

**ESTABLISHING SCHOOL COMMUNITY RELATIONSHIP**

**By**  
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## **I INTRODUCTION**

**"The school is an instrument for modifying the character of the society. Whether this modification is in the direction of school improvement depends upon the ideas and ideals of those who handle which instrument (Cook, 1950).**

**If the Community Development and National Extension programmes succeed in the development of all village people to become responsible and responsive citizens, capable of making wise decision and contributing to the maximum in the building of new India, the school as a village institution must become a focal point for village education and service.**

**If the village school is to become an effective village institution capable of playing a significant role in the balanced village development, the village teacher must immediately be better trained, better paid, better housed and elevated to the position of respecting citizen in the village (Ministry of Community Development and Cooperation, 1959).**

**Crow (1966) states that the ideal community school does not exclude the educational principles that grow out of the earlier ideals, rather it seeks to utilize them functionally to achieve whatever is best for each learner as he prepares himself**

through community and school interaction to meet personal and community responsibilities.

The school programme of teaching and learning is intimately involved with the many and varied activities of village living. The process in a community school involves seeking first hand knowledge from real field situations for vivifying academic studies in the classroom. The school should extend its knowledge to the community for its socio-economic improvement. It must also act bravely by organising activities related to the school programme for the benefit of the community.

The school and the community, by the nature of their roles assume for each other the position of a mirror that reflects the real image of its counterpart. It is difficult to visualise the existence of the one without the other, especially in a democratic set up.

### School and community relationships

One definition that conveys its meaning, in the modern sense, is contained in the yearbook of 1955 entitled, "Rural Education". It says "A school is a community school to the extent that it derives its programme from the problems of the

people when the school serves and draws upon all the resources available in an attempt to solve them".

Ottaway had very correctly remarked in his book "Education and Society", "Society is a kind of school whose members have become society conscious of their mode of life and are united by common self aims and values.

The school should be a vital force and factor in every community, serving all youth and all the people. The community truly provides a rich learning laboratory for the school, which in turn seeks to interpret, serve and improve community life.

Since the school is a miniature of the community, pupils learn how to live happily with others, by first learning to live within the school community. Thus community can serve as a wonderful curriculum laboratory for the school.

A school which has adopted the concept of school community relationship may be called a "Community School". It develops varied educational programmes for its pupils in which the community plays a large supporting role and also a number of programmes for the community life and their relationship to give and take between these school and the community develops a two way traffic of knowledge, experience and inspiration (Ministry of Education, 1961).

School and Society and their mutual cooperation:

School is a small society, and so the school should also create such environment, which is consistent with the society. Schools cannot be separated from the society. School exists for society. Schools are also impressed by the activities of the society.

According to Havighurst and Neugarten (1957), like the family, school acts as one of societies' agents in socialising the child and transmitting the wider culture.

A good school cannot function in isolation. It has to develop a close link with the community in which it is located by relating its programs to community services, not only in the interest of the community but for adding to its own effectiveness. The school and the community are related to each other in cyclic relationship of mutual benefit. The school serves the community through the educational programs, the community in its turn, will help in enhancing the status of the school. On the other hand, if the community supports the school in implementing its educational programmes, the school in its turn will help in improving the community. Once started this process of action and counter-action for mutual benefit sustains itself almost continuously on the basis of its own momentum.

Srivastava (1955) says a school in modern India, cannot function in isolation and cannot form its own cell. It should also develop some kind of community improvement programme, not only in the interest of community but also for its own improvement. If the school enriches the community through its educational programme, the community, in its turn, is bound to help in enhancing the status of the school. If on the other hand, the community supports the school in implementing its educational programme, the school in its turn, is bound to help enhancing the status of the community.

Cyrill Pester (1971) quotes, 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.

Sharma (1971) opines that every body knows that the school as a miniature of the society, is the most important agency of education which directs the day-to-day activities of thought through its teachers. The school teachers play an important role in the community Development Programme.

Vineba (1959) as quoted by Ministry of Education (1961) says that the teacher in our school should also be the servant of the whole village and their village should be the centre of service. The school teacher is to become an active figure in making the village school to be of service to the community.

### Need for the study:

As researches on 'School community relationship' are meagre, the investigator felt that such study with action programme would be useful. A sincere attempt was made by the investigator to strengthen the school-community relationship. It was followed by an action project of improving the conditions of the school and establishing good and feasible school-community relationship in the village.

So in order to link up the community and the school, Thekkupalayam village school in Perianaickenpalayam Panchayat Union was taken and the action programme was conducted there in a systematic way to strengthen the school-community relationship.

### Limitations of the study:

The present study like most other studies has certain limitations. Though the study covers all important items of strengthening school community relations, the time factor limited the investigator from going deep into each and every item. This study was limited to only one village as it was an action - oriented programme lasting for eight months.

### Organisation of the thesis:

The study "Establishing School-Community Relationship" was conducted in a scientific way and is presented in five chapters.

The first chapter deals with introduction including school and Community relationship, school and society and their mutual cooperation. Need for the study, and the limitations of the study.

In the second chapter, the Review of the related Literature is given.

The third chapter presents the methodology followed for the present study.

In the fourth chapter the data collected are consolidated and analysed in the form of tables and inferences.

The fifth chapter gives the summary of findings, suggestions and recommendations and conclusion followed by bibliography and appendix.

## II A SURVEY OF RELATED LITERATURE

The study of the previous researches done in this field and their findings would <sup>throw</sup> through light on the approach of the present investigation. It would also help in planning and carrying out the present investigation in a methodological way and thus aid the methodology of the present study to a large measure.

### A. Importance of school in the society:

Sethi (1966) says that village school is one of the three basic institutions entrusted with the task of hastening the process of rural development. The role of the village school as a community centre is to be given practical shape by its teachers.

Ministry of Community Development and Co-operation (1959) reveals that the community and the school both have begin to be involved in a process of mutual giving and taking. The school is maintained by the community themselves and so the school and the community <sup>have</sup> to work together for mutual benefit.

A school becomes a community school in as much as it derives its programmes from the problems of the people whom it serves and draws upon all the available resources it attempts to solve them. It may be a community centre for the village as a whole. It is essential that village school should primarily

be community-faced rather than classroom-faced. The school as the miniature of the society will receive and impart a healthy impact influences<sup>on</sup> the community outside.

**Batten (1960):-** The school was essentially a foreign institution with little direct relevance to community life.

**F.L. Brayne (1959)** opines that the intellectual centre of the village is the school. It should develop the rural culture and help to make the boys and girls grow up better villagers. The objective of the village school has often been stated as the spread of literacy. The school as an institution should act as an information centre for the community and the teacher as its guide. It is recommended by the report of Discussion Group. In the words of late Zakir Husain (1973) "mental and moral development of the individual mind which is the end of the educative process is the result of its association with the cultural goods of the society in which it is placed". It is therefore the duty of the school and its teachers to bring their students in contact with the cultural goods of the rural community.

An American Educationalist Hart gives us the valuable description about the school and the community. The school relates all its activities to life in the community. Then the community becomes the central Laboratory of all school activities. It is just as important for a community to be

"School centred" as it is for the school to be "country centred". The school thus becomes an essential limb of the community organisation. The school does not address to the mere task of educating the younger generation but takes a direct responsibility to educate the entire community. This is the community school which emphasises life centred activities.

One definition conveys its meaning in the modern sense, is contained in the Year Book of (1955) entitled. "Rural Education Association of the United States". Washington D.C. says: 'A school is a community School to the extent that its programme form the problems of the people whom the school serves and draws upon all the resources available.'

Ramakrishna (1965) State that the school provides a good medium for disseminating ideas, knowledge and skills and for changing the attitudes and outlooks of the children as well as of their parents. They help in two ways by moulding the young to become better adults and disseminating the ideas in the area through the pupils and teachers. Olsen (1945) says that the community school seeks to co-operate continuously as an important unit in serving the common purpose of improving the community living. He says that the community school shares with citizens. Mathur (1965) has stated that the Panchayat, the Co-operative, and the village school must be the fulcrum around which village development should aim to integrate these institutions because they have a comprehensive role in the village development.

Bhan (1968) is of the opinion that the school should be organised as a community centre which has to give to the community and take from the community in return lots of good things. The future of our country depends upon the manner in which our younger generation shape themselves in the development of their personality and character through the various educational process. He adds that while the school is the conventional centre for education, the home and the community have to be deeply involved in general with the educational process going on at the school.

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

Sharma (1971) opines that every body knows that the school as a miniature society is the most important agency of education which directs the day-today activities of the taught through its teachers. Ministry of Community Development and Co-operation (1959) reveals that the community and the school, both have begun to be involved in a process of mutual giving and taking. The School is maintained by the communities themselves and so the school and the community have to work together for mutual benefit.

According to Sanders (1962) the pioneer community planned, built, operated and controlled its own school. It was truly a folk school of, by and for the local people. As the school has come of age, the part played by local citizens has been gradually reduced.

### B. Inter-relationship of School and Community

Nadargopal Singh (1972) says "school is an institution which is treated as a model of the community. In true sense, the school is not only a social institution but is supplementary to their institutions on nature and functions when other institutions begin to make greater contribution to society the school should be aware of change, and adopt themselves".

The school no longer conceives its job to be merely the teaching and giving the individual intellectual tools for this personal success but has the social objectives of making good citizens of the state and better members of the community.

