manram meetings in the school
3. Construction of midday meals kitchen in the school
4. Construction of urinal latrine in the school
5. Construction of water tank in the school
6. Organisation of school garden
7. Putting up of fencing with gate in the school
8. ~~Putting up of the roads~~ **Putting up of the roads in the village**

9. Conduct of functions in the school
10. Organisation of adult education classes
11. Organisation of nutrition and health education classes
12. Arranging field trips for the children and the parents
13. Putting up of exhibition in the school

Recommendation:

The village school is one of the three basic institutions, of the other two being the Panchayat and the Co-operatives. These three institutions are to be very closely integrated with each other to the best advance of the village community. The school community can not function in isolation from the village community with which it has to co-operate in organising various development activities. The school community though mainly is composed of children of the village yet its activities are often directed and supervised by the school teachers who ^{have} ~~has~~ been enjoying an unique position in the village problems and village way of life.

The economic and social edifice of rural India is to be build ^{on a} ~~at~~ and triangle of which the school forms the base, the co-operative and the Panchayat, the two other arms. Each has to support the other and to sustain, ^{enough} ~~rough~~ and strengthen the community. All developmental activities have

to be geared and properly integrated and talents and potentialities are to be utilized for mutual benefits and development.

Conclusion:

The investigator thus indicates the possibilities for fostering school-community relationship in rural areas of school teachers, parents and local leaders in joinhands. The Mudaliar Commission (1952) said that a school should function as an agency of community service. A school reflects the society in which it exists and acts as a creative force, bringing social reconstruction in the society steadily. The school is the most important link between the bygone ages and the unlimited future as far as civilization is concerned.

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A P P E N D I C E S

APPENDIX I

OBSERVATION SHEET:

1. Is there a Parent-Teacher Association in the School?
2. How does the Parent-Teacher Association function?
3. Is there a Mahalir Manram in the village?
4. How is it functioning?
5. Is there the midday meals programme in the school?
6. Where is the food for the Midday Meals cooked?
7. Is there urinal in the school?
8. Is there any facilities for storing drinking water?
9. Is there a school garden?
10. Is there a fencing in the school?
11. What is the general sanitation condition of the school?
12. Is there a drainage system in the school?
13. Is there a proper road in the village?
14. Do the people attend the functions in the school?

APPENDIX II

^G
STRENGTHENING THE SCHOOL - COMMUNITY RELATIONSHIP IN
VELLAMADAI VILLAGE

Questionnaire to elicit the information from the school teachers regarding the relationship between the school and the community.

1. Name of the school:
2. Name of the teacher:
3. Address:
4. Place of Residence:

Same village

Near by village

5. Type of family

Joint family

Nuclear family .

6. In which year was the school established?
7. How many teachers are there in the school
8. What is the strength of the school?

Boys

Girls

9. Are all the school going age children of the village enrolled in the school?
10. How many sections are there in each class?
11. Do you have adequate class rooms in the school?

16. Do you celebrate the functions in the school?

Yes

No

17. If yes, what are the functions celebrated in the school?

a. School day

b. Sports day

c. Republic day

d. Independence day

e. Saraswathi Puja

f. Others (mention)

18. Do the villagers participate in school functions?

Yes

No

19. If yes, in what way they are participating?

20. Do you have Parent-Teacher Association in the school?

Yes

No

21. If yes, how is it functioning?

Weekly once meeting

Twice in a month meeting

Monthly once meeting

22. Are the teachers participating in any of the village organisations like Mahalir Manram, Youth club?

Yes

No

23. How does the organisations help the school?

APPENDIX III

Interview schedule administered to obtain the details from the village people regarding the community relationship with school.

1. Name of the village:
2. Name of the interviewee:
3. Date of survey:
4. Type of family:

Joint family

Nuclear family

5. Caste:

Religion:

6. Family background:

S. No.	Name of the members	Relationship to the head of the family	Age	Marital status	Educa- tion	Occu- pation	Annual income

7. Is there any Elementary School in your village?

Yes No

8. If yes, Are your children studying in the school?

Yes No

9. If yes, is your child taking midday meals served in the school?

Yes No

10. If yes, is the food given adequate to your child?

11. Does the school extend any help for the benefit of the villagers?

- a. Give place for conducting Mahalir Manram meetings.
- b. Conduct adult education
- c. Give place for cultural programmes
- d. For using play grounds
- e. Give place for conducting any meeting
- f. Any others (Mention)

12. Do the villagers celebrate any common festivals in the village?

Yes No

13. If yes, what are the festivals celebrated in the village?

14. Does the school teachers participate in the festivals?

Yes No

15. If yes, in what way they are participating?

16. Are you willing to extend any help for the improvement of the school?

Yes No

17. If yes, in what way will you help for the school improvement?
- a. Construct buildings in the school
 - b. In the way of giving money
 - c. Labour
 - d. In the way of giving materials
 - e. In the way of giving ^astable things
 - f. In the way of giving firewood for midday meals cooking
 - g. Supply seeds for raising school garden
 - h. Any others (Mention)