

**STRENGTHENING SCHOOL COMMUNITY RELATIONSHIP**

**By**

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## I. INTRODUCTION

The purpose of education is to cultivate right relationships not only between individuals but also between the individuals and society (Singh as quoted by Murthy, 1980). Education plays a significant role in the preservation and transmission of social values. The process by which are transmitted is educational and the process by which people are brought up and made conscious of their rights and duties is social and the educational and social processes are closely related and often seems to be same (Mohanty, 1980). Education aims at developing the personality of the child and preparing him for membership of society (Kunnankal, 1982). Through education the community is able to make the future generation conscious of its cultural heritage (Rai, 1972). The system of education in any country must meet its social and cultural needs and be in consonance with its historical background (Singh, 1983). Education is the social institution that the community uses to prepare the young to take their place in society (Kunnankal, 1982). Through education the members of society particularly the members of the younger generations become conscious of the objectives of the society (Rai, 1972).

### School in the Society:

The school may be regarded as a social invention to serve society for the specialised teaching of younger ones (Ottaway, 1953). There is a great need for school in the society. It is the agent of society for imparting education. It is the place where education is imparted according to the needs of the society. Society as it affects education also affects the school, its management, its equipment and several other aspects of the school. School is considered to be the most formal agency for imparting education. In ancient days family and then the Ashrams of the Rishis were the places where education was imparted. In ancient Greece children particularly children of the ruling class and those who were responsible for managing the society, collected at one place to learn the art of warfare education. With the industrialisation and growth of complexity in social life, specialisation has become the order of the day. The task of imparting education has now been exclusively given to the school. Today no society is considered to be complete without a school. It is here that the development of the personality of the child is brought about by imparting instructions in certain subjects and also training him in other walks of life (Rai, 1972).

The grave defect in the existing system is that it does not inculcate in the students a sense of responsibility

towards the community and the country. Our students develop wrong values and ideals in schools. They are alienated from the vocation of their parents and are reluctant to participate<sup>in</sup> the daily chores of the house. At the same time they are cut off from the mainstream of national life as they do not remain in touch with people and their problems. To remove this defect we should correlate education with all the significant and worthy aspects of community life. Our teachers should give up their ivory tower isolation and break the barriers between the school and community (Singh, 1983). The importance of linking the school life with the life of the community has been stressed by the Secondary Education Commission 1952 as, the starting point of educational reform must be the relinking of the school life and restoring the intimate relationship between them which has broken down with the development of formal tradition of education. Safaya and Shaida (1975) as quoted by Dewey the great thing to keep in mind than regarding the introduction into the school of various forms of active occupation is that through them the entire spirit of the school is renewed it has a chance to affiliate itself with life to become the child's habitat where he learns through direct living instead of being only a place to learn lessons having an abstract and remote

reference of some possible living to be done in future. It gets a chance to be a miniature community an embryonic society.

### School as a Social Institution:

School is a social institution set up by the society to serve its ends. It is charged by the society 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. The village schools have to play an important role in the reconstruction of the village (Aggarwal, 1967). There is no better and cheaper agency possible for the remaking of village India than the village school says P.L. Brayne. A similar pronouncement was made by Swami Vivekananda, the nation lives in a cottage and education must go into the village (Safaya & Shaida, 1975). The village school must serve as a centre of light to the villages and supply cohesion, initiative and knowledge required for the great task of rural reconstruction (Aggarwal, 1967).

### School Community Relationship:

The pages of Indian history indicate that the relationship between the school and the community has been existing through the ages. The relationship is

quite a natural bondage, the existence of which is a must if the school and the community are to exist. One cannot exist without the other (Rudrasoorthy, 1961). The purpose of school community relationship may be identified to give young persons information about the community to assist community enterprises and purposes and to direct community improvement (Alexander and Saylor, 1956). The school exist not only to develop its pupils fully as individuals but as an organ to societies purposes, its dual functions are to transmit to the raising generation the social and cultural heritage of their community, state and nation and to endue them with the creative power of modifying and adding to that heritage (Georgiades, 1977). Community is not something static. It is dynamic, frequent changes occur in it and interact on the school, if this interaction is not adequately recognised or appreciated, the function of the school will revert to traditionalism or go off at tangents. School is a select environment to adopt, assimilate and conserve what society gives and to create new things which the society should adopt (Taneja, 1975). Unless right points of contact are established between the school and community, education would remain ineffective and artificial incapable of being utilised as an

instrument of social programme (Saiyidain, 1962). Aggarwal as quoted by Dewey (1967) when the school introduces and trains each child of society into membership within such a little community saturating him with the spirit of service and providing him with the instrument of effective self direction we shall have the deepest and best guarantee of a large society which is worthy, lovely and harmonious.

### Community School:

Schools as institutions owe their beginning and continuance to support from the community. Hence an institution that remains aloof and exclusive will neither promote the attainment of its educational objectives nor will it get much public support. Every school must become an open school open to the community (Kunnankal, 1982). Thus a good school cannot function in isolation; it shares the life of the community fully; it has a close relationship with the life of the community and functions as its agency and it is directly concerned with improving all aspects of living in the community. In other words the community school all the time tries to make the life of the community better than before. It is concerned with children and adults and all other activities of the community. It believes in the

philosophy of living and growing up educationally and culturally by utilising the life of the community, it functions on the basis of cooperation and joint responsibility it encourages self government in its affairs and tries to teach children to be responsible for their activities. The community school attempts to provide all the types of physical facilities to the people in the community in order to provide them recreation and cultural education. It may have a library, a gymnasium and a room for club activities. Community school provides opportunities for the young and old to come together and work for a common cause, such a meeting is educationally significant for the young learn from the experiences of the old and the people are also in a position to understand the needs and desires of the youth. Thus chances of conflict between the young and old are minimised through the efforts of the community school. The teachers of the community school provides leadership in the community and with their expert knowledge of different fields, they help the community in its activities (Jayaswall, 1966). In any society in which the school is a living and active part, the school functions as an integral part of the community. The school will reflect the living aspirations and needs of the people around it with its festivals, joys and sorrows. The school will form the venue and meeting place

of people for common undertaking and festivals (Avinashilingam, 1966). So the school is a community within a community having a concentric connection between them under a symbiotic relationship of ensuring the continuance of each other (Rao, 1978). Thus the school is for the community and the community is for the school. The school should contribute to the development of the community and the community must contribute to the improvement of the school (Mohanty, 1982).

#### Need for the Study:

School is one of the three basic institutions for carrying out developmental activities in the village. If there is good relationship between school and community, it is a forum for village development. Keeping this in view the investigator felt that a study of the school community relationship may help in chalking out the programmes of development.

#### Limitations of the Study:

Strengthening school community relation is a much broader term. It may include all the aspects that would ensure complete involvement of school and community. Though the study covers the major items of school and community, the time factor limited the investigator from going deep for details into each and every item.

## II. REVIEW OF LITERATURE

### Introduction:

A knowledge of the past is necessary to probe into and find out information about the present. A study of related literature is essential for the success of any research work. The review of literature involves looking, reading and evaluating reports of research as well as reports of casual observation and opinion, that are related to the individuals planned projects.

The review pertaining to this study are dealt under the following heads:

- A. Quotations on school community relationship
- B. Studies carried out in India
- C. Studies carried out in other countries

### A. Quotations on School Community Relationship:

The school must itself be a community and must transmit democratic ideals in principle and through practice for the child - this environment is the school (Poster, 1971).

The school occupies an important place among the various institutions in a community, as it is engaged in preparing the next generation of adult citizens for the

community. It is important that it does this in close cooperation with other institutions and in accordance with the specific needs and resources of the community (Bapre, 1967).

The school instead of providing knowledge to the students should teach the art of living. How the students can lead a better material life, how they can gain from the environment, how usefully they can utilise their leisure, how peacefully they should live with neighbours - all these should be learnt at the school. Previously the school was just a place of boredom so we have to convert the school into a place of interest and enjoyment (Mishra, 1980).

Chaube, S.P. quoted by Tagore (1968) the primary object of an educational institution should be to bring the educant in perfect line with the symphony of response between life and world and to find the balance of their harmony.

School will no doubt be a community but it will be a small community within a large community and its success and vitality will depend on the constant interplay of healthy influences between it and the large community outside (Secondary Education Commission).

School which has concerns beyond, the training of literate right minded and economically efficient citizens who reflect the values and processes of a particular social economic or political setting (Hanna and Hasland, 1961).

The school, as a developing centre, is one that derives its programmes from the problems of the community which it serves and which draws up on available local resources in its attempts to solve these problems (UNESCO, 1972).

The school may be regarded as a social invention to serve society for the specialised teaching of young ones (Ottaway, 1953).

The school acts as one of society's agents in socializing the child and in transmitting the wider culture. Also like the family or the peer group, the school has a subculture of its own, a complex set of beliefs values and traditions ways of thinking and behaving that differentiate it from other social institutions (Havighurst and Neughten, 1957).

The school itself is a compact and organized community created by the larger community and entrusting it with one of the major functions of man-making as an extension of the primary responsibilities of the family, as it lacks the necessary expertise for the all round development and socialization of the child (Rao, 1978).

Society lives by its institutions and the school is the key not only to its own survival and enhancement but to the continuation and evaluation of all other institutions (Murthy, 1982).

Schools and society totally should go side by side. If at all the school is to exist, it should be absolutely an institution of society. Any change in society should find itself reflected in the school curriculum. Students should have the techniques of solving burning social problems, education should be a preparation of life rather than life itself (Mishra, 1980).

School has to provide total education. Education for knowledge for background for standards and values for skills for understanding for culture for making a contribution for a sense of belonging or attitude and for a proper orientation to the modern world (Safaya and Shaide, 1975).

Austin A.D'Souza as quoted by Lestersmith(1969) schools help to transmit what is good in our culture and perpetuate values that our forefathers rightly cherished. They can also be a creative and constructive force improving the pattern and raising the quality of our society.

### Community:

Men live in a community in virtue of the things which they have in common, and communication is the way in which they come to possess things in common what they must have in common in order to form a community or society are aims, beliefs, aspirations, knowledge. A common understanding like mindedness as the sociologists say (Dewey, 1916).

### Community schools:

A community school is a school whose educational programme grows out of the life of the community and serves to improve that life. Through mobilizing all available human and other resources, it becomes a centre of vital learning and of many varied opportunities. It is a unifying force for community services directed toward improving the living of individuals and groups as well as a life centered educational instruction designed to develop mature productive citizens (Herbert et al. 1974).

The basis for a successful school community relationship is organized educational leadership. The ultimate goal of this leadership is to provide an ever better environment in which to meet the educational needs of the individuals in the community (McMerney, 1951).

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 nor can it as a corporate body even have the vital influence on the community which it ought to have (Ryburn, 1955).

Rusia quoted by Gandhiji (1972) had a firm conviction that the local community should be involved in education, failing which the realistic approach will be defeated. He stressed to pull down the isolation between schools and the local community, both must go together. By this confluence of school and society we bring better improvement in the schools and society.

Community school is a school in which the children and their elders learn simultaneously the tools of learning and use them to advantage in achieving improvement in home and community life (UNESCO National Commission of the Philippines, 1958).

Community school is the institution to which people have assigned the task of developing children, youth and adults to be more useful members of society through continuous participation in the study of the needs of the community (UNESCO consultative Educational Mission to the Philippines, 1958).

Besides equipping an individual with essential knowledge and skills, the community school affords him ample opportunities, to apply such of such knowledge and skills through direct active participation in the improvement of community life and living conditions particularly in the rural areas (Trinidad and Caffud, 1958).

Herald (1958) defines the community centred school as an elementary or secondary school which is so organised in terms of the curriculum teacher training, equipment techniques that it first services the entire local community and second discovers develops and uses every physical and human resources of the community.

The community school teaches children to discover, develop and use the resources of the local community and it serves the entire community not merely the children of school age (Havighurst and Neugartur, 1957).

Community school acts as best it can and with everyone's help the urgent needs of the people for it holds that every thing that affects the welfare of the children and their families is its concern. A community school is a used place, a place used freely and informally for all the needs of living and learning. It is in effect the place where learning and living converge (Clapp, 1939).

Community school is that children will become good citizens by learning first to live in the local community and by applying their minds to the problems of that community. Then as children grow older, the community is defined more widely in space and time. If the school

helps children to become loyal and active members of the local community, it not only helps to lay a basis for local citizenship but at the same time it builds a foundation for active and intelligent citizenship in the wider community (New York City Board of Education, 1948).