The inter-relationship of school and the community involves a study of the influences of one upon the other. In the present century people think education in a broader term as process of leading them how to behave in their social, civic and economic relatives. The school alone cannot do the job of education nor can the school and family together. Education is the result of living and growing up in a community. School children learn to govern themselves through varied programmes

that allows them to find out something constructive that they can do successfully. They carry on projects for community betterment and use local community resources for their study.

Ministry of Education (1961) says that, 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 co-operation with other institutions and in accordance with the specific needs and resources of the community. This requires a constant effort to integrate the school and its function with the rest of the community. Each community has a variety of institutions which reflect in some measure the aspirations of the community and foster the values which are cherished by it. Each institution tries in some way to improve life in the community. Its contribution usually depends upon the support both material and moral that it derives from the community.

#### Characteristics of School Community Relationships:

It might be useful to identify the major characteristics of an ideal school community relationship.

1. Most of the educational experiences provided by the school grow out of and are developed in terms of life of the community.

- 3. Students participate fully in the activities of the community living, studying the life of the community and taking part as organised groups in a variety of community activities sponsored by different organisations. These may include social services like cleanliness, road safety, construction work, spread of economics, literacy, cultural and recreational activities and the like.**
- 3. The people of the community play a significant role in planning the programme and policies of the school. Local leadership is encouraged and fostered to take up responsibility for developing sound programmes,**
- 4. The school is an important part of a local programme of community living. As such it constantly seeks to co-ordinate its programme with the activities of other agencies in the community like Rotary Clubs, Youth Organisations, Professional Associations and other service Organisations.**
- 5. The facilities and resources of the school are used for educating community.**
- 6. The school makes full use of community resources for enriching the industries programme.**

Fred M. and Hachinger (1964) say that a good school-community relations require a two way current of communication from school to community and from community to school.

The Public School relations programmes of the Bloomington Public Schools involves the board of education, all school personnel and all persons in the community.

The Bloomington school community relations programme shall be based on the principles of good public relations stated in the 1950 Year Book of the American Association for School Administration. They are

1. School public relations must be honest and execution.
2. School public relation must be intrinsic (are integral part of the total educational programme)
3. School public relations must be continuous.
4. School public relations must be positive in approach.
5. School public relations <sup>should</sup> be comprehensive
6. School public relations should be sensitive to its public
7. Ideas should be communicated in simple easily understood language.

**C. Relationships of the school and other educational agencies:**

Paul Mehta (1974), The home, the school and the church were the three organisations of the time and also were the only places, people could get together for religious, social and educational purposes. Thus the use of the school for any purpose tended to make it a centre of total neighbourhood activity.

Chakravarthi (1974) states that the community school seeks to evolve its purpose out of the interests and needs of the people

1. Utilise a wide variety of community resource in its programme.
2. Participate and promote democracy in all its school activities.
3. Build the curriculum around the major progress and problem of human living.

In the words of Vinoba "The teacher in our society should also be the servant of the whole village and the village school should be the centre of service". It is the school community in such a way that the same will be a model of the future village community (Ministry of Community Development and Co-operation 1959).

Sharma (1971) has stated that a village teacher is bound to work among the taught of the rural areas.

Devadas (1972) states that the teacher needs to be aware of the changes taking place in the community she or he should be personally adjusted to the changes and orient her teaching towards utilising the change for the constructive good of the society not only for the present but also for the future.

Teacher's functions in the community are as follows.

1. Serving the community through school and giving an opportunity to the parents to co-operate in that service.

2. Entrusting the community to take an effective part in the school activities.
3. Representing the school, its ideals, functions to the community.
4. Securing the co-operation of the parents
5. Promote the hygienic conditions in the locality and civic consciousness in the community.
6. Providing opportunity for the parents and members of the community to make their contribution to the school.
7. Helping the parents to see the talents of their child.
8. Making the school a community centre.
9. Being a source of information to the members of the community.

### The three basic Institutions

Ministry of Community Development and Co-operation (1954) explains that the village school is one of the three basic institutions, the other <sup>w</sup> being the Panchayat and Co-operative. These three institutions are to be very closely integrated with each other to the best advantage of the village community. The school community cannot function in isolation from the village community with which it has to co-operate in organising various development activities. The school community though mainly is composed of children of the village, yet its activities are often directed and supervised by the school teacher who has been enjoying an unique position in the village problem and village way of life. It is not natural that he should be actively involved in the village community in all possible ways not only as an individual but as a leader of the school community.

A rural school under no circumstances can ignore or postpone its new responsibilities towards community development. The village school can exist and work on a sound footing; it can strike roots in such a manner that they are interwoven with their on basis of equality. The school can also provide a great deal of motivation and strength to the other two institutions through an educational programme for all age group of people.

If the economic position of the village improves through activities of co-operation, the school has a chance of improving its own position as a real community centre. There will thus be established an organic relationship between the school and the community. (Srivastava 1962)

#### Importance of School Lunch Programme:

The school lunch as Sundaravideulu (1969) holds has rich educational values. In a developing economy like ours where there are many needy and poor families, a square meal for the child at school every day is a great boon.

The United States Department of Agriculture (1949) recognises that it is important for all in the community to understand the school lunch programme. The programme must be explained to the people by talking with parents and others in the community and by displaying interesting posters at meetings to which parents are invited.

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

The School Health Committee (1961) has pointed out that the school meals in children inculcate proper dietary habits in children and thus help them in overcoming wrong food preferences.

Baroach (1965) explains that, today millions in our country are in sick because of malnutrition and the principal victims unfortunately are the infants and children. Our country is economically and socially changing fast and along with it our population is also increasing.

#### School Library:

“

Bhubaneswar (1975), Libraries in education has consistently experienced difficulty in establishing an understanding of their predominantly educational role. The real importance of libraries in education is that they are places where one finds out and where one learns how to find out. It is essential to education that everyone is brought into contact with a good library throughout his whole period of study life. The school library must provide a collection of learning materials in support of the curriculum and in an attractive environment and all levels required for students so much is obvious.”

Mehrotra (1973) says, Home and School both have to play vital roles in ensuring better future for the children of today and in helping them to become responsible citizens of tomorrow. PTA provides an opportunity for both the parents and teachers to understand each others role, to have agreed views on problem and need of children and to develop a joint programme of solving their problems and in meeting these needs, PTA could play in creating proper condition and atmosphere of the healthy growth and development of rural children. The different ideas of PTA are under the following.

1. Rural School and PTA
2. Parents and Education
3. PTA and the promotion of children's welfare
4. PTA and village school are agents of social development.

#### PTA and Education:

The organisation of an effective programme of parents' education is an urgent need of our time. PTA can play a significant role in organising these programmes which may develop a sense of participation and co-operation among both the teachers and parents.

#### Research studies carried out are as follows:

Shanmugasundaram and Koll Pillai (1965) studied the working of the school meal programme in Coimbatore Municipal

Elementary Schools. Separate questionnaires were administered to 20 teachers, 50 children and 20 parents. The investigators interviewed the parents and the children separately.

It is interesting to note that 95 per cent of the teachers felt that the time and labour spent in connection with the midday meals scheme did not affect their regular academic work and on the other hand 10 per cent of them considered the work they had to do in this regard is a great burden and 60 per cent of them wished that special remuneration to be paid for the services rendered by them.

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

#### Teachers in the Midday meal Programme.

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

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

### Teachers in the School Improvement Scheme.

- i. A fairly number of teachers are not happy to bear responsibilities in the improvement of the schools.
- ii. They feel that it is the responsibility of the department and community to look to improvement of their schools.
- iii. The idea of collecting donations from the public for the scheme is not appreciated by the teachers, as they feel that there may not be good response from the community.

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

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

### **III METHODOLOGY**

There are different methods to find out the needs and resources of the school and community and how this could be interlinked for establishing better school community relationship. The selection of the method depends upon the nature, time limitation and the type of the study. The methods such as observation method, case study, questionnaire method, the interview schedule are very much useful for the present study.

#### **Observation method:**

Observation is a systematic and deliberate study through the eye of spontaneous occurrence at the time they occur and record them in the observation sheet. The purpose of observation is to perceive the nature and extent of significant inter-related elements within complex social phenomena, culture, patterns, or human contact. There are two types of observations. Non controlled observations and non-participant field observation.

#### **Case study:**

Case study is a method of exploring and analysing the life of a social unit- be that unit a person, a family, institution, culture group or even an entire community. Its aim is to determine the factors that account for the complex behaviour

pattern of the unit and the relationships of the unit to its surrounding milieu. Since case studies require pains-taking exploration of a variety of data, only a limited<sup>nu</sup> number of cases can generally be explored intensively by a researcher working alone.

Cooley (1936) says that case study deepens out perception and gives us a clearer insight into life. It gets at behaviour directly and not by an indirect and abstract approach.

#### Questionnaire method:

The questionnaire is designed to collect data from large diverse and vividly scattered groups of people. The types of questionnaires are structured and non-structured. Structured questionnaires are those in which there are definite, concrete and preordained<sup>a</sup> questions with additional questions limited to those necessary to clarify inadequate answers or to elicit a more detailed response. Nonstructured questionnaire is used widely and has proved valuable for clarification of the objectives of the study.

#### Interview method:

The interview may be regarded as a systematic method by which a person enters more or less imaginatively into the inner life of a comparative stranger.