**B. Studies Carried out in India**

1) The study "Investigation into problems and prospects of school community cooperation" was conducted by Mohanty (1980).

All categories of institutions at the primary stage were brought under the scope of the study. Two sets of identical questionnaires - one for the inspecting officers and another for primary school teachers, observation technique to study the problems directly, and interview to elicit the views on problems from selected educationists and senior inspectors were used.

The questionnaire was administered on 580 supervisors out of whom 410 responded. The overall percentage of response to the total sample was 71%. Other questionnaire administered on 3,176 headmasters 1,170 responded and the overall percentage of response was 37.2%.

Findings:

a) 48.6% of head teachers and 40.8% of supervisors are of the opinion that school resources are being utilised by the community.

b) More head teachers than supervisors are conscious of better school community relation and aware of the fact that the needs of the schools can be fulfilled through the utilisation of school resources for the community.

c) Although more supervisors than head teachers are of the opinion that school resources can be utilised to the maximum that are concerned with mishandling of the school resources in utilisation by the community.

d) Although supervisors are particularly scared by the undue interference by the villagers in school matters more head teachers than supervisors are afraid of petty village politics adversely affecting school organisation.

e) 47% of the supervisors and 45.5% of the head teachers are of the opinion that physical resources of the community are being utilised by the school.

f) According to 42.6% of the supervisors and 49.3% of the head teachers human resources of the community are being utilised by the school.

g) 50% of the supervisors and 44.2 % of head teachers have opined that school community relations will be improved due to the utilisation of community resources in school.

h) More head teachers than supervisors are conscious of making up the deficiency through utilising community resources but are concerned without the public interference in school affairs discipline activities being adversely affected by this.

#### Suggestions:

a) With a view to promoting better school community relations, school resource should be intensively used by the community.

b) In order to make an efficient as well as economic utilisation of resources in the developing society, the physical facilities of the schools should be allowed to be used by the people to the maximum.

c) Mishandling or misuse of resources undue interference of local politics, infringement of school discipline etc. can be minimised by giving civic training

and generating adequate civic awareness among the people.

d) Community resources both material and human should be utilised by the school for making up the deficiency as well as for enriching the learning experience.

e) Primary schools should be developed into community centres for making education more democratic and more relevant to the life needs and aspirations of the people.

2. The author Mrs. Pillo Bach, 1975 in her doctoral study community and school innovativeness has tried to find out the relationship between the educational level and type of community, community involvement and parents involvement in the school and innovativeness in Indian context.

The study involved 49 predicted variables and one criterion variable that is school innovativeness.

#### Findings:

a) It is to be noted that parents involvement in the school is the third most significant variable having  $r = 0.447$  with school innovativeness.

b) The high positive correlation between the variables, that is, parents involvement and school innovativeness confirms the fact that greater involvement of parents in the programme of the school helps in making it more innovative.

c) The variable, community involvement in the school, has been found to be the ninth most significant variable predicting school innovativeness having 0.317 correlated with the same.

d) The schools with high adaptability were having greater involvement of parents and community.

e) The two other variables, that is educational level of the community and type of school, do not show any significant relationship with school innovativeness.

3. Community participation in school improvement in District Tikangarh conducted by P.N. Rusia, 1972.

With the march of time, the expenditure on schools grow larger and larger, on the one hand the state has to fulfil the aspirations of the Constitution to provide free and compulsory education and on the other hand demand for higher education and better education shot up high now the government finds it hard to make more and more allocation in budget for education. Consequently many schools are without buildings and whatever buildings are there, they are not sufficient to meet the needs. There are no funds for their proper maintenance and for providing essential teaching aids to the schools. With this philosophy of involving the community experiment was ventured.

Shalavikash samithis school improvement committees have been formed for each school in the district. The teacher was first of all brought in confidence that community participation is helpful for school improvement. The teacher inspired by this notion light a new light among the community members. There is a keen competition among the samities to spare no efforts for qualitative improvement of the schools to the extent within their powers and resources.

The device adopted has been to rely upon community and resting responsibility upon the members for the improvement and this sense of responsibility motivated their sense of work and duty.

#### Findings:

1. Changing school timing was carried out. The results were encouraging the morning shift showed highest percentage of attendance. As a follow up of experimentation the timings have been changed to the convenience of the community in some schools.

2. Since major population of the district is of agriculture labour and harvesting period coincides with the annual examination time Agriculture labour moves to other districts for harvesting work they carry away their wards, to reduce wastage and stagnation examination timings were changed now the wards do not miss promotion and the parent

livelihood.

3. Upgraded system of teaching has been introduced and this reduced the wastage and stagnation and the quality of achievement of the students has shown good and encouraging trend.

4. A plot of home garden has been introduced. Teacher helps the students in preparing annual plan of work and he visits the houses and supervises the plots.

5. Community is providing accommodation and equipment for primary and middle schools.

6. They are carrying out current repairs of school buildings.

7. Constructed new buildings

8. Helping in compulsory attendance within its area.

9. Providing play grounds.

10. Donated agricultural land.

11. Contributed cash.

12. Provided drinking water facility and other necessary amenities.

13. Celebrated school functions and other social cultural programmes.

14. For developing professional ability and qualitative improvement, the school complex have been formed. Under each complex, there are nearly 10-15 schools. There are 51 complexes in the district.

The various activities are:

- a) arranging monthly meetings of the teachers to discuss problems and to disseminate new information.
- b) Arranging demonstration lessons in new techniques.
- c) Arranging short term training programmes during vacation.
- d) Exchanging teaching aids.
- e) Circulating teaching literature.
- f) Arranging students competition at complex level etc.

15. The teachers have drawn a five year plan of their respective schools. They have set the goals of different areas of school improvement and have phased up the program in five years keeping in view their needs resources and capacities.

4. The study <sup>on</sup> new trends in school practices on parent teacher association, was a project study conducted by one of the schools in Gujarat (1967).

Action research method was the method of study. Every parent was enrolled as parent teacher association member and conducted periodical meetings. The teacher with all his records, that is, the progress card, cumulative records, sociogram, medical report, special observations and allied information discussed the around progress and problems of the child with parents.

#### Evaluation of the Practices

The practice was found very useful for the better development of the pupils. The parents had started realising that they were the partners with the teachers for the progress of the pupils. The teachers found themselves in a better position to understand the problems of children through discussions with the parents and thus it had been possible for them to give better guidance to children for their progress.

5. A similar study was conducted in by Rich, 1967 in Poona on parent teacher cooperation in one of the high schools.

Study

The covered 125 parent teacher associations in 154 districts in India. A questionnaire was used as the tool of survey. It was mailed to the district educational officers and in some cases to schools.

The following were the findings of the study:

1. The maximum number of parent teachers associations were established in the year 1966-67.
2. The maximum number of parent teacher associations were in Kerala. Thus in Maharashtra 18.3% and Tamil Nadu 17.7% . The smallest number of parent teacher associations were in Uttar Pradesh and Gujarat 5% .
3. About 75.5% parent teacher associations were in coeducational schools.
4. Nearly 80% of parent teachers associations were in rural schools.
5. Parents showed better initiative in parent teacher associations of local body schools and co-educational schools. More than half of the parent teacher associations met fewer than 4 times a year.
6. Only 6.1% of parent teacher associations granted scholarships and 1% gave free books to the needy and 8.1% granted free uniform to children.
7. Parent teacher associations in 59% schools helped in getting suggestions for improvement

from the parents, about one third of parent teacher associations helped in getting donations from the community and above one fourth of the parent teachers associations helped in raising book donations.

C. Studies Carried out in Other Countries:

1. In the late 1930's the Sloan foundation supported educational ventures in rural communities in Kentucky, Florida and Vermont aimed at improving diet, housing and clothing. Henderson and Hutter (1942), Morrell (1945), Olson and Fletcher (1946), Seay and Merce (1944) quoted by Hvavighurst and Neugarten, 1957.

Children were taken off the standard readers and arithmetic books that had been traditional in those schools, and were given reading materials dealing with food, nutrition, housing and clothing. In Kentucky children were taught to eat new foods and how to increase the supply of familiar foods. Gardens were started where tomatoes were raised, and introduced into the diet. Goats were raised to produce milk. In Florida, a small model home was built out of local building materials. Children learned these new practices at school then took

them to their parents and parents were in turn drawn into the school setting.

A set of some 100 little books have been written by teachers for use in these and similar schools. For ex. a series of light readers for primary grades food from our land provided information about planning, preparing and sowing a garden, protecting plants from garden enemies and canning garden produce.

The Florida project produced a series of hand books including, using tools for intermediate grades. Repairing our home ourselves for the Junior high school and planning and building houses for the senior school.

2. Another community school programme that has received wide attention was developed in Holt Ville, Alabama, where the school has become a centre for community betterment (Holt Ville High School Faculty, 1944) quoted by Alexander and Saylor, 1950). This high school consolidated school enrolling about 500 pupils of that region working with a community council of farmers. The school has undertaken to provide services and to create enterprises that contribute to the *improvement* of community living. Examples:- Preservation of meat with the support and cooperation of the citizens of the community the school constructed a small meat processing plant and a

cannery, a feedmill, a chicken hatchery a dehydration plant, an autogepairshop and a machine shop, a loan library, For games, a bowling alley was built in the gymnasium and archery range and barbuepit are located on the school grounds. Publication of a weekly news paper, the management of a cooperative store and of a bank for students funds, the operation of barber shop and beauty parlor and printing of handbills forms and year books for the community as well as the school.

3. The community school service programme was conducted by the Michigan department of Public Instruction from 1945 - 1953 quoted by Havighurst and Neugarten, 1957. Eight communities ranging in population from 1600 to 12,000 took part in this programme. Each community sought ways of improving community living through the services of the school. As a result of this activity such things happened in different communities - a health centre was built, an industrial survey was made, a country library was established and a home crafts industry was started.

4. The Allen White School is the only senior high school for Negroes in Hardeman County, Tennessee since 1923 nine buildings have been constructed mostly by the high school students. The school provides evening classes for many adults who have only a fourth grade education and helps them plan to improve their home, farm, health and livestock. Most families are share croppers. Students

made a community survey to determine food and clothing needs and necessary home repairs. As a result homes were screened, a tuberculosis isolation house was built and is in operation. Sanitary toilets and a community slaughter pit were constructed (Quoted by Anderson, Grim and Gruba, 1951).

5. Study cover the village centre of a coal mining area done by Alvin F. Harlow, 1936 quoted by Cook and Cook, 1960.

On the opening day, she conducted meetings for the parents and she told them her idea to make the school a centre of community life and betterment and to do this, she took help from all and by the end of first month, school had 70 pupils which entitled it to a second teacher, at the end of five months the enrollment was 110 and some classes were held in a church in the third year the number of children increased 158 and the school moved into a new 3 room building, the pride and joy of the community and by desperate efforts she secured play equipment including ball and bat and got permission to use a meadow, across the creek and later she bought a basket ball and put up baskets and the game swept the cove and she worked to get an old piano and it proved to be the most educative venture.

She organised mothers meetings once a month and the topic like cooking, canning, house keeping and care of children and their studies and of diet mainly to reduce pellagra, were discussed and since there is no hospital she took a vacant floor over the coves general store and with the aid of mothers made it useable and they got the loan of tencots.

6. The study how the school reached over into the <sup>was done</sup> community by Harold Spears, 1950. During the year 1950 in Waterloo in the north west corner of Alabama with population of 500 people, struggled to draw<sup>g</sup> living from the land 70 per cent of which was unsuited for cultivation and the school staff became greatly concerned about conditions and made a survey of the situation which revealed 50% of the residents on relief homes, school buildings and other structures run down because of the lack of civic and personal pride among the residents. The faculty with the aid of the students took steps first to correct the conditions of the school by cleaning, painting hanging new doors, repairing broken windows, reworking school furniture and equipment and erection of new school buildings and homes for teachers then the home community programme had started and results of this programmes were seven new homes have been constructed. Eight more homes have

running water baths and indoor toilets several homes and two business houses have been repaired an old church has been wrecked and a new one constructed in its place. Two churches have received considerable improvement. Many old out buildings have been reconstructed and repaired and other step was sending monographed sheets each month telling the people what food crops should be planted how they should be planted and fertilized and how they could be preserved.

7. Educational innovation in Philippines community learning centres- Impact is an acronym for instructional management for parents community and teachers, 3 years planning was followed by 5 years of experimentation. This project in the Philippines has produced a complete delivery system in primary education. The system is characterized by active interaction between teacher and pupils, among pupils and between the school and people in the community.

The origin of community learning centre concept is of more than passing historical interest and took the form of a fictional newspaper report entitled "No more schools" written by Daryl Hiehole in 1973 and dated January, 1980). Purported to be a reported interview of a 10 years old LAO pupil, his father and the district school inspector. The setting of this interview was a fictitious village named Boumalong in Violiane Laos.

The system of education described to be forceful. Nevertheless it provided the innotech staff with ideas and principles and made them characteristics of the CIC concept.

1. The professional teachers role would be changed to a manager of instruction one I-6 should be able to manage 200 primary pupils.
2. Community members with particular skills in carpentry home making, agriculture, health and religion would be enlisted as unpaid volunteers to provide specialized instruction.
3. Other community members who are primary school graduates would be trained by the instructional supervisor as programme teachers, record keepers and Evaluators of pupil's progress.
4. Older pupils or high school students would be expected to assist on a voluntary basis with tutoring and remedial instruction.
5. Parents would be trained to monitor instructional activities of their own children and to take responsibility for their children's progress.
6. There would be no age limit to school entry. Pupils would not be encouraged to begin schooling at an early age.

7. Education would be modular each module covering 2 weeks of instruction would have specific educational objectives and readiness test and post test.
8. Many modules would be in the form of individualized instructional package. Pupil difficulty would be remedied through tutorial help.
9. Some modules would be in the form, a small group instruction directed by a teacher aide from the community others would be tied to instructional radio programs.
10. Printed modules would be <sup>re</sup>usable by other students.
11. There would be very few set class periods. Students would be able to drop out and reenter at any time.
12. Primary education would be upgraded. Progress would be indicated by quantity of modules satisfactorily completed.
13. Materials and records would be maintained in the CLO.

It originally began in 1974 in 5 barrio schools of Naga, Cebu, Central Philippines and was expanded in 1977 to 3 semiurban schools in Lapu-Lapu city in Mactan Island near Cebu and one big school for children of resettled urban squateers in Sapong, Palay, Bulacan about 45 km. North of Manila.

The entire pupil population at the impact school is divided into families of between 40-50 children. Each family contains pupils from all grade levels in the Philippines from one through six.

Depending on the enrolment at the school, one or several professionally trained teachers may be assigned as intenerant teachers to take charge of such specialized subjects as physical education, practical arts and music and such extra curricular activities as scouting school beautifucation and green revolution. In addition some community members may be asked to volunteer for instruction in specialized skills such as sewing or carpentary.

#### Recommendations:

1. One of the most important recommendation made by the Innotech team was the revision of the modules.
2. The Department of Education and culture had instructed all government primary schools to

implement an integrated curriculum approach.

Community participation:

The IS's compiled a list of residents with special skills and local social and civic organisations.

1. Arrangements were made by the rural coordinator for pupils to interview them or to learn their skills.
2. Donations in the form of books and funds for book shelves were received by barrio schools.
3. The local steering committee undertook construction of learning kiosks or sheds where programmed teaching and peer group learning took place.
4. During the 2nd year of impact, modules on population education and nutrition education especially prepared in Cebuano were made available in the schools for adults use together with pamphlets on crop cultivation and magazines and newspapers in cebuano.
5. Bridging the gap between school and community:-  
J.K. Barah, 1970 conducted this study. It is based on a two week study of six schools in the grass land area in

the northern part of the state of West Cameroon. At showing to what extent pupils and teachers take part in the activities and interests of the community.

Of the six schools visited for the purposes of this study, four were in rural areas and one each in market towns of Nankon and Kunbo.

The survey was carried out without warning and as the children had no sort of preparation, their remarks were often expressed with delightful frankness and spontaneity. In addition to the written replies of pupils, such information was supplied by teachers, parents and the community as a whole.

Effective measures have been (a) the introduction of the education rating scheme (b) the practice of teachers and pupils joining in community development projects and (c) Educational meetings and concerts organised for the entertainment of the whole community.

9. Grawley found that the participation of mothers in the home economic programmes was helpful, serving as a check on the teachers as well as increasing the interest and effectiveness of the programme.

10. Helbeck studied 110 local parent teacher associations throughout the United States and made detailed

case study of ten selected associations. He concluded that there was a need for restatement of the principles of parent teacher work in order that the aims of the organisation might be achieved and its activities directed toward definite accomplishments. He suggested that a unit of work system be used as a method of programme planning. He also suggested the establishment of PTA's to enable their legitimate participation. He found that few associations emphasised the education of parents.

11. Baldwin and Osborne made a detailed study of home school relations in 6 schools to determine the type of method developed for bringing about close home school relationship.

The practices found in the 6 schools are described in great detail and the implications of the practices are pointed out. In one school, for example, some data were obtained showing how the understanding between parents and teachers can be broadened. As the school learned to know the parents better it acquired more confidence in this judgement and goodwill. Similarly as the parents learned to know the school better, they understood the problems faced by the school. Cooperation approached as a two sided affair.

12. Ojamaana and Fatland after analysing the contributions of teachers and parents, proposed a check list by which any arrangement for effective home school cooperation can be tested.

The items comprising the list are as follows:

- a) Does the plan help teachers to understand the background of each child so well that he can apply this knowledge in his daily relations with students.
- b) Does the plan help teachers to maintain their security, personal worth and similar requirements for a cooperating personality.
- c) Does the plan help parents to learn the principles of child development so that they become skillful in applying them in day to day family living.
- d) Does the plan help parents to become so well adjusted personally that they do not project their ambitions and irritations into the lives of their children or into their relations with their children's teachers.
- e) Does the plan help teachers and parents to become so well acquainted that they can work together in understanding and confidence and can look at problems from each others point of view.

### III. METHODOLOGY

The procedure adopted for the present study strengthening school community relationship in Karamadai Block is given below:

- A. Selection of the villages
- B. Selection of the sample
- C. Selection of the method
- D. Conduct of the programme - action programme

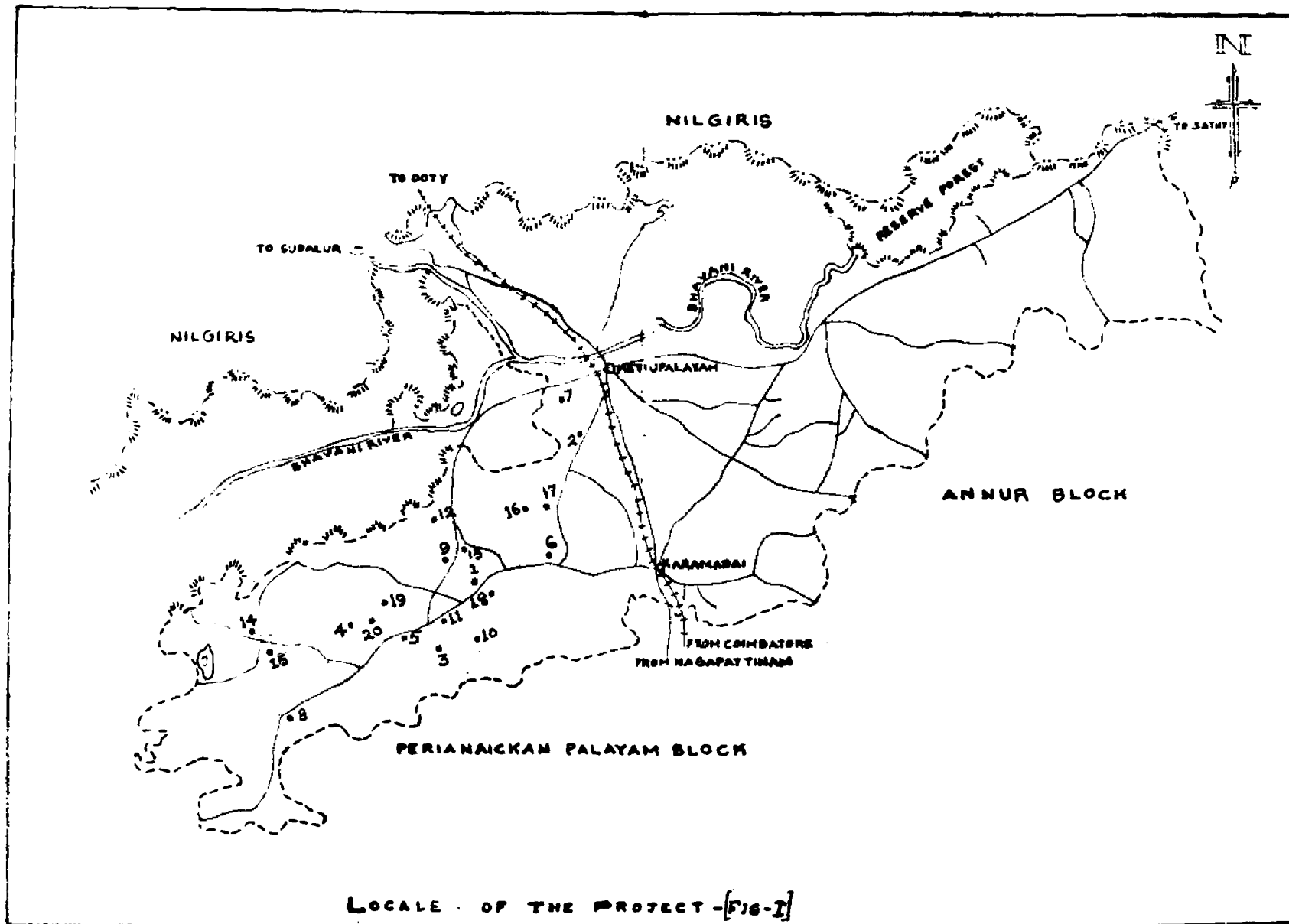
#### A. Selection of the Villages:

Sri Avinashilingam Home Science College, since its inception has been giving rural bias to the curricular and co-curricular activities. As a landmark of Silver Jubilee celebrations, the College had adopted 25 villages in the remote Karamadai Panchayat Union, Coimbatore district for integrated rural development.

Out of 25 adopted villages in the Karamadai Panchayat Union, 20 backward villages were selected for this action programme (Figure I).

#### B. Selection of the Sample:

Ten parents of the school pupils from each of the 20 villages, selected for action programme, were interviewed to know their awareness, knowledge, interest



LOCALE OF THE PROJECT [FIG-1]

<u>S.No.</u>	<u>Village</u>	<u>S.No.</u>	<u>Village</u>
1.	Haradur	11.	Bujanganoor
2.	Basampalayam	12.	Thekkampattai
3.	Bilichigoundenoor	13.	Kendepalayam
4.	Penappalayam Padur	14.	Velliangadu
5.	Dayanur	15.	Muthukallur
6.	Pungampalayam	16.	Kiddempalayam
7.	Kamaigounderpadur	17.	Kurumbenoor
8.	Tholampalayam	18.	Vijayenogaram
9.	Devanapuram	19.	Karanur
10.	Kenjvelpalayam	20.	Medur

and resources available for strengthening school community relationship. The samples were randomly selected for the study.

The headmasters of 20 schools were also interviewed to get particulars about school community relationship existing then so as to chalk out the action programme for strengthening school community relationship.

Thus making a total of 200 parents and 20 headmasters as sample for the study.

### C. Selection of the Methods

Of the various methods to study the strengthening school community relationship, the investigator adopted the following methods for the present study.

1. Interview schedule
2. Observation

The investigator has carefully borne in mind the various factors like time, cost, feasibility, transport, convenience, etc. in the selection of the suitable instrument or tool for the action programme, since it is of vital importance for successful research.

Though different tools are suitable for collecting various kinds of information, the investigator has selected the interview schedule form under the inquiry

forms and observation as general tools for collecting and motivating the people for action programme.

The interview schedule has been systematically compiled, classified under suitable headings like general background information, participation of parents and children in the midday meal scheme, existence of PTA, views on involving the school for community betterment and community for school betterment, Existence of facilities in the school and needs of the community. From the headmasters details regarding number of children in the school, number of teachers in the school, place of residence, existence of PTA in the schools, existence of village organizations, existence of facilities in the school, organisation of school functions, views on involving the school for community betterment and community for school betterment, needs of the school. with the view to gather the required information first from 5 villages by way of pilot study and finally covering all 20 villages.