### Advantages of the interview method:

The successful interview is a penetrating one. It allows the interviewer to go behind mere outward behaviours, help him in checking his external observation and enables him to study the emotional responses and social process as they are reflected in human experiences and social situations. The personal interview is the only instrument by which significant memories of the past and plans of the future can be ascertained. These can not be trained by mechanical means or by observation.

### Limitations of the interview as a research tool:

In spite of its many advantages, the limitations jeopardize its value even when used as a supplementary research technique. Interviews frequently deal with subjects who are not too unsophisticated to modify facts by conscious volition, nor are they too innocent to lie. Interviewees, even though conscientious, faulty perception faulty memory, lack of insight, and inability to articulate.

### Types of interviews:

Interviews may be classified in various ways according to their functions (diagnostic, treatment, and research interviews, for example) or number of persons participating (Group interviews, individual interviews), or length of contact (Short-contact or prolonged - contact interviews).

Procedure adopted for the study:

The investigator chose the interview schedule and observation for the present study in one village, namely, Thekkupalayam in Periansickempalayam Panchayat Union, with a total population of about 220 families, which enabled her to interview the head of the families in the village personally with the help of an interview schedule and analyse the factors within the limited time. On the basis of these findings, the investigator launched on action programmes for establishing better school community relationship with the resources available within the community and school.

The period allotted for this study was only eight months. An interview schedule was developed and she interviewed the village people to know the awareness of the school and school teachers, their participation in the school, their knowledge about the midday meal programme, etc. Another interview schedule was prepared and the teachers in the school were interviewed to collect the details such as, their role in the school, their role in the <sup>Community</sup> school their participation in the local community activities and the functions celebrated in the school, etc. Action programmes were carried out with the full cooperation of teachers and the community people. After these programmes, another interview was conducted to the parents and teachers in order to find out the impact of their participation.

Base line data pertaining to the study were collected and analysed as follows:

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

1. Selection of the area:

From the initial survey, the investigator could trace out that Thekumpalayam village in Perianaikekenpalayam Panchayat Union, 15 kilometers away from Coimbatore had the poorest school community relationship. The people of this village were not aware of the parent-teacher association and they never used to attend any functions like Independence day, Republic day, Children's day, Sportsday etc. in the school. Some of the parents were not interested in sending their children to the school because of their poor socio-economic condition and not aware of the value of education. So to bridge the gap between the school and the community, the investigator had taken this village for her action programme. The teachers and the people also felt the need and came forward voluntarily when the investigator approached them informally which encouraged the investigator to fix the village.

### Selection of the sample:

The parents of the school pupils of the village, Headmaster and teachers of the village school were the samples approached to gather data on the existing relationship between the school and the community. The total sample constituted 220 heads of the families in the village and four teachers and headmaster of the school.

### Selection of the method:

Tewari (1969) viewed social science research as a study of man's behaviour<sup>i</sup>n economic, political and social. The social behaviour covers his role in relation to the local regional and national government. Rangaswamy (1969) has recommended interview as one of the means of collecting data in social research. Interview makes possible a face - to - face communication interstimulation between the interviewer and the interviewees which helps in securing data not obtainable by methods that do not involve interpersonal relationship. With these points in mind and because of the illiteracy among the people, the interview method was chosen to collect information from the people and teachers.

### Collection of data:

An interview schedule was prepared and administered to the head of the families and school teachers for collecting the informations like socie economic back ground, details about

teachers, facilities needed for the school, their performance and the resources available in the community. (Appendix 1 and 2).

Appraising the people and the school teachers about the need for school community relationship:

The investigator appraised the people of the village Tekkupalayam through mass meetings and campaigns, group discussions, Mahalir Manram, Youth club meetings and personal visits to the homes of the village people, the need for better school community relationships and the benefits that could be acquired to the community people. She cleared their doubts in these meetings and they began to realize that school is one of their institutions wherein they sent their children. The teachers along with Headmaster helped the investigator in these meetings and personal home visits thus creating a good rapport between the investigator, the school teachers and the community people.

2. Planning for action programmes:

Group meetings were organised in the village with the full participation of villagers and school teachers wherein the findings of the socio-economic study and the needs and resources for carrying out the different programmes were discussed. On the basis of these discussions, a series of action programmes were planned with the full support of the teachers and the people.

**The planned action programmes are as follows:**

1. Creating awareness of people in establishing school community relationship.
2. Organising programmes for parents of the school children.
3. Establishment of parent teacher association.
4. Organisation of school garden
5. Preparation of teaching aids.
6. Construction of compost pits and soakage pits
7. People's participation in the celebrations of the school.
8. Adult education classes by school teacher.
9. Organisation of library in the school
10. Organising Mahilis Manram
11. Participation of teachers when the community people are in need.
12. Organisation of milk society.
13. Teachers participation in community festivals.
14. Laying of play ground in the school
15. Putting up of fence around the school
16. Construction of temple
17. Construction of urinals cum lavatory
18. Construction of water tank in the school.
19. Organising field trip
20. Collection of play articles
21. Supervision of school lunch programme
22. Programmes for children
23. Physical education for children

24. Organisation of Youth club
25. Organise exhibition and make the local people participate in it.
26. Construction of smokeless chulah.

An inaugural meeting was conducted in the school according to the desire of the school staff and village leaders (Figure 1). For this project the investigator approached the village leaders. As per their suggestions the Field Publicity Officer, and Block Development Officer of Perianthickenpalayam Panchayat Union, Panchayat President and panchayat member were invited to attend the inaugural meeting. Speakers at the meeting stressed the need for better understanding between the school and the community.

After the meeting a cultural programme was organised by the school children. A film show was also conducted with the help of the Field Publicity Officer.

### 3. Details of programmes conducted:

#### 1. Creating awareness in establishing school-community Relationship:

In Thekkupalayam elementary school, there were 183 pupils. When the investigator visited the school in the beginning of the year, the strength of the school was 133. This was due to ignorance and unwillingness of parents to send their children to the school. The investigator by her visits to the village persuaded them to send their children to the school. For creating the awareness of establishing school community



FIGURE 1

PERINDUKRANPADEYAN, PANCURJAT, UNIND  
ELEMENTARY SCHOOL, TIRUKUNDAZAYAN

relationship some of the needs to be fulfilled such as playground, ~~to the school~~ school garden, constructing smokeless chulah, improving teaching methods, make villagers aware of good nutrition, health and sanitation, etc were planned. Besides this the community people had not participated in any of the celebrations in the school.

## 2. Classes about health and sanitation:

Health education to village people was given by the health inspector of the Perianaikampalayam Panchayat union in which the teachers also participated. The aim of this activities was to create a sense of cleanliness and healthy living.

## 3. Establishment of parent teacher association:

By establishing Parent Teacher Association, the investigator thought <sup>that</sup> it will be fruitful to link between the parents and school teachers. She also thought that it will be helpful in organising and motivating the parents in getting to know about the school and also about the children. By the regular visits of the investigator and contacting the village leaders, she could create a good rapport with the parents, which helped her to organise the Parent Teacher Association (Figure 2).

The school headmaster and the teachers thought that by conducting parent teacher association, they can establish a good school community relationship.



FIGURE 2  
PARENT TEACHER ASSOCIATION

#### **4. Organising School Garden:**

By motivating the children to use their leisure time usefully, the school garden was developed and the children were entrusted to maintain it. The village people readily agreed to provide seeds, water, tools etc. The vegetables cultivated from the school garden were used for increasing the nutritional status in the midday meal of the school. (Figure 3)

#### **5. Preparing teaching aids:**

There were no teaching aids in the school before the visit of the investigator. By the motivation of the investigator, the headmaster and teachers took interest to prepare teaching aids with the help of the local people. They prepared charts and improved aids such as mathematical instruments and science apparatus and by using them the teaching in the school has also improved.

#### **6. Construction of soakage and compost pits:**

The investigator felt that there is no proper drainage system in Thekkupalayam village. So it was found essential to give health education to the community. For improving the health and sanitation, the investigator screened some films on health and sanitation. By the home visits, the investigator felt that there is the need for soakage and compost pits. Demonstration of soakage and compost pits were done in the



FIGURE 3  
SCHOOL CHILDREN WORKING IN THE  
SCHOOL GARDEN

school with the help of the community people. Many village people witnessed the demonstrations. (Figure 4)

**7. Making the village people to participate in the celebrations in the school:**

After the visit of the investigator, there were some functions organised in the school and the community people were invited to these functions. To strengthen the school community relationship, the investigator thought that these celebrations were very much helpful. Some of the cultural programmes like drama, Dance, kummi, folk songs etc: were conducted. The school has celebrated the following and the people also joined in the celebrations.

- i. Independence day
- ii. Children's day
- iii. Sports day
- iv. Parents' day
- v. Teachers' day
- vi. Republic day.