To have a clear and Exhaustive study of the existing school community relationship, the investigator carried out the study in a two pronged way, namely interviewing the Headmasters of primary schools and parents of the school pupils with the help of a well thoughtout and planned interview schedules.

Interview schedule has been defined as a systematic method by which a person enters more or less imaginatively into the inner life of a comparative stranger (Young, 1962). Interview schedule is the name usually applied to a set of questions which are asked and filled in by an interviewer in a face to face situation with another person (Goode and Haft, 1952).

## 2. Observation:

Observation as a tool of research deals with the external behaviour of persons in appropriate situations controlled or uncontrolled. Sukhia and Mehrotra (1976). observation may be defined as the careful and systematic watching of facts as they occur in the course of nature (Adiseshiah, 1976).

## Need for Pilot Study:

The planning stage of research is the critical stage and should not be hurried. Sometimes it may be necessary to carry out a preliminary or pilot study in order to determine whether the proposed study is feasible or not. Such pilot studies often indicate that a problem needs restatement or modification before it is considered researchable and leads to a revision of the previous research plan.

### Sample for the pilot study:

Necessary required number of the schedules were prepared and administered to a sample of 25 parents and 5 headmasters.

### Finalisation of the Tool:

Responses from the interview schedule conducted for pilot study were analysed and scrutinised. The tool for final study was evolved, modifying, changing, or restructuring the questions of pilot study in the light of the responses of the pilot study so as to make the tool reliable and valid.

### Final study:

The study was conducted in 2 phases. Ist phase deals with the background information, existing conditions of the school community relationship, and study of the needs of the school and community. And these informations were gathered by interviewing the headmasters of the selected 20 primary schools taken for the study and the community people mostly parents through separate interview schedules evolved for the purpose and personal observation. The II nd phase of the study was to persuade the school authorities and community people to take up such viable action programmes based on the information

collected through the 1st phase of the study.

**D. Conduct of the Programme - Action Programme**

An idea about the existing condition of the school community relationship was understood through the responses to interview schedules. Based on the responses and personal observation, following programmes were planned for the action programme in consultation with teachers and the community people, in order to strengthen school community relationship.

1. Carrying out a bench mark survey
2. Creating awareness among parents and teachers about the importance of school community relationship.
3. Oneday workshop to headmasters of primary schools wherein the need for school community relationship was emphasized.
4. Organising Parent Teacher Associations.
5. Involving school for the betterment of community.
  - a) Rally by the school children
  - b) Cleaning the roads and drainage system
  - c) Construction of soakage pits
  - d) Tree planting
  - e) Construction of katcha roads
  - f) Raising school gardens and kitchen gardens
  - g) School participation in the local festivals

**6. Involving community for school betterment**

- a) Strengthening Parent Teacher Associations
- b) Attending the parent Teacher Meetings
- c) Attending the school functions
- d) Involving the Mahalir Muzam and Youth Club members in Hon'ble Chief Ministers Nutritious Noon Meal programme and in school activities
- e) Use of resource persons and village crafts
- f) Construction of kitchen in one school and repairs in 12 schools
- g) Construction of compound wall in one school and putting up of fenceings in 13 schools
- h) Construction of smokeless chulaha in 10 schools midday meal kitchen
- i) White washing the schools
- j) Donations in kind like radios, wall clocks, play materials, gardening equipment, flagpoles, partition screens, were made to the schools by the community

**7. Health check up of school children**

The action programme so planned with the cooperation of the teachers and the community people on the basis of the survey of school community relationship in the villages is carried out with the active involvement of the community people and teachers. The survey findings and the action programmes are discussed in the next chapter.

#### **IV. RESULTS AND DISCUSSION**

The results of the action programme "Strengthening School Community Relationship" are discussed under two broad headings. Namely Ist phase - Background information, existing school community relationship and a study of the needs of the school and community and IInd phase - action programme based on the 1st phase.

##### **I. A. General background information of the sample community**

- a) Age level of community people taken for the study
- b) Educational status of the sample people
- c) Occupational status of the sample people
- d) Income range of the sample people

##### **B. General information of sample primary schools**

- a) Total number of teachers in all the schools
- b) Place of residence of the teachers
- c) Total number of children in all the schools
- d) Attendance range of the schools
- e) Reasons for fall in attendance

##### **C. Particulars regarding the participation in midday meal programme**

- a) Number of children taking lunch in the schools

- b) Parents participation and help in midday meal scheme

**D. Particulars regarding Parent Teacher Associations**

- a) Existence of Parent Teacher Associations
- b) Activities done by Parent Teacher Associations
- c) Items discussed in the meetings
- d) Parents Participation in meetings and reasons for non participation
- e) Steps taken and suggested to improve the functioning of Parent Teacher Associations

**E. Particulars regarding the existence of village organisations**

- a) Existence of village organisations and the help rendered
- b) Type of help rendered by the youth clubs

**F. Involvement of school for community betterment and community for school betterment**

- a) Views on involving school for community betterment and community for school betterment from headmasters and parents
- b) Existence of facilities in the schools
- c) Needs of the schools
- d) Needs of the community

**II. Action Programmes: The action programmes under-taken after finding out the existing position of the school community relationship are:**

1. Carrying out bench mark survey
2. Creating awareness among parents and teachers about the importance of school community relationship

3. One day workshop to headmasters of primary schools wherein the need for school community relationship was emphasized
4. Organizing parent Teacher Associations
5. Involving school for the betterment of community
  - a) Rally by the school children
  - b) Cleaning the roads and drainage system
  - c) Construction of soakage pits
  - d) Tree planting
  - e) Construction of katcha roads
  - f) Raising school gardens and kitchen gardens.
  - g) School participation in local festivals
6. Involving community for school betterment
  - a) Strengthening parent teacher association
  - b) Attending the parent teacher meetings
  - c) Attending the school functions
  - d) Involving Mahalix Manram and youth Club members in Hon'ble Chief Minister's Noon Meal Programmes and in school activities
  - e) Use of resource persons and village crafts
  - f) Construction of kitchen in one school and repairs in 12 schools
  - g) Construction of compound wall in one school and putting up a fence in 13 schools.
  - h) Construction of smokeless chulaha in 10 schools midday meal kitchen.

- i) White washing the schools
- j) Donations in kind like radios, wall clocks, play materials, gardening equipment, flag poles, partition screens were made to the schools by the community

7. Health check up of school children

I.A. General Back Ground Information of the Sample Community:

a) Age level of the community people taken for the study:

Table I presents the age level of the community people taken for the study.

TABLE I

AGE LEVEL OF THE COMMUNITY PEOPLE TAKEN FOR THE STUDY

Age in years	Number	Percentage
20 - 29	35	17.5
30 - 39	108	54.0
40 - 49	55	26.5
50 and above	4	2
200		

Majority (54 per cent) of the people were in the age group of 30 - 39. 26.5 per cent were in the age group of 40 - 49, 17.5 per cent were in the age group of 20 - 29, 2 per cent were in the age group of 50 and above.

b) Educational status of the sample people:

Table II indicates the educational status of the sample people.

TABLE II

EDUCATIONAL STATUS OF THE SAMPLE PEOPLE

Educational status	Number	Percentage
Illiterates	105	52.5
Studied upto 5th standard	56	28.0
Studied upto 10th standard	39	19.5
	200	

Majority of the people (52.5 per cent) were illiterates. 28 per cent studied upto 5th standard and 19.5 per cent studied upto 10th standard.

c) Occupational status of the sample people:

Table III depicts the occupational pattern of the sample people.

**TABLE III**  
**OCCUPATIONAL STATUS OF THE SAMPLE PEOPLE**

Occupation	Number	Percentage
Agriculture	84	42
Cooli	72	36
Business	14	7
Others	30	15
	-----	
	200	

42 per cent of the peoples occupation was agriculture, 36 per cent were coolies, 7 per cent peoples occupation was business. Other occupations like attender, mill workers, village worker, maternity Aya, Thoti, Steel worker, drivers, milk distributor, dhobi, Lineman, failor, carpenters, conductor, electricity board workers, constitute 15 per cent.

**d) Income range of the sample people:**

Table IV gives the details of monthly income of the sample people.

TABLE IV

## INCOME RANGE OF THE SAMPLE PEOPLE

Monthly income range	Number	Percentage
100 - 199	3	1.5
200 - 299	122	61.0
300 - 399	42	21.0
400 - 499	16	8.0
500 - 599	8	4.0
600 - 699	4	2.0
700 and above	5	2.5
	200	

Majority of peoples (61 per cent) monthly income was between 200 - 299; 21 per cent peoples income was between 300 - 399 and 8 per cent peoples income was between 400 - 499, 4 per cent peoples income was between 500 - 599 and 2.5 per cent peoples income was between 700 and above, 2 per cent peoples incomes was between 600 - 699, 1.5 per cent peoples income was between 100-199.

B. General information of Sample Primary Schools:

a) Number of teachers in all the schools:

There were altogether 55 male teachers, 25 female teachers in all the 20 schools taken for the present study.

b) Class of residence of the teachers:

It was clear that 17 teachers were staying in the same village whereas 63 teachers were staying in other villages.

c) Total number of children in all the schools:

The total number of children in all the 20 schools was 2,583. There were altogether 1,409 boys and 1,174 girls constituting to the total number of 2,583.

d) Attendance range of all the schools:

Attendance range of the 20 schools shows that 4 schools had 100 per cent attendance, 5 schools had 90 per cent attendance, 7 schools had 80 per cent attendance, and 4 schools had 60 per cent attendance.

e) Reasons for fall in attendance:

Table V presents the reasons for fall in attendance.

TABLE V

REASONS FOR FALL IN ATTENDANCE

Reason	Number of headmasters mentioning*
Helping mothers at home	9
Child labour	5
Poor economic conditions	4

\*Multiple responses

Out of 16 headmasters of the schools where there was fall in attendance expressed the reason for fall in attendance. According to 9 headmasters helping mothers at home was the reason for fall in attendance, according to 5 headmasters child labour was the reason for fall in attendance, according to 4 headmasters poor economic condition was the reason for fall in attendance. This is represented in the Pie Diagram (Figure II).




C. Particulars Regarding the Participation in Midday Meal Programme:

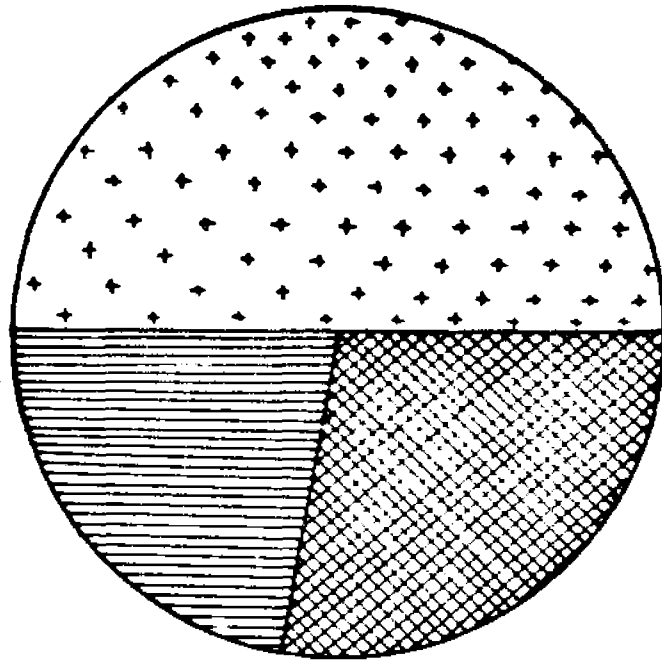
a) Number of children taking lunch in the schools:

243 children of the 200 parents interviewed were taking lunch in the schools of whom 128 were boys and 115 were girls.

b) Parents participation in midday meal scheme:

Out of 200 parents, 192 parents were not participating in the school midday meal programme, only 8 parents were participating and helping the midday meal programme. 5 parents were helping in fasting and checking the weights, 3 parents were helping in giving suggestions.

-  *HELPING MOTHERS AT HOME*
-  *CHILD LABOUR*
-  *POOR ECONOMIC CONDITION*



*REASONS FOR FALL IN ATTENDANCE*

**Figure-II**

**D. Particulars Regarding Parent Teacher Associations:**

**a) Existence of Parent Teacher Associations:**

Parent teacher associations were existing in 12 schools where as in the remaining 8 schools parent teacher associations were not existing.