**8. Adult education classes by teachers:**

Because of the poor literacy level, the investigator had started the adult literacy classes. Classes were conducted by the school teachers in the school during the nights thrice in a week. 45 members attended the adult education classes regularly. Some of the parents and most of the mahalir manam members were the beneficiaries. (Figure 5)

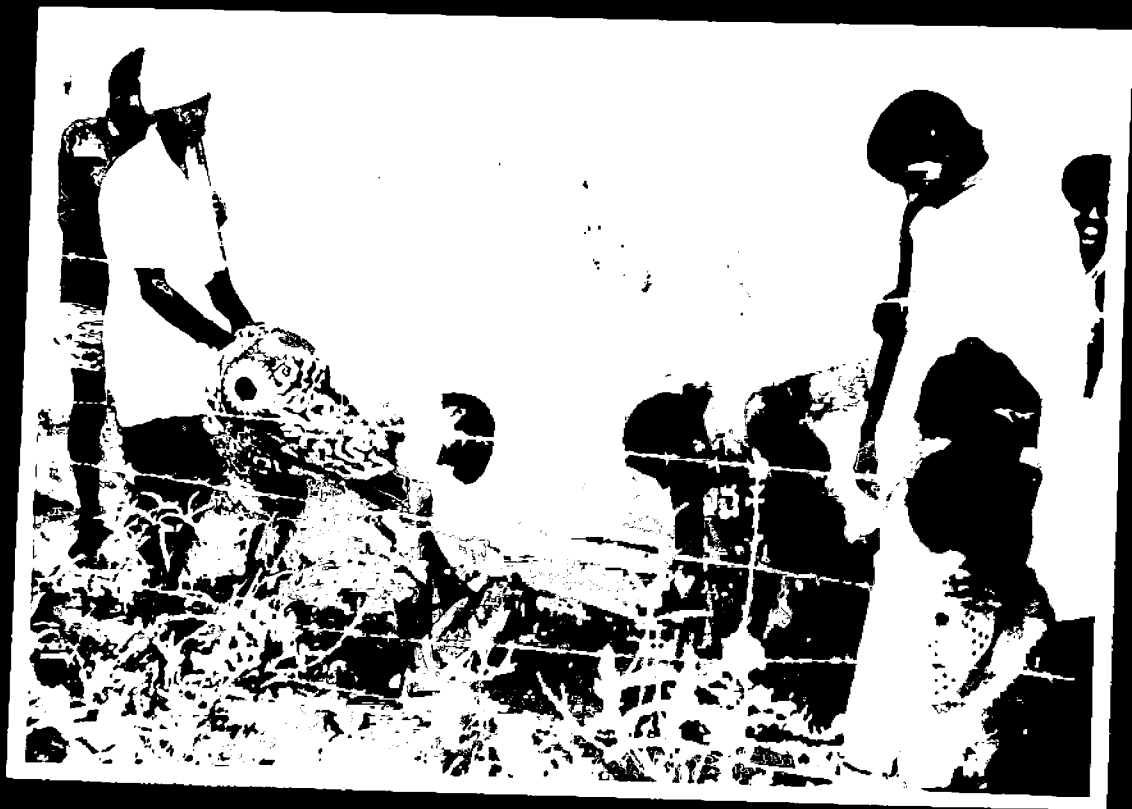


FIGURE 4  
CONSTRUCTION OF STORAGE PIT BY  
COMMUNITY PEOPLE

### 9. Organising library in the school:

The investigator with the help of the head-master of the school started a library containing about 150 books (including pamphlets). The mahalix manram members, the parents and the youths read these books and returned the books in time. Some of them had developed the reading habit also.

### 10. Organising Mahalix Manram:

Krishnamoorthy (1971) states that the role of women is centred in the home, notion that comes to our mind immediately is that she has to play the role of housewife or a mother, nothing beyond that. But as she becomes more educated and trained, she can shape the social, economical and cultural pattern of the family to which she belongs. In the wider sphere of the community she is called upon to influence the direction of progress in pattern of vital concerns to the family, such as health education, housing, communication and work opportunities.

Richie (1970) states that the last seventy years have seen more changes in the status of women than any similar period, in the history of mankind. Their emancipation has occurred or is occurring not only in affluent societies but in almost every country in the world. In many places however the gap in educational opportunities between <sup>men</sup> and women in the home and in rural community keeping pace with their new political social and legal privileges and rights, government are well aware however, that

national progress depends in the long run of family progress and that women have important role to play in this progress, as producers of economic wealths and as wives, mothers and homemakers who help to set standard of family life.

Every woman is a creator in the ideal of nationhood said Sarojini naidu (1955).

With the above facts in mind, a mahilir manram was started in the village. Village school teacher was elected as the secretary of the mahilarmanram. This manram was considered to be an agency to disseminate useful information to the rest of the community. In this mahilir manram 30 women enrolled themselves as members. Nutrition education, stitching, wire bag making etc. were the activities planned. The investigator imparted to the members of the manram, the essential subject matter of knowledge and oriented them about the techniques of teaching the other people also. Demonstrations on the use of hay box, Janatha refrigerator, poor mans refrigerator were also conducted.

The investigator with the help of the school teacher and the local leaders taught the following items to the members of mahilir manram through demonstrations:

- |                                 |   |
|---------------------------------|---|
| 1. Stitching                    | - Making, mending and darning of clothes.   |
| 2. Wire bag making              | - With plastic wire and jute threads  |
| 3. Toys out of waste materials  | - Like powder tin, coconut shell, egg shell and tins.                                 |
| 4. Pickle making                | - Preparation and preservation  |
| 5. Low cost decorative articles | - Like flower vases with powder tins, card board, coconut shell, mud pot, bamboo etc. |
| 6. Home decoration              | - Like kitchen arrangement, flower-carpet, kolam etc.                                 |
| 7. Raising kitchen garden       | - Channelising the waste water in their homes for the cultivation of vegetables.      |
| 8. Cooking demonstration        | - With low cost available foodstuff. (figure 6)                                       |

These items enabled the village women to occupy their free time in constructive pursuits and in addition they provided them with some kind subsidiary occupation which fetched some money by selling the finished products to others.

The school teacher with the help of the investigator taught them about the following items also.

#### 1. Nutrition education

Women and children are the vulnerable sections of the village. So to educate them is the main duty of extension worker. (Figure 7) The investigator felt that there is a great need of nutrition education to the manram members,



FIGURE 6  
COOKING DEMONSTRATION

So that they can improve their nutritional status of the families. The main objectives of the nutrition education are

1. Making use of locally available foodstuff
2. Enlightening better methods of cooking and modern methods of cutting vegetables.
3. Motivating people to have a kitchen garden and poultry.
4. Teaching them about the deficiency diseases.
5. Teaching them about weaning and supplementary foods such as *Malandai amuthu* etc.
6. Make them aware of the absorption method of cooking by using hay box.
7. Display of food materials needed for each group such as pregnancy, lactation, infancy, adolescents, and old age people.

#### ii. Budget making and account keeping.

A plan for using the family's income is called a family budget. It is based upon the needs of the family and the way in which they can be met by the family income (Ruth, 1971). The keeping of <sup>account</sup> ~~account~~ is a business like procedure. Making these points in mind, the investigator taught them about the budget making and account keeping. For this activity, lecture method was very much useful.

#### iii. Savings

The importance of savings was taught to the people with the help of charts and posters and Film shows by the school teachers. It is encouraging to see that this became motivating

factor for regular attendance in mahilir manram and saving habits were inculcated in the members.

**11. Participation of teachers when the community people are in need:**

Sharma (1971) has stated that a village school teacher who is bound to work among the taught of the rural areas will have his ability to work among the masses friendly and affectionate nature. The investigator motivated the teachers to help the community people when they were in need such as the teachers can help them in reading the news papers and filling the application forms etc. to the community people who were illiterates. They also took care in maintaining the village and the surroundings of the school clean.

**12. Organisation of the Milk Society:**

The community people organised one milk society in this village. The society could be formed because of the great initiative of the head master and youth club members. The village leaders, youth club members and the teachers were the members of the milk society. (Figure 8)

**13. Teachers participation in Community festivals:**

The school staff can strengthen community life through its regular educational work within the school. Hence the investigator motivated the teachers to work for the community