**b) Activities done by Parent Teacher Associations:**

Table VI explains the various activities done by Parent Teacher Associations.

**TABLE VI**

**ACTIVITIES DONE BY PTA**

Activity	Number of schools
Supply of cooking utensils	12
Donated Radios	5
Donated wall clocks	5
Construction of compound wall	4
Donated screens for separating the rooms	4
White washing	4
Supply of uniform	3
Donation of flag poles	3

Cooking utensils were donated by parents in all the 12 schools. Radios and wall clocks were donated by parents in 5 schools construction of Compound walls in 4 schools. Separate screens were donated by parents in 4 schools and white washing was done with the help of Parents in 4 schools. Uniforms were donated by parents to the poor boys in 3 schools and flag poles were donated by Parents in 3 schools. This is represented in the Bar Diagram (Figure III).

e) Items discussed in the meetings

Table VII presents the items discussed in the meetings.

TABLE VII

ITEMS DISCUSSED IN THE MEETINGS

Item	Number of Headmasters* mentioning
Problems of the schools	12
Needs of the schools	8
Regularity of the children	5
School betterment	3

\*Multiple responses

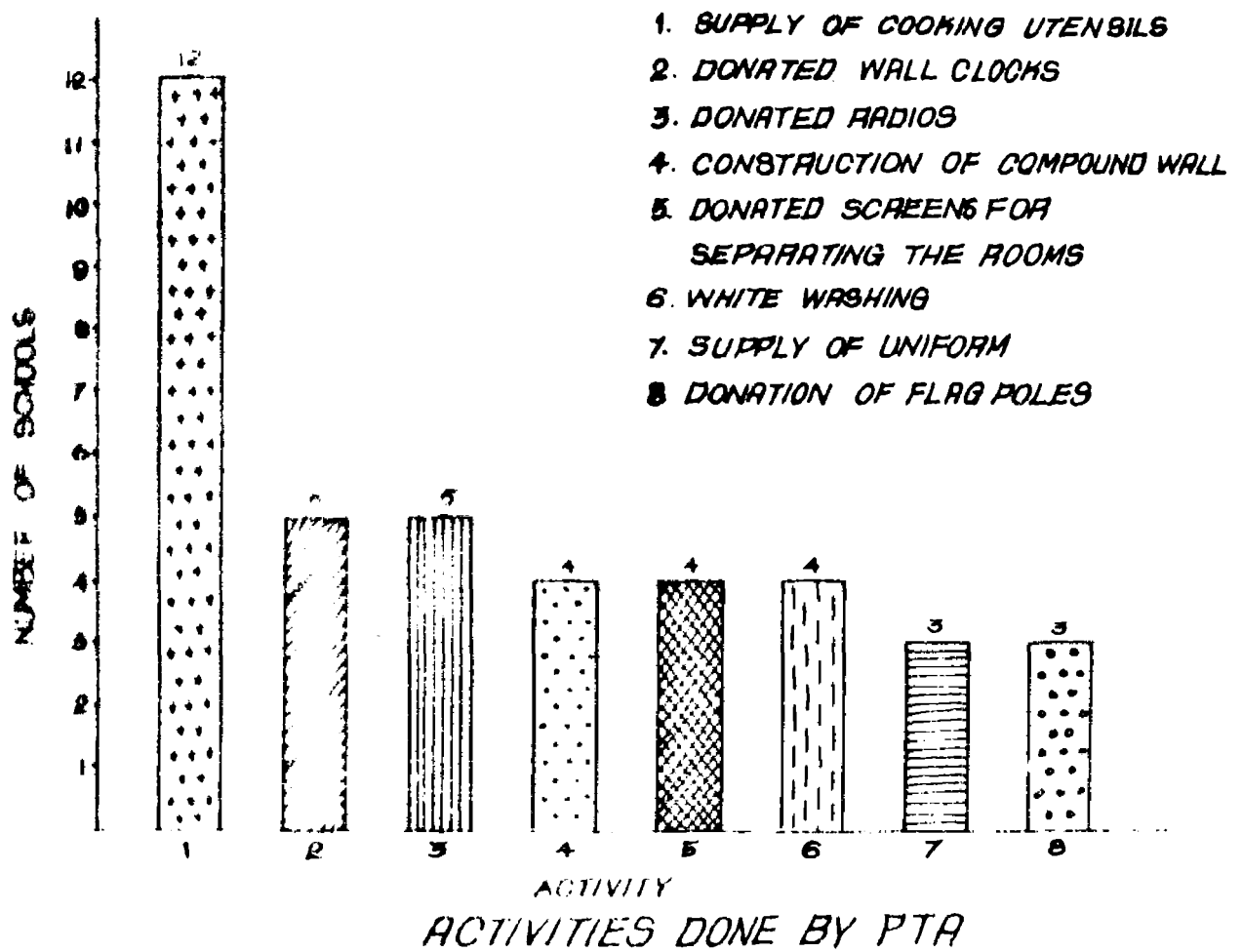


Figure III

12 headmasters had said that problems of the schools will be discussed during the meetings, 8 headmasters needs of the schools will be discussed during the meetings and 5 headmasters regularity of the children will be discussed during the meetings. 3 headmasters had said that school betterment will be discussed during the meetings.

d) Parents' participation in meetings and reasons for non-participation:

Table VIII indicates the participation of parents in meetings and reasons for non-participation.

TABLE VIII

PARTICIPATION OF PARENTS IN MEETINGS AND REASONS FOR NON PARTICIPATION

Participation		Reasons for non-participation	Number of parents mentioning
Yes	No		
28	92	No time to attend	60
		No invitation from teachers	20
		Personal work	12

Only 28 parents were participating in parent teacher meetings and 92 per cents were not participating. The various reasons given by the parents for not

attending the PTA meetings as no time to attend the meetings by 60 parents, no invitation from teachers by 20 parents and personal work by 12 parents.

e) Steps taken and suggestions to improve the functioning of Parent Teachers Associations:

Two headmasters had suggested that in every PTA meeting and in other meetings the importance of Parents Attending the meetings should be stressed and another 2 headmasters had suggested that approaching parents personally and persuading them to attend the meeting may make them realise the importance of the parent teacher associations and attend the meetings. One headmaster had suggested, if a separate officer to look after the parent teacher associations was appointed, things may become rosy.

B. Particulars Regarding the Existence of Village Organisations and the Help Rendered:

Table IX shows the particulars regarding the existence of village organisations, and the help rendered by them.

TABLE IX

EXISTENCE OF VILLAGE ORGANISATIONS AND THE HELP  
RENDERED BY THEM

Organisation	Yes	No	Help rendered		
			Yes	No	Total
Youth Club	15	5	7	8	15
Mahalir Manram	12	8	..	12	12

Youth clubs were existing in 15 villages where as in the remaining 5 villages Youth Clubs were not existing. Mahalir Manrams were existing in 12 villages where as in the remaining 8 villages Mahalir Manrams were not existing. Out of the existing of 15 youth clubs only 7 youth clubs were helping the schools and 8 youthclubs were not helping and out of 12 Mahalir Manrams no Mahalir Manram was helping the schools.

b) Type of help rendered by the youth clubs:

7 clubs were helping in collecting the money from the villagers and 4 youth clubs members were attending the school meetings.

**F. Involvement of School for Community Betterment and Community for School Betterment:**

**a) Views on involving the school for community betterment and community for school betterment:**

All the 20 headmasters had expressed the opinion that the school should be involved for community betterment and community for school betterment, thus establishing a mutual reinforcement for the improvement of both. 83.9 per cent of parents had opined that mutual give and take should be there for the development of both, as the school is an important instrument for any socialawakening.

**b) Existence of facilities in the schools:**

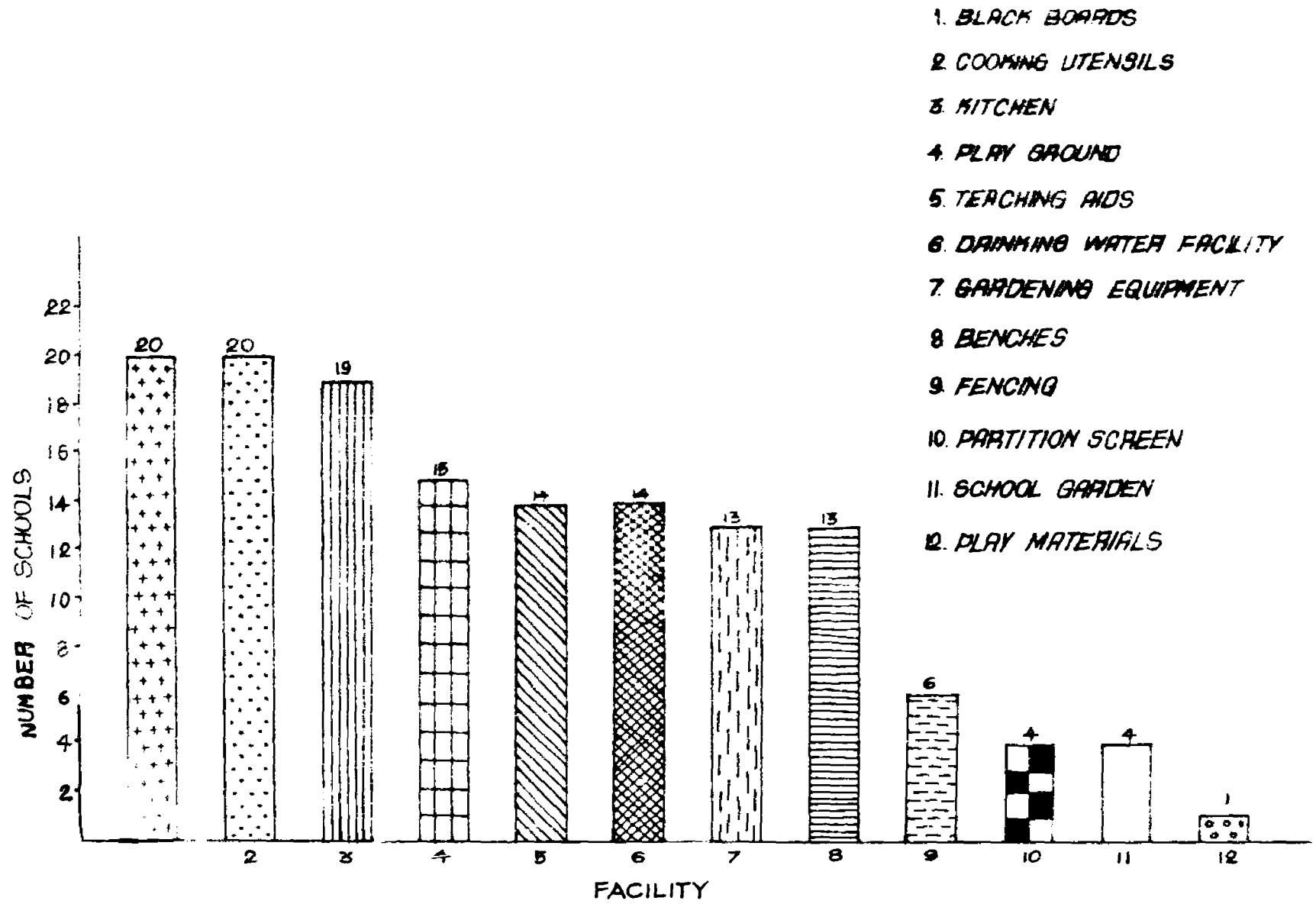
Table X gives the details regarding the existence of facilities in the schools.

TABLE X

## EXISTENCE OF FACILITIES IN THE SCHOOLS

Facility	Number of schools
Black boards	20
Cooking utensils	20
Kitchen	19
Play ground	15
Teaching aids	14
Drinking water facility	14
Gardening equipment	13
Benches	13
Fencing	6
Partition screen	4
School garden	4
Play materials	1

It was clear from the above table that all the schools do not have all the facilities but in all the schools black boards and cooking utensils were there. Kitchen was existing in 19 schools, playground in 15 schools. Teaching aids, drinking water facilities were existing in 14 schools, gardening equipment and benches were existing in 13 schools, fencing was therein 6 schools. Partition screen, school garden were <sup>there</sup> in 4 schools. Only one school had play materials. This is represented in the Bar Diagram (Figure IV).



EXISTENCE OF FACILITIES IN THE SCHOOLS

Figure IV

e) Needs of the schools:

Table XI explains the various needs of the 20 schools.

TABLE XI  
NEEDS OF THE SCHOOLS

Type of the need	Number of headmasters mentioning
Play materials	19
Radio	15
Benching	14
Benches	13
Teaching aids	12
Partition screen	12
Wall clock	8
Gardening equipment	7
Drinking water	6
Play ground	5
Stage	1
Kitchen	1

Even 14 schools and 13 schools have teaching aids and black boards 6 schools do not have enough of the teaching aids and benches, 6 schools do not have teaching aids at all and 7 schools do not have benches at all. Many of the above needs were fulfilled with the kind cooperation

of the parents, when the investigator carried out the action programme.

d) Needs of the community:

Table XII explains the various needs of the community.

TABLE XII  
NEEDS OF THE COMMUNITY

Type. of the need	Percentage of sample people mentioning
Road repair	89
Road cleaning	85
Drainage	82
Ditches	63.5
Water facility	15.5
Street light	10
Water tank	7.5
Latrine	4
Milk society	4
Hospital	3
Library	2.5
Bridge	1
Play ground	1
Kovil	0.5

Of all the needs most important needs which were expressed by majority of the people were repairing the roads by 89 per cent and cleaning the roads by 85 per cent, putting up of drainage by 82 per cent ditches by 63.5 per cent. These needs of the community were fulfilled to some extent by the active participation of school children and by the involvement of the people.

This is represented in the Bar Diagram (Fig. V).

#### II. 1. CARRYING OUT A BENCH MARK SURVEYS

The investigator with the help of interview schedule personally interviewed 200 parents and 20 headmasters. From the parents details regarding background information, participation of parents, and children in the Midday Meal Scheme, existence of PTA, views on involving the community for school betterment. Existence of facilities in the schools and needs of the community. From the headmasters, details regarding number of children in the school, number of teachers in the schools, place of residence of teachers, existence of PTA in the schools, existence of village organizations, existence of facilities in the schools, organisation of school functions, views on involving the school for community betterment, community for school betterment and needs of the schools. Based on the above findings action programme was organised.

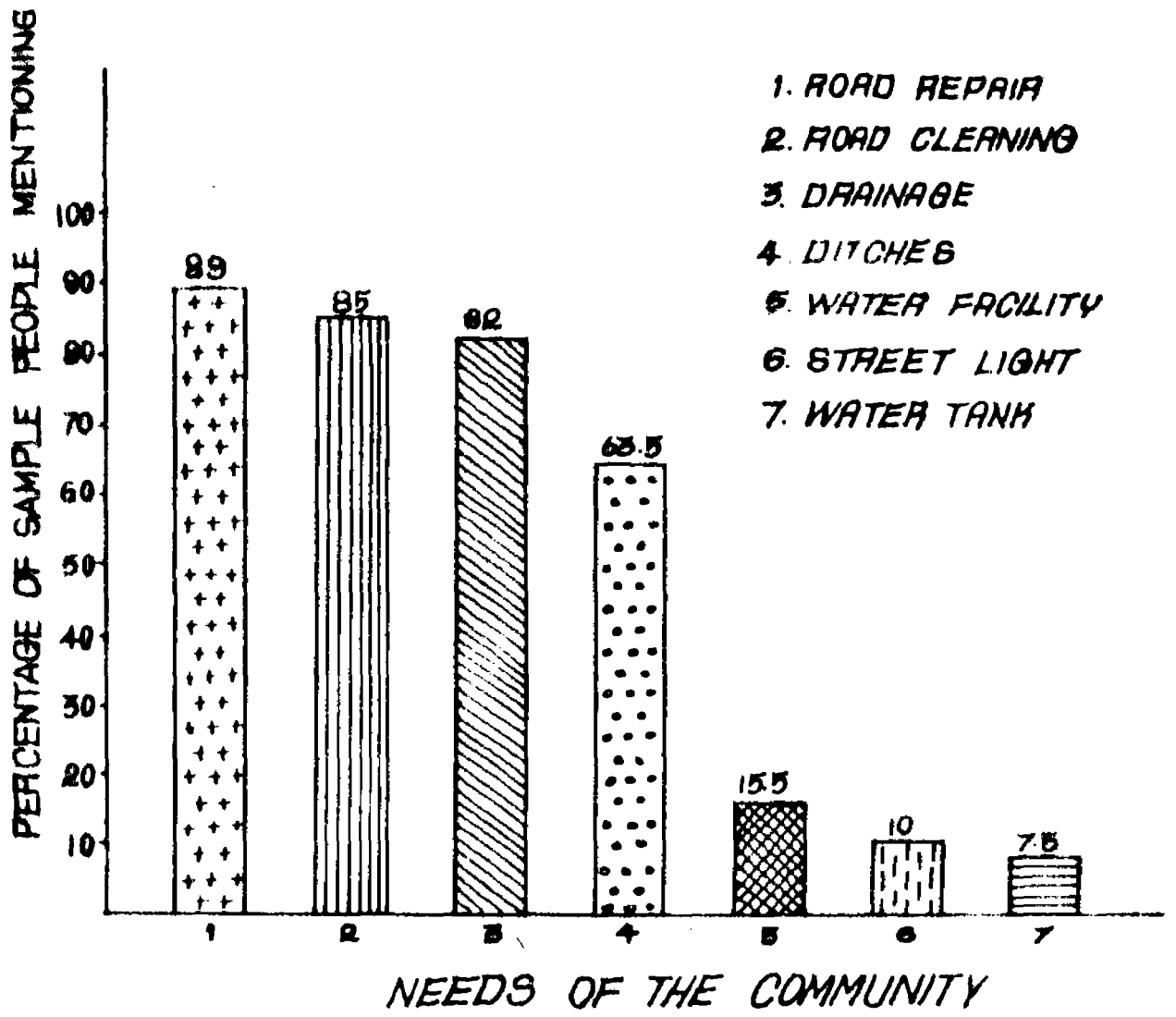


Figure V

2. Creating Awareness Among Parents and Teachers About the Importance of School Community Relationship:

To make the people aware of the need and importance of strengthening school community relationship and the advantages accruing because of good relationship between them, the investigator contacted people individually and in groups (Figure VI) with the help of noon meal organisers, youth club members and adult education centres. To motivate the people films were shown on village development like future village, postponed marriage on health and sanitation and films on nutrition and child care. Exhibitions (Figure VII) were arranged in all the villages on various topics like health, sanitation, nutrition, agriculture, science and technology and on school and kitchen gardens.

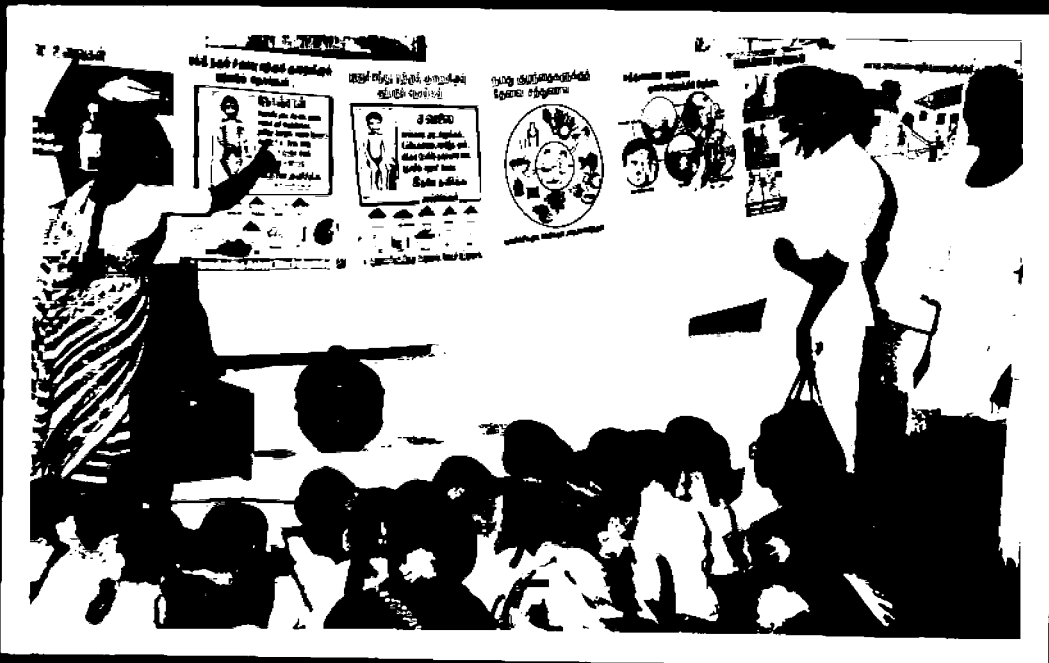
3. One Day Workshop to Headmasters of Primary Schools wherein the Need for School Community Relationship Was Emphasised:

All the 20 headmasters attended this one day workshop (Figure VII) during the morning session, classes on need for strengthening school community relationship, Parent Teacher Associations, importance of nutrition, child health, sanitation, importance of school garden were taken and their doubts on various aspects were cleared and in the afternoon session headmasters were divided into four groups and they discussed threadbare problems and chalked out time bound programme for strengthening school community relationship.



CREATING AWARENESS THROUGH PARENTS MEETING

Figure .VI



EXHIBITION PUT UP IN THE SCHOOL

Figure .VII



ONE DAY WORKSHOP FOR HEAD MASTERS

Figure VIII

#### 4. Organising Parent Teacher Associations:

The investigator from her investigation came to know that out of 10 villages, PTAs have been existing in 12 villages. The investigator took efforts to organize PTAs in the rest of the 8 villages, even the existing ones were not functioning well and the PTA meetings were conducted often and members were persuaded to attend the meetings regularly. The need for home school relation was stressed in all the meetings and were encouraged to discuss about the problems of the children, and methods of solving them, suggestions for mutual understanding, and parents were encouraged to make the children study at home and about the needs of the school how they can be solved by parents.

#### 5. Involving the School for the Betterment of Community:

a) Rally by the school children:- The investigator with the idea of arousing the curiosity and interest both from villagers and children point of view arranged an intensive campaign in the form of a rally emphasizing the need for good school community relationship by the school children in all the villages.

b) Cleaning the roads and drainage systems. 83.5 per cent of the people felt that the condition of the village roads and drainage system was bad which gave an ugly and unhygienic look and hence the project of cleaning (Figure IX)

and sanitation drive by students was appreciated by the community people.

c) Construction of soakage pits:- The drainage system was very poor in all the villages and dirty water was floating on the roads and people were suffering from mosquitoes and flies and from bad breath. To overcome this as an experimental measure, 10 soakage pits in each of the 20 villages were constructed by village people helped by the school children (Figure X). Ditches were dug by the youth members, filling of pits was done by the school children and the 10 families in each village were given the procedures to be followed to reconstruct the pit with the hope that all others will be motivated to construct the pits.

d) Tree plantings:- 50 trees in each village were planted by the school children on the sides of the roads and places where there was the problem of water stagnation and the nearest home where the tree was planted was made to adopt it and look after it.

e) Construction of katcha roads:- Levelling of the roads was felt by 89 per cent of people as one of the immediate needs since in almost all the villages the existing road condition was very bad and people were facing many problems due to the unlevelled roads, the investigator took efforts to motivate the youth and elders in all the villages to help school children in levelling and



PUPILS PARTICIPATION IN PUTTING  
 SOAKAGE PITS IN THE VILLAGE *Figure X*



SCHOOL CHILDREN PARTICIPATING IN CLEANING DRIVE

constructing the roads and all came forward to work cooperatively. Some donated mud and some offered bullock carts and others tools to carry out the work.

f. Raising school gardens and kitchen gardens:- Among the educational advantages a school garden provides is training in knowledge and management of plants (Paulwork and John Carew, 1955).

Out of 20 villages, school gardens were existing only in 4 schools and the investigator encouraged the remaining 16 school teachers and school children to have school gardens (Figure XI). Seeds like tomato, brinjal, ladies fingers, green leaves, beans, beetroot, chillies were collected from the local farmers and various seedlings like drumstick, curry leaves, pepaya, guava, aala and coconut trees costing Rs. 100 have been donated by community people in all the 16 villages. Vegetables were used in the noon meal programmes. At the same time school children were motivated to raise kitchen gardens in their homes, totally 100 kitchen gardens were raised by school children in all the 20 villages.

g) School participation in local festivals:-

Festivals are foundations of joy for all. They exist in all countries through all the ages. If man has been described as a social animal, festivals are the occasions for a close



FENCING BUT UP BY YOUTH CLUB MEMBERS, YOUTH CLUB AND MAHALIR MANDRAM MEMBERS WORKING IN THE COMMUNITY GARDEN

Figure. XII



CHILDREN WORKING IN THE SCHOOL GARDEN

Figure. XI

joyous coming together for the members of the social group and they give full expression to the social instinct. The expression of great joy and the occasion therefore is called a festival (Arunachalam, 1980).