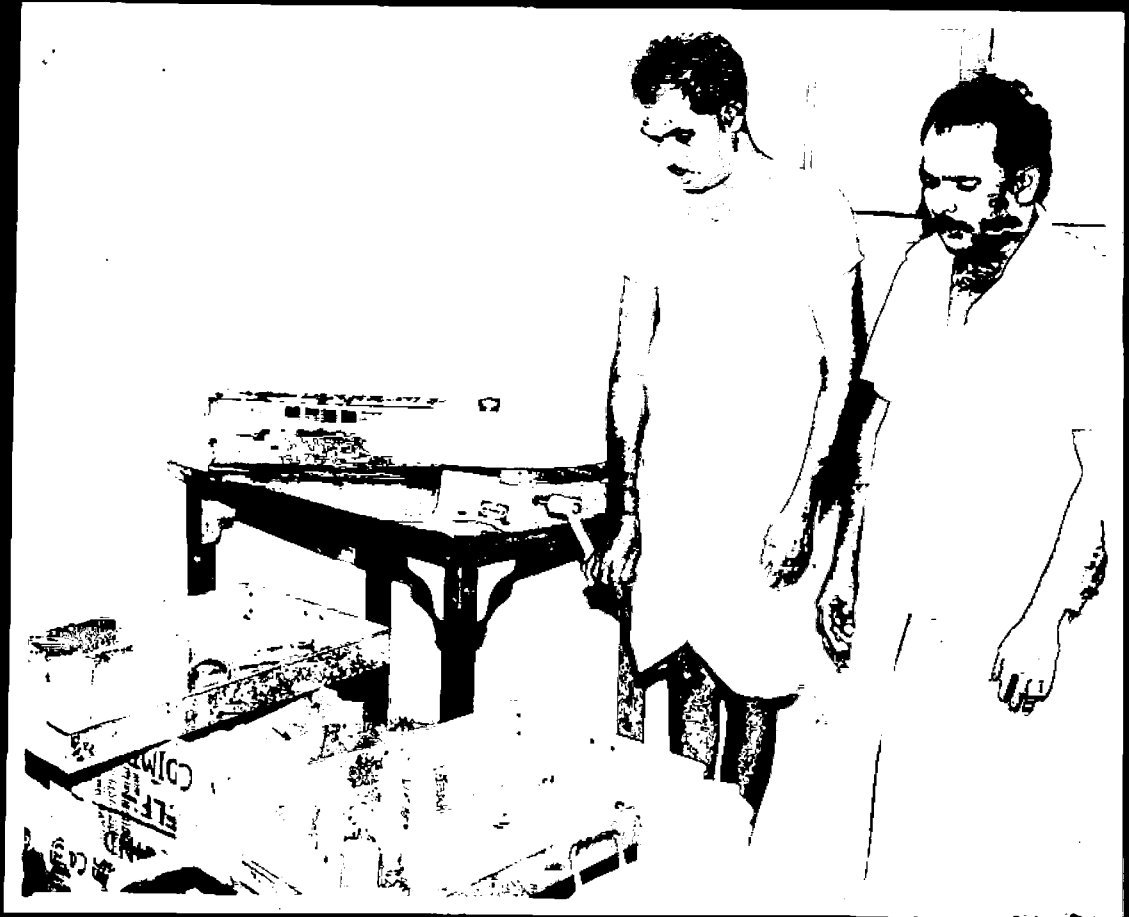


FIGURE 8

ORGANISATION OF MILK SOCIETY

and made them to work during community festivals and activities such as celebrations in the temple, pongal day, deepavali day celebrations, X'mas day etc, and also helped in constructing temple, community hall and arrange health campaign, etc.

#### 14. Laying of playground in the school:

There was waste land adjacent to the school and the village elders and the school teachers jointly levelled the ground and made it fit to be used as a play ground. It was maintained by the school children and the staff. Some of the well-to-do people of the village had also donated sports articles like skipping rope, rings, foot ball, carboard, etc.

#### 15. Putting up of fence around the school

With the participation of the local people, the investigator had planned to put up a fence around the school. During parent teacher association, meeting the local people promised to bear the expenses for putting up the fence. With the donations and the physical labour of the community people, a barbed wire fencing with stone pillars around the school was put up which gave security to the school and school garden. (Figure 9)

#### 16. Construction of Temple:

There was no proper temple in this village before the visit of the investigator. They usually went to another village temple to worship. Community people volunteered themselves for

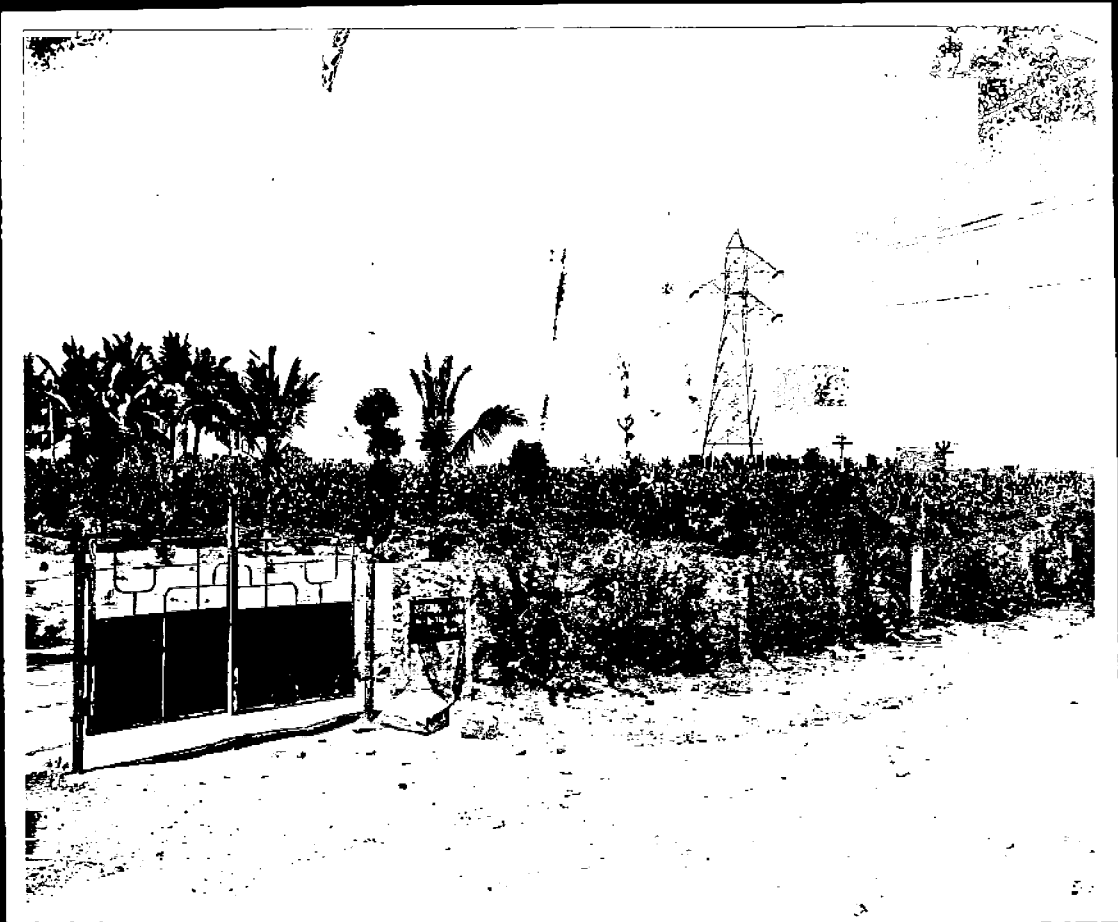


FIGURE 9  
PUTTING FENCING AROUND THE  
SCHOOL

constructing one temple in their village itself. The investigator also took so much efforts in the construction work. By conducting cultural programmes in the school, they collected the money and youth club members took so much efforts for constructing this. (Figure 10)

#### 17. Construction of urinal-cum-lavatory

Urinal <sup>and</sup> Lavatory is very essential for a community school where a large number of small children spend most of their day time. As the school did not have a urinal, the investigator planned to build one latrine-cum urinal for the school. The local leaders and headmaster of the school approached the Rotary Club of Coimbatore who were kind enough to give a sum as donation. The parents of the school children promised to give help in the form of kind, cash, and physical labour for constructing it. The students of Sri Ramakrishna Mission Vidyalaya Polytechnic helped in drawing the plan and provided technical assistance in constructing the same.

#### 18. Construction of water tank in the school

The school teachers stated that there is the need of the water tank in the school to store the water for cooking midday meals and drinking purposes. This problem was discussed in the PTA meeting and with the cooperation and help through donations and physical labour, a water tank was constructed in the kitchen of the school. (Figure 11)



FIGURE 10  
CONSTRUCTION OF TEMPLE



FIGURE II  
CONSTRUCTION OF WATER TANK IN THE  
SCHOOL KITCHEN

**19. Organising field trip:**

For getting acquainted with each other, the investigator had planned to take the Mahilix Mearam members women parents and the school teacher and the Youth club members for the field trip. One day tour was arranged to Tamil Nadu Agricultural University, Botanical garden and to Perur with the leadership of the school teacher, almost all the activities in connection with the trip such as transport, food, punctuality, collection of money and settling the accounts etc. were carried out smoothly by them.

**20. Collection of play articles:**

There were no play articles and materials for the students in the school. The investigator raised this point in one of the PTA meetings. On her requisition, some of the parents promised to donate play materials such as skipping rope, rings, foot ball, carrom board, etc.

**21. Supervision of the school lunch programme:**

As a means to link school and the community, this project was undertaken some of the parents and youth members in the community took much interest in supervising the midday meal programme and serving the food and they were also helping the midday meal by giving vegetables to increase the nutritive value of the midday meal. They have also donated plates and glasses to children for taking the food. They had helped in the school kitchen garden. (Figure 12).



FIGURE 12  
SUPERVISION OF SCHOOL LUNCH PROGRAMME

## **22. Programmes for children:**

There is an old saying that "child is the father of man". It is very true. Children are the wealth of the nation. They are the future citizens teachers leaders. Their wealth and happiness constitute the welfare of the nation. They are the nations biggest investment for development. Their physical and mental development determine the prosperity and peace of the future. Therefore utmost care must be expressed to promote their health and happiness and protect them from disease (D.,vadas, 1968).

Children were considered as the means to spread the ideas to parents. Children helped in putting up the school garden and a play ground. They also helped in maintaining community clean. They spent a part of their time in cleaning the roads and surroundings of the school clean and tidy. The following items were taught to the school children with the help of the school teachers and youth club members.

- |                                  |   |
|----------------------------------|---|
| <b>i. Nutrition education</b>    | - Importance of nutrition by using flash cards postures, charts, Exhibition film shows, puppet show.  |
| <b>ii. Health and hygiene</b>    | - Songs on health and hygiene, <sup>ie</sup> dramatics, lectures with postures, puppetshow etc. were used to educate this aspect. (Figure 13) |
| <b>iii. Personal cleanliness</b> | - Educated them about this programme by showing charts.   |

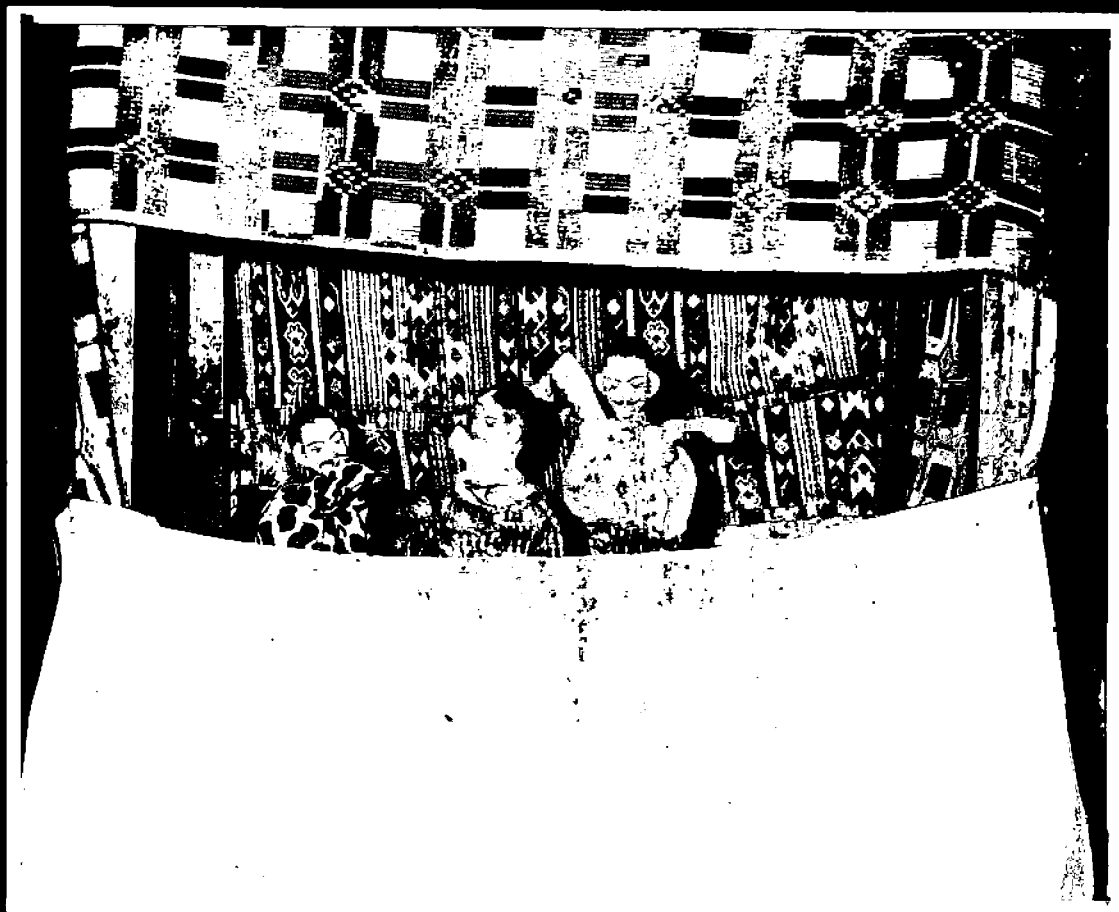


FIGURE 13

PUPPET SHOW

- iv. Work experience                   - Some of the students were enrolled in this project. It was also useful to earn money in addition to learning a skill.
- v. Saving habit                       - Posters, film shows, charts etc. were used to inculcate the saving habit among children.

### **23. Physical education for children**

For the growth and development of children, the physical education is very much needed. For that the headmaster took initiative and with the help of Sri Ramakrishna Mission Vidyalaya students, physical exercise classes were organised to the school children. Physical education had become one of the compulsory items to the children of the school. (Figure 14)

### **24. Organising Youth Clubs**

Nations youth are one of the country's most potent and talent resources and it is necessary to channelise their energies in the village development programmes. Community Development programme offers balanced programme for youth welfare besides emphasising agricultural production. The rural youth occupy important position on such programmes (Rade, 1971).

Thomas (1974) says that today's youth - is tomorrow's adults. The adults do not present to youth the reality but place before them a world of fancies, a world of unrealities. They put them into that fairy land where every thing seems easy.



Picture 14  
Persons Connected To School  
Columbus

With these above points in mind, to make them participate in Community Welfare activities, the investigator took great pains to organise a youth club. There were altogether 25 members including both boys and girls. With the help of the youth club members, school children and villagers she constructed Soakage Pits, water tank in the kitchen, compost pits and soakage pits, school garden, playground etc. They helped enthusiastically in these projects by giving physical labour, cash and kinds. They also helped in keeping community clean, maintaining the road neat and tidy and in the construction of temple in the village. The youth members and children helped in organising exhibition and mass meetings, demonstrations etc in the village.

Hasan (1973) supports that for implementing informal education programme, educated youth should be involved. The youth could go to the villagers and teach the uneducated people to raise the present literacy level. The investigator persuaded the parents to re-enrol their children in school. For them evening class were conducted by the school staff. A large number of children got motivated and developed interest to continue their studies.

#### 25. Organising exhibition:

An exhibition was put up in the school with the participation of the community people. The help given by

The youth club members helped in preparing the charts and in explaining each charts to the people and children. People learned a lot from the exhibition. The copies selected for exhibition was nutrition education, savings, health education, kitchen garden family life education, etc.

#### 26. Construction of smokeless chulah:

After the visit of the investigator, she felt that there is the need for constructing a smokeless chulah in the school and she discussed this with the teachers and the community people. With the local donations, and with physical labour, a smokeless chulah was constructed. This project also helped to strengthen the school community relationship.

At the end valedictory meeting was conducted in the school premises by the joined efforts of school staff, students, Mahalir sangam members, youth club members, PTA association members and the local leaders. Chief guests at the valedictory meeting were Public Relations Officer, and Panchayat president and Panchayat member. Prizes were distributed to the winners in competition. The programmes of this meeting were carried out by the school staff. After the meeting, a film show was also conducted.

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

This chapter deals with the results of the present study "Establishing school community relationship". The results are presented in the following pages in different sections. Socio economic background of the families in the selected village, Thekkupalayam, Information given by the headmaster and the teachers about the school, parent's knowledge about school and it's activities and the evaluation of the different action programmes launched by the investigator for establishing school community relationship.

Results and discussion of the baseline data collected in the village are given under the following.

1. Socio-economic background of the families.
2. Information given by the parents about the school and the relationship between the community and school.
3. Information given by headmaster and teachers about the school.

##### **I. Socio economic background of the families:**

There were 220 families residing in the village, Thekkupalayam and the type of family is presented in the following table.

**TABLE 1**  
**TYPE OF FAMILY**

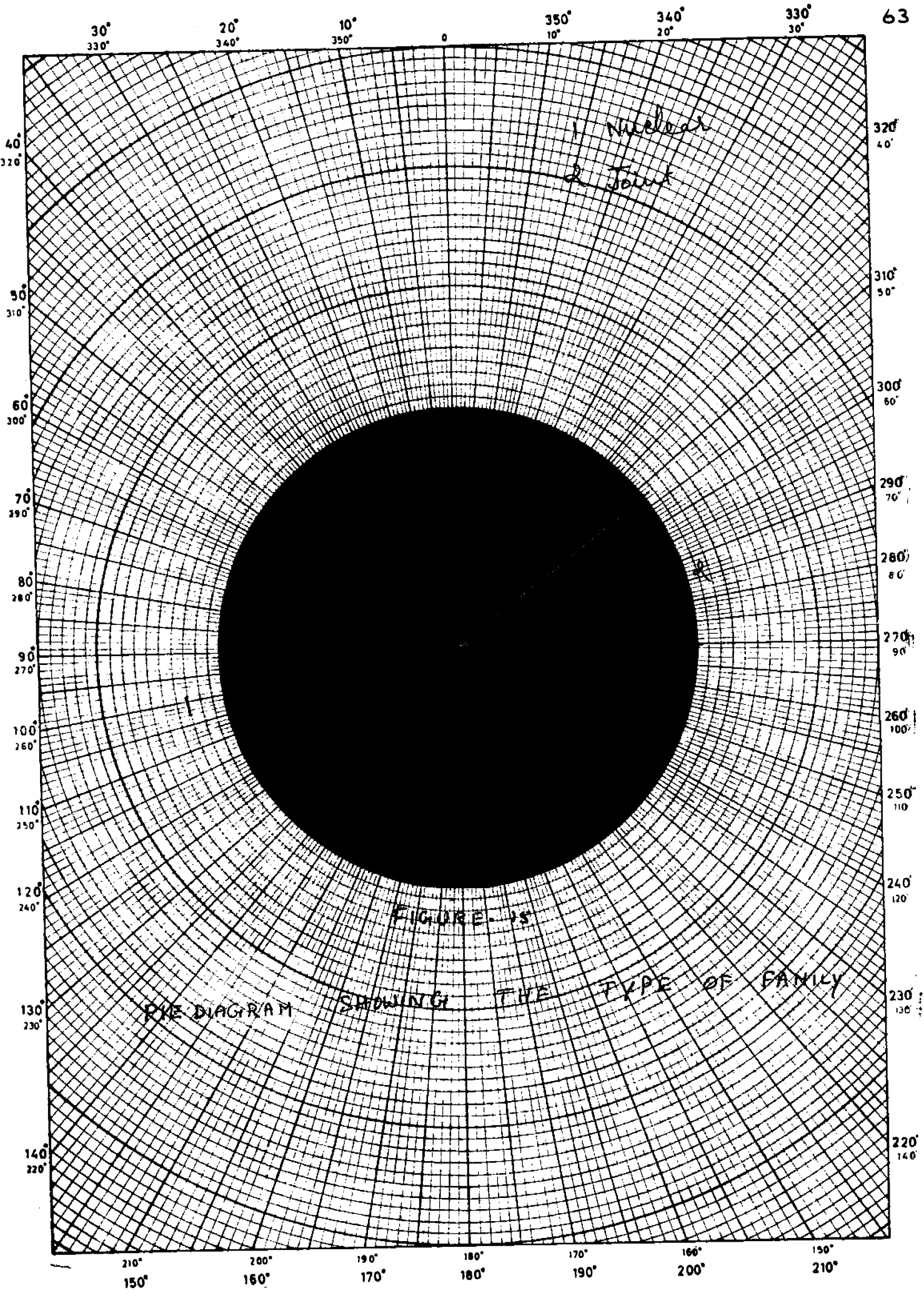
S.No.	Type of family	Number	Percentage
1	Nuclear	195	89
2	Joint	25	11
Total		220	100