School children were persuaded to participate during the local festivals like pongal, inasara, karthikai and local temple festivals (Figure VIII). They helped in clearing the ground, putting up of pandals, decorating the temples, serving water and helping the old people and during the night time cultural programmes were organised by them. This helped them in mingling freely with elders.

#### 6. Involving Community for School Betterment:

a) Strengthening Parent Teacher Associations:- The investigator from her investigation came to know that the existing 12 parent teacher associations were not functioning well. Even some headmasters expressed that they were conducting the meetings regularly and discussing various aspects but through the community survey the investigator came to know that the associations were not functioning well. They were conducting meetings only when there was a need. The investigator took steps to strengthen the existing associations. Importance of conducting meetings regularly and topics that are to be discussed were explained to the headmasters and at the same time parents were motivated according to the convenience of to attend the meetings. Meeting timings were adjusted



LOCAL TEMBLE FESTIVAL

Figure. XIII



SPORTS ORGANIZED BY YOUTH CLUB MEMBERS  
DURING PONGAL FESTIVAL

Figure. XIV

according to the convenience of the parents and headmasters. Afternoon time between 1.00 p.m. to 2.00 p.m. for the convenience of the headmasters coming from other villages and night after 8 p.m. in the villages where the headmasters residences were in the same village. Thus parents and teachers were persuaded to conduct PTA meetings often.

b) Attending the Parent Teacher Meetings:- Parents participation plays a major part in helping parents to understand the role of education in a democratic society and in laying the ground work for future relation between home and school (Patur and Eursiff, 1960).

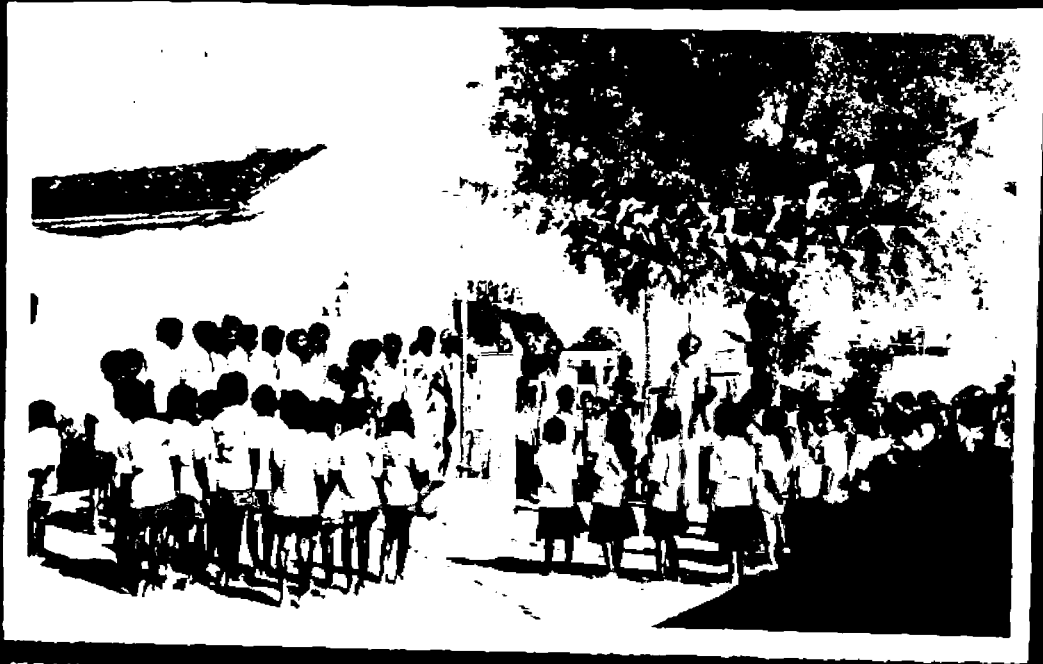
Parents were motivated through personal contacts to participate in the PTA <sup>timing</sup> were fixed according to the convenience of the parents and teachers. They were convened about the importance of PTA meetings in making the child study well at home and in discussing the ways and means to overcome the risk of problematic children.

c) Attending the school functions:- Parents were encouraged to attend the school functions like Independence Day (Figure XV), Gandhi Jayanthi, Republic Day, November 14th. Prominent persons were encouraged to preside over the functions and speeches were given about those who took part in struggle for freedom movement.

d) Involving mahalir manram and youth club members in Hon'ble Chief Minister's Noon Meal Programme and in School Activities:- There were about 15 youth clubs and 12 mahalir manrams in the selected 20 villages. The investigator took efforts to organize 5 youth clubs and 8 mahalir manrams where there were no such clubs. Even among the existing village organizations only 7 youth clubs were helping the schools. No mahalir manram was helping the schools. They were motivated to participate in nutritious noon meal programme and in various school activities.

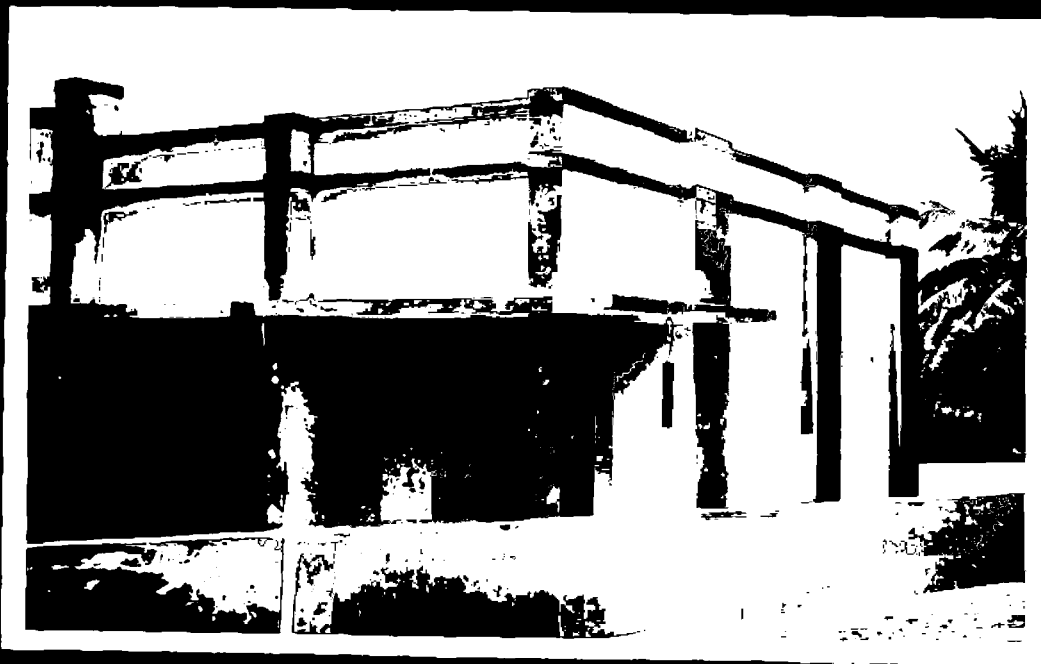
Mahalir manram members were encouraged to check the hygiene in and around the schools, making the children wash their hands and plates before and after eating, making the children realize the need for personal hygiene and attend the schools regularly and getting the vegetables from village mandies, teaching handi-crafts like wire bags, making dolls, teaching various decorative sticks<sup>h</sup>.

Youth club members were encouraged to teach games and sports and exercises to school children and to organize sports to school children during Pongal festival (Figure XIV) and prizes were given to the winners. Youth club members were made to realise the need to supervise the noon meal programme that is checking the quantity of food distributed testing the foods and giving suggestions and were persuaded to



PARENTS PARTICIPATION IN SCHOOL FUNCTION

Figure. XV



COMPOUND WALL CONSTRUCTED BY COMMUNITY PARTICIPATION

Figure. XVI

form committees to collect money from local people for organising various functions both in the school and in the community and in 5 villages along with putting up of fenceings school garden plots were prepared by youth club (Figure XII) members because of the large area and they were using the gardens as community gardens.

d) Use of resource persons and village crafts.

Village tangible potentialities and crafts like blacksmithy carpentry, pot making, local mills, local farms have been shown to the school children (Figure XVII). They showed much interest in observing the work done by the workers. Resource persons like retired teachers, nurses, postmen and sarohangs, fishermen, mill workers, steel workers took classes regarding their experiences, the various steps involved in their work.

e) Construction of kitchen in one school and

repair of existing kitchens in 12 schools:- In one school Rs. 2,000 was collected from the local people for constructing school kitchen (Figure XVIII). Along with the money 4 supplied bricks and 3 supplied tiles and 2 gave the bullock carts freely and 5 donated sand and villagers did manual work freely without taking labour charge. In 12 schools repairs to the kitchens like rearranging the tiles, cement flooring, repairing the kitchen doors and putting up of new doors was done.



VILLAGE BLACK SMITH TEACHING BLACK SMITHY  
TO SCHOOL CHILDREN

Figure. XVII



VILLAGE BLACK SMITH TEACHING BLACK SMITHS  
TO SCHOOL CHILDREN

Figure. XVII



*KITCHEN CONSTRUCTED BY  
COMMUNITY PARTICIPATION*

*Figure. XVIII*

f) Construction of compound wall in one school and putting up of fencing in 13 schools:- Compound wall costing Rs. 3,500 was constructed in one school (Figure XVI) In 13 schools fencing with locally available thorns and tree branches was done youth club members and villagers came forward to do the work freely.

g) Construction of smokeless chulahi:- in 10 schools midday meal kitchen:- In 10 schools smokeless chulahi costing Rs. 75 each have been constructed (Figure XIX). In one school the chulahi maker donated the chulahi to his village school. Apart from the money community people donated cement and bricks to construct the chulahi.

h) White washing the schools:- In all the schools white washing the schools was done. Community people donated the left over lime stone after washing their homes for white washing the schools.

i) Donations in kind like radios, wall clocks, play materials and gardening equipment, flag poles, partition screens were made to the schools by the community:- In 8 schools community people donated radios each costing Rs. 500 and in 6 schools they donated wall clocks each costing Rs. 200, play materials like balls and rings costing Rs. 50 were donated by the community people in 19 schools. In 7 schools gardening equipment like water sprinkler, crobar,



*SMOKELESS CHULA CONSTRUCTED  
BY COMMUNITY PARTICIPATION*

*Figure. XIX*

spades costing Rs. 100 were donated by the community people. In 2 schools flag poles costing Rs. 250 each were donated by community people.

7. Health Check Up of School Childrens

Health check up of school children was conducted with the help of medical officer from mini health centre of Vivekanandapuram in Karamadai Block and medical officer from Primary Health Centre, Karamadai Block. 10 schools were allotted to the mini health centre, Vivekanandapuram and 10 schools were allotted to Primary Health Centre Karamadai Block to carry out the health check up of school children regularly.

## V. SUMMARY AND CONCLUSION

The study aimed at strengthening school community relationship was conducted in twenty villages of Karamadai Panchayat Union, Coimbatore District. The study has been conducted in two phases namely, 1st phase - background information, existing school community relationship and a study of the needs of the school and community and 2nd phase action programme based on the 1st phase. 20 headmasters of Primary schools, 200 parents whose children were going to school were interviewed. The summary of the responses and findings of the study are given below.

Majority of the people (54 per cent) were in the age group of 30-39, 26.5 per cent were in the age group of 40 - 49 years, 17.5 per cent were in the age group of 20 - 29 years and majority of the people (52.5 per cent) were illiterates, 28 per cent had studied upto 5th standard, 19.5 per cent upto 10th standard.

42 per cent people's occupation was agriculture, 36 per cent were coolies. Majority of people's (61 per cent) monthly income was between Rs. 200 - 299, 21 per cent people's monthly income was between Rs. 300 - 399.

There were altogether 55 male teachers and 25 female

teachers in all the 20 schools, out of 80 teachers, 17 teachers were staying in the same village whereas 63 teachers were staying in other villages.