Majority (89 percent) of them are having nuclear family. This shows the present trend towards nuclear families which may be attributed to the factors of industrialization and urbanisation. (Figure 15)

The following table gives the family composition in the village.

**TABLE 2**  
**FAMILY COMPOSITION**

S.No	Size of the family	Percentage
1.	1-3 members	6
2.	4-6 members	74
3.	7 and above	20
Total		100



The above table shows that about 74 per cent of the families in the village had 4-6 members in the family, 20 per cent had 7 and more members and only in 6 per cent of the families, there were 1-3 members.

**TABLE 3**  
**AGE LEVEL OF THE FAMILY MEMBERS**

S.No.	Age level of the family members	Member	Percentage
1	0 - 5	87	14
2.	6 - 15	185	30
3.	16 - 25	125	20
4.	25 - 50	129	20
5.	50 - 60	65	10
6.	Above 60	40	6
Total		630	100

In 220 families in the village, there were a total number of 630 members. From this table it is revealed that the children in the age group of 6-15 years were the predominating group. (Figure 16)

The educational level of the family members are discussed in the following table.

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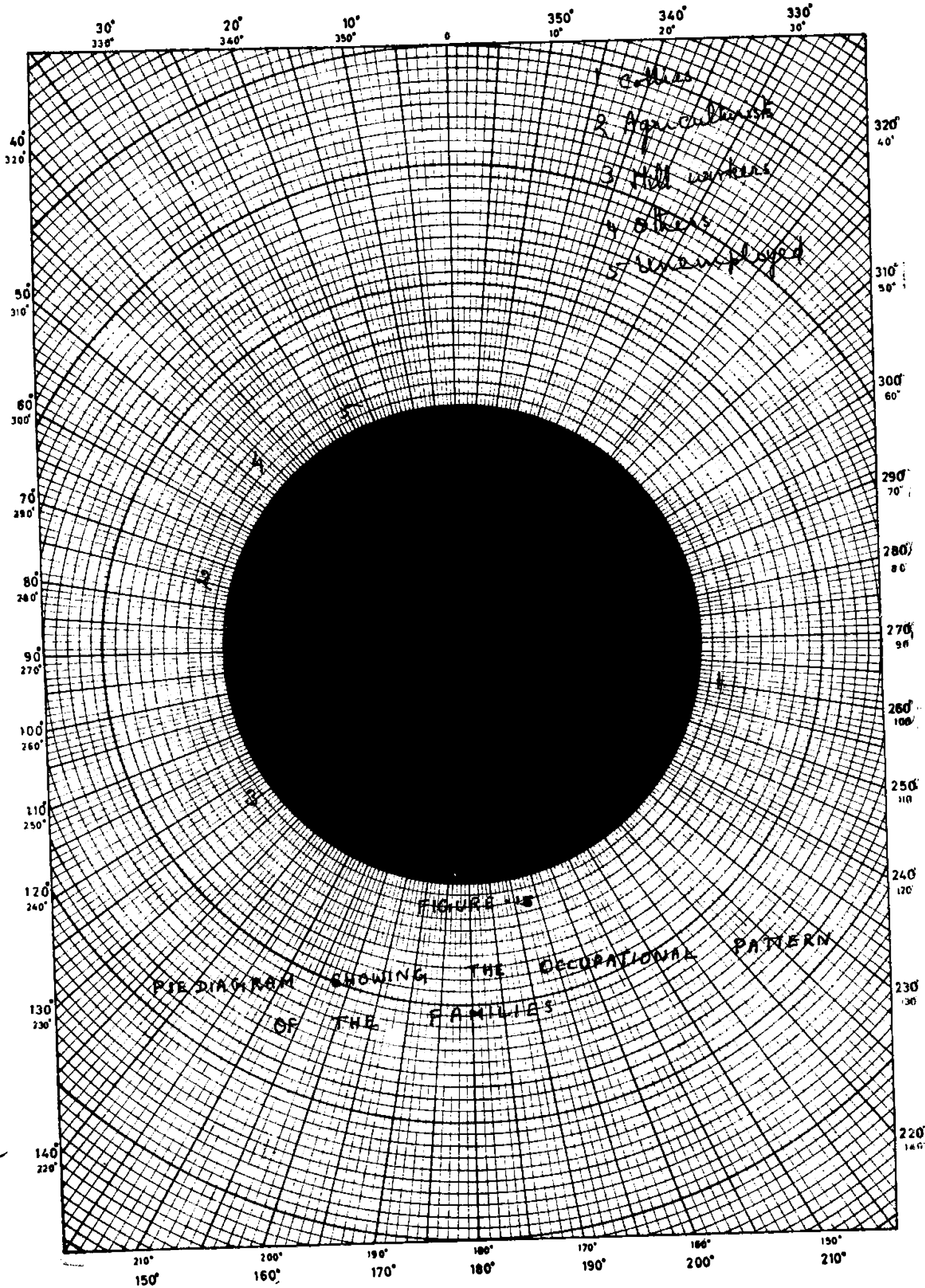


TABLE 4

## EDUCATIONAL LEVEL OF THE FAMILY MEMBERS

S.No.	Educational level	Number	Percentage
1.	Illiterates	250	40
2.	Pre-schoolers	107	17
3.	I - V standard	42	7
4.	V - VIII standard	35	5
5.	IX - XI standard	13	2
6.	Studying	183	29
Total		630	100

This table shows: that 40 per cent of the population were illiterates, and 29 per cent were studying in the community school itself.

Table 5 declares the occupational status of the families.

TABLE 5

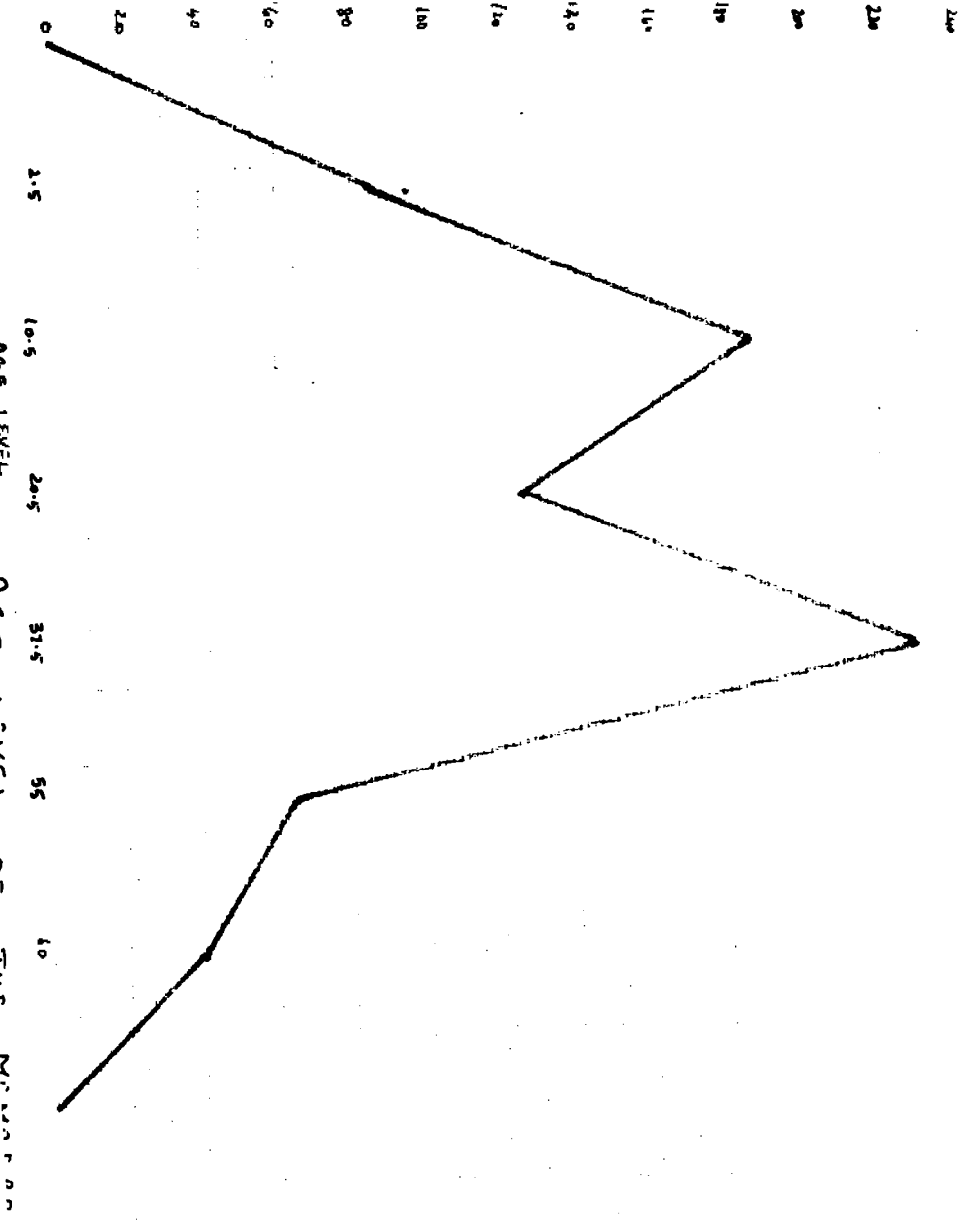
## OCCUPATIONAL PATTERN OF THE FAMILIES

S.No.	Occupational pattern	Number	Percentage
1.	Agriculturists	22	10
2.	Coolies	115	53
3.	Mill workers	58	26
4.	Others	9	5
5.	Unemployed	5	2
<b>Total</b>		<b>220</b>	<b>100</b>

It is very clear that 53 per cent of the family members were coolies, 26 per cent were mill workers, 10 per cent of them were agriculturists. (Figure 17)

Monthly income level of the family members are given in the following table.

NUMBER OF MEMBERS



Scale:  
1cm - 10 members

**TABLE 6**  
**MONTHLY INCOME OF THE FAMILIES**

S.No.	Monthly income range in rupees	Number	Percentage
1	Below 500	158	71
2	5001 - 1000	32	16
3	1001 - 2000	17	7
4	Above 2000	13	6
	<b>Total</b>	<b>220</b>	<b>100</b>

It is predominantly noticed that out of 220 families 71 per cent of the families were carrying below the range of Rupees 0-500 per month.

The school selected for the study is situated in Thekkupalayan village of Periansickenpalayan Panchayat Union (Figure-1). The village people in each of the families were personally interviewed with the help of an interview schedule and the responses of the questions are discussed below.

**IX. Information given by parents about the school and their relationship between the school and the community:**

**TABLE 7**

**NUMBER OF CHILDREN SENT TO SCHOOL FROM EACH FAMILY**

S.No.	Number of children	Number of families
1.	None	52
2.	One child	156
3.	Two children	9
4.	Three children	3
<b>Total</b>		<b>220</b>

Out of 220 families in the village 183 children from 168 families were sent to the school. Even though no child from 52 families attend the village school, it was felt that the co-operation of the members of the families were also needed for establishing good school community relationship.

The table 8 shows the opinions of villagers regarding the punctuality of sending children to the school.

**TABLE 8**  
**NUMBER OF FAMILIES SENDING THEIR CHILDREN PUNCTUALLY**  
**TO SCHOOL**

Number of families sending their children punctually		
	Number	Percentage
Yes	160	95
No	8	5
Total	168	100

It is very clear to note that out of 168 families, (95%) were sending their children to school punctually. The other 5 per cent could not attend because of the reason that they were living in a poor socio-economic condition, due to sickness, to look after the younger ones, etc.

When the heads of the families were asked as to whether the school is working punctually or not, the responses revealed that the school is working punctually on time.

Table 9 gives the details about the parent's awareness of the school programme.

TABLE 9

## PARENT'S AWARENESS OF THE SCHOOL PROGRAMMES

S.No.	Programmes	Yes	No
1.	Independence day	24	144
2.	Republic day	13	155
3.	Children's day	6	162
4.	Sports day	-	168
5.	School day	-	168

This table reveals that the most of the parents were not aware of the above celebrations in the school.

Table 10 gives the responses to the question, "Do you provide necessary materials, money or other things for the improvement of the school?"

TABLE 10

## DETAILS OF FAMILY'S DONATIONS TO SCHOOL

S.No.	Donations	Yes		No	
		Num-ber	Percen-tage	Num-ber	Percen-tage
1	Materials	12	8	154	92
2	Money	120	72	48	28

The above data denotes that 92 per cent of the families do not give any materials for school improvement. 72 per cent of them said that they gave donations in terms of money.

When the heads of the families were asked about the question "Have you got interest in participating in the activities of the school?", they said that they do not participate in any of the activities and if school needs their help, they were fully willing to participate, if the time is suitable to them.

For the question, "Would you like to give money or materials for the school improvement", all the village people stated that they were willing to give according to their means.

When they were asked about the improvement of academic achievement of children said that they said that they were much interested in this.

When they were asked the question, "Are you interested in attending the PTA meeting", All of them were of the opinion that they were willing to attend the PTA meeting and also were interested in giving suggestions for the improvement of the school in the meeting.

**III. Information given by Headmaster and teachers  
about the school**

**TABLE 11  
STRENGTH OF THE SCHOOL**

S.No.	Classes	Number of children		
		Boys	Girls	Total
1.	I Standard	30	18	48
2.	II Standard	30	12	42
3.	III Standard	26	15	41
4.	IV Standard	16	11	27
5.	V Standard	18	7	25
Total		120	63	183

The total strength of the school during June 1975 was 183. 120 boys and 63 girls were there in different classes from I to V standards.

The following table gives the details regarding number of children taking school lunch.

**TABLE 12**  
**NUMBER OF CHILDREN TAKING SCHOOL LUNCH**

Number of children taking school lunch		
	Number	Percentage
Yes	128	71
No	55	29

The above table reveals that 71 per cent of children in the school were taking midday meals, because they are poor. Almost all the people of the village were aware of this programme.

There were altogether 4 teachers, one headmaster and one non-teaching staff working in the school. Out of four teachers there was only one female teacher. As stated by the headmaster the attendance of children were found to be poor in the beginning. The reasons for the irregularity in attendance were the low economic condition, lack of interest of parents in sending their children to school, because they do not know the value of education, elder children to look after the younger ones when the mother had gone for farm labour, children sent to gather fire-wood, seeds etc.

When the teachers were asked, "Do you get any help from the community", they said that they do not get any help from the

community. There were no play ground and no teaching aids and no proper drainage system in the school.

For the question, "How does the community help you in your midday meal programme", the responses given by the teachers were that they do not get any help from the community.

For the question "Is the school working properly without any students' unrest", the teachers stated that their school was working properly without any students unrest or strike.

When they were asked about "whether they conduct parents' meeting, they stated that they never conduct such meetings because the people were not co-operative. They also said that the people in the village do not show any interest in attending the meetings.

To the question, "Have you got enough buildings", the teachers answered that they need two more rooms to organise classes conveniently.

To the question, "what are all the items you would like to discuss during the parent teacher association meetings", the teachers said that they were interested in discussing the following items.

1. School enrolment
2. Students regularity in attendance
3. Problems of children

4. Parents' views on modern educational system in the school.

5. Supervision of school lunch programme.

When the teachers were asked, "Does the school provide any help to celebrate community festivals", they stated that the school helps on such occasions.

The headmaster and one female teacher working in the school belonged to the same village and the rest of three teachers were coming from the nearby villages. Because of the lack of cooperation and indifferent attitude of the people, the headmaster did not take in any interest in getting Community's Co-operation in the improvement of the school. For all the problems in the school, the headmaster had to approach the Panchayat Union and Panchayat President of this village. They never organise the national festivals like Independence day, Republic day etc. They celebrated the festivals by giving holiday for the school. It is discouraging to note that the school did not have any Parent teacher association. The school badly needed play ground, school garden and teaching aids. The school had the midday meals and the parents were not contributing anything to the midday meals even though some villagers' their children were taking midday meals. There were only few plates and tumblers provided for taking the midday meals by the pupils. The headmaster said that if the parents regularly participated in the school celebrations, attended parent teacher association meetings and take interest in the school activities.

A good school community relationship could be created which would pave way for better understanding and mutual interaction between school and community for the betterment of the school as well as the community.

The village people and the school teachers, felt the need for such cordial relationship between school and community, which enthused the investigator to launch on some of the action programmes to promote such relationship and the village people extended their full cooperation which is the key to the success of all the programmes.

#### IV. Evaluation of Action Programmes

Evaluation of the programme is always essential to measure the success of the programme. The evaluation of this programme was done through interview schedule and observation. According to Bradfield (1966) evaluation of programme measure the effectiveness of persons involved, methods used, etc.

The impact of the action programme are presented and discussed below.

##### 1. Awareness of people in establishing school community relationship:

For creating a good school community relationship, the investigator gave continuous and tremendous attention. Her regular home visits also helped to convince the parents to be aware of the school and existing condition of the community.

All of them evinced keen interest in having good school community relationship since they became aware of its importance.

Various programmes conducted for the parents, youth and children and for the community were very much fruitful to link the school community relationship.

### 2. Classes about Health and Sanitation:

The school teachers with the help of the health inspector Periansickenpalayam Panchayat Union conducted a series of classes to the village people on health education and sanitation. Most of the Community people (89%) participated in this programme. This ensured better healthful living and sanitation