The total number of children in all the 20 schools taken for <sup>the</sup> study were 2,583. There were altogether 1,409 boys and 1,174 girls constituting to the total number 2,583.

The attendance range of the schools was 4 schools had 100 per cent attendance, 5 schools had 90 per cent attendance, 7 schools had 80 per cent attendance and 4 schools had 70 per cent attendance. According to the 9 headmasters, "helping mothers at home" was the reason for fall in attendance, 5 headmasters had <sup>said</sup> "child labour" as the reason and according to 4 headmasters "poor economic condition" was the reason for fall in attendance.

243 children of the 200 parents interviewed were taking lunch in the schools, of whom 128 were boys and 115 girls. Out of 200 parents, 192 parents were not participating in the school midday meal programme. Only 8 parents were participating and helping the school midday meal programme, 5 parents were helping in tasting and checking the weights and 3 parents were helping in giving suggestions.

Parent Teacher Associations were existing in 12 schools whereas, in the remaining 8 schools the Parent Teacher Associations were not existing. The various items that were discussed during the PTA meetings were: problems of the schools as stated by 12 headmasters, needs of the schools as expressed by 8 headmasters, 5 headmasters had said regularity of the children and 3 headmasters said school betterment (Multiple responses).

Only 28 parents were participating in parent teacher meetings and 92 parents were not participating. The reasons given by the parents for not attending the PT meetings, no time to attend the meetings by 60 parents no invitation from teachers by 20 parents, personal work by 12 parents.

2 headmasters had suggested that in every PTA meeting and in other meetings, the importance of parents attending the meetings should be stressed and another 2 headmasters had suggested that approaching parents personally and persuading them to attend the meetings may make them realise the importance of the PTA and attend the meetings. One headmaster had suggested that if a separate officer to look after the PTA was appointed, things may become roay.

All the 20 headmasters had expressed the opinion that the school should be involved for community betterment and community for school betterment thus establishing a mutual reinforcement for the improvement of both. 83.9 per cent of parents had opined that mutual give-and-take policy should be there for the development of both as the school is an important instrument for any social awakening.

The following are the action programmes carried out by the investigator with the involvement of the teachers and community people for strengthening school community relationship. People were made to realise the importance of school community relationship through personal and group contacts and by organizing existing exhibitions and by showing films.

One day workshop was organised to the headmasters of primary schools wherein the need for strengthening school community relationship was emphasized.

Parent Teacher Associations were organised in 8 villages by the investigator and the existing 12 PTAs were strengthened. Timings for the meetings were adjusted according to the convenience of parents and teachers.

Cleaning the roads and drainage system were done by the school children in all the selected 20 villages.

10 soakage pits in each of the 20 villages (10 x 20 = 200 soakage pits) were constructed by village people helped by the school children.

50 trees in each village were planted by the school children on the sides of the roads and places where there was the problem of water stagnation.

Levelling of the roads was done in all the 20 villages by the active participation of the school children helped by youth and elders.

School gardens were existing in 4 schools and in the remaining 16 schools, teachers and school children were encouraged to raise the school gardens. Seeds and seedlings were donated by the local people and in 5 villages school gardens were being used as community gardens. At the same time children were motivated to raise kitchen gardens in their homes, 100 kitchen gardens were raised by the school children in all the 20 villages.

School children were persuaded to participate actively during the local festivals like pongal, dasara, karthikai and local temple festivals. Parents were encouraged to attend the school functions like Independence Day, Gandhi Jayanthi, Republic Day and November 14th.

There were about 15 youth clubs and 12 Mahalir manrams in the selected villages. The investigator took efforts to organise 5 youth clubs and 8 mahalir manrams in those villages where there was none. Mahalir manram and youth clubs members were encouraged to participate in the Hon'ble Chief Minister's Noon Nutritious Noon Meal Programme and in school activities.

Village tangible potentialities and crafts were shown to the children and resource persons took classes in their areas of specialisation and vocation.

By the persuasion of the investigator school kitchen costing Rs.2,000 was constructed in one village school. Along with the money 4 supplied bricks and 3 supplied tiles and 2 gave bullock carts freely and 5 donated sand and villagers did manual work freely. In 12 schools repairs to the kitchen were carried out by community people.

Compound wall costing Rs. 3,500 was constructed in one school in by the community people and in 15 schools fencing with locally available thorns and tree branches were put up. By the active participation of community people.

In 10 schools smokeless chulaha in midday meal kitchen have been constructed costing Rs. 75 each by the community people. In all the schools white washing the school walls was done by using the left over lime

stone donated by community people.

Donations in kind like radios, wall clocks, play materials, gardening equipment, flag poles and partition screens were made to the schools by the community.

Health check up of school children was conducted with the help of the Medical Officer from Mini Health Centre of Vivekanandapuram and Medical Officer from the Primary Health Centre, Karamadai Block. Each medical officer was allotted 10 schools to carry out the health check up of the school children regularly.

Recommendations:

The recommendations and plan of action emerging out of the present investigation are:

1. The headmasters and teachers of the primary schools in the villages may take some efforts to organize Parent Teacher Associations and to improve their schools.
2. Teachers must shake off their sense of superiority towards parents.
3. Separate officer may be appointed to supervise parent teacher associations.

4. If the teachers reside in the same village, there is the possibility of establishing good rapport and then strengthen school community relationship. Appointment of teachers should be done accordingly or teachers quarters may be provided in the villages.
5. School teachers should be motivated to undertake adult education work. Teachers engaged in such activities may be given suitable incentives.
6. Practical social work and community service may be made a co-curricular subject in which all the pupils should participate. Social service must be an integral part of school activities and occasionally labour weeks should be organized.
7. The work done by the students should be measured not merely by the actual manual work but by its educational implications like leadership, sense of responsibility, team work, discipline, good habits, positive attitudes, equality and sociability on the students.

8. Every school should arrange for parent days and other attractive and useful programmes to which the adults of the locality may be invited.
9. One of the rooms in the schools may be kept as community halls where the community people can come in the evenings and read books or discuss useful things. The educational department should equip every school with literature and other materials necessary for this purpose.
10. At least one teacher of every school should be trained in social service.
11. All expenses incurred in development work must be borne by the development departments of the government.
12. The education department may relax rules governing the audit of special funds as a special case in order to provide (a) games materials; (b) hiring films or film strips; (c) purchase of books, journals to be used in the community hall to the schools.
13. Teachers and youth club members should take interest and should actively participate in strengthening their community and the school.

14. Importance of strengthening school community relationship should be emphasized during the teachers training period.

Conclusion:

Community school link-up seems essential whether considered from the point of view of improved school education or from the urgency and size of the problem of socio-economic deprivation of a section of our society and for whose emancipation <sup>the school</sup> can play a vital part. However small from the aspect of optimum utilisation of a community resource for the needs of the members of the community. Hence, it is pleaded for discarding the periscope, which enables one to squint at the reality outside by looking over the school walls. It is pleaded for the opening of the school gates at least the wicket gates to begin with, so that a two-way communication channel can be opened. Based on the experiences of successes and failures, difficulties as well as opportunities, future models of community schools can be built.

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**ANNEXURE**

ANNEXURE-I

Sri Avinashilingam Home Science College for  
Women-Coimbatore - 43 Interview schedule to elicit  
information from the community for strengthening  
school community relationship

Name of the interviewee

Name of the village

1. Back ground informations

.....

S.No.	Name	Relation- ship to the head of the family	Age	Sex	Illitr ate	Study ed	Study ing	Income
-------	------	--	-----	-----	---------------	-------------	--------------	--------

.....

.....

2. Are your children going to school regularly

Yes (     )                  No (     )

3. Are your children taking midday meal served  
in the school

Yes (     )                  No (     )

4. If yes is the food given adequate to your children

Yes (     )                  No (     )

5. Are you helping the midday meal programme

Yes (     )                  No (     )

6. If yes, how?

7. Is there any parent teacher association in  
your village school

Yes (     )                  No (     )

8. Are you a member of the association

Yes (     )                  No (     )

9. If yes, how often do the PTA meeting is convened?

10. Do you attend the meeting

Yes (     )                  No (     )

11. Was there any problem in attending the meeting?

Yes (     )                  No (     )

12. If yes, what are the problems?

13. What has been done by PTA?

14. How do you think that the school can help the community

Aspect	Yes	No
a. Clearing the temples		
b. Participation during the local festivals		
c. Imparting personal hygiene to community		
d. Adult education to the parents working in the field		
e. Laying community garden		
f. Digging soakage pits and manure pits		
g. Clearing the roads and drainage system		



16. How do you think that the community can help the school

.....  
Aspect Yes No  
.....

- a. Construction of classroom
- b. Putting up of fencing
- c. Collecting money for buying
- d. play and gardening equipment
- e. Collecting money for constructing kitchen and smokeless chulah
- e. Attending parent teacher meetings
- f. Collecting money to help poor needy boys for their educational purpose
- g. Attending the school functions
- h. Giving guidelines to the children regards village crafts.

.....

**17. What are the immediate needs of the community?**

**18. How do you think that the school with in its  
limitations can help you to fulfil these needs.**

**ANNEXURE- II**

**Sri Avinashilingam Home Science College for women-  
Coimbatore Interview Schedule to elicit information  
from school headmasters for strengthening school community  
relationship**

**Name of the school**

**Village**

**Block**

**1. Name of the headmaster**

**place of residence**

**2. Particulars regarding teachers**

**a. Number of teachers in the school**

**Men**

**women**

**Total**

**b. Name of the teacher place of residence**

**3. Number of children in the school**

**Boys**

**Girls**

**Total**

**4. Are the pupil attending the school regularly**

**Yes (     )     No (     )**

**5. If no, give reasons?**

**6. Do the teachers of the school know all the parents**

**7. Is there parent teacher association in the school**

**Yes (     )     No (     )**

**8. If yes, when was it started?**

9. What are the aims of the association?

10. Was there any problem in organizing it?

Yes ( ) No ( )

11. If yes, what are the problems?

12. What is the strength of the association

Men; Women; Total

13. If the strength is low give reasons?

14. What steps have you taken to increase the strength

15. How often do the PTA meeting is convened?

16. What will be discussed during the meeting?

17. What has been done by PTA?

18. Give your suggestions to improve the functioning of PTA?

19. Is there any youth club, Mahalirmandram functioning in your village?

Yes ( ) No ( )

20. If yes, are they helping you

Yes ( ) No ( )

21. If yes how youth club is helping?

22. How the Mahalirmandras is helping you?

23. Do you have the following facilities in you school

\*\*\*\*\*

Aspect	Yes	No
--------	-----	----

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- a. Teaching aids
- b. Benches
- c. Black boards
- d. School garden
- e. Drinking water facility
- f. Electricity
- g. Play materials
- h. Kitchen
- i. Smokeless chulah
- j. Gardening Equipment
- k. Fencing
- l. Cooking utensils
- m. Chairs
- n. Adequate play ground.

\*\*\*\*\*

24. How many children are taking the midday meal?

Boys                  Girls                  Total

25. Are the villagers helping the midday meal programme?

Yes (   )    No (   )

26. If Yes How?

27. Do you celebrate functions in the school?

Yes (   )    No (   )

28. If Yes, what are the functions you celebrate?

\*\*\*\*\*

S.No.	Function	Yes	No
1.	School day		
2.	Sports day		
3.	Republic day		
4.	Independence day		
5.	Others specify		

-----

1. School day

2. Sports day

3. Republic day

4. Independence day

5. Others specify

\*\*\*\*\*

29. If No, give reasons

**30. How can the community help the school?**

.....

Aspect	Yes	No
--------	-----	----

-----

- a) Collection of donations for the construction of school building
- b) Collection of money for the educational purposes of the poor boys
- c) Attending school functions
- d) Helping in putting up of fencing
- e) Help of youth clubs for conducting sports, games
- f) Collection of donations for the construction of kitchen and smokeless chulah
- g) Clearing the ground
- h) Taking active part in parent Teacher Association
- i) Guidance by the elders for teaching village crafts
- j) Others specify

.....

**31. How can the school help the community?**

.....

Aspect	Yes	No
--------	-----	----

-----

- a) During festivals time involving children for
  - i) Clearing the temples
  - ii) Putting up the pandals
  - iii) Serving water and helping the old
- b) Laying community garden
- c) Imparting personal hygiene to the community
- d) Clearing the roads and drainage system
- e) Digging soakage pits and manure pits

32. What are the immediate needs of the school?

33. How do you think that the community can help the school in fulfilling these needs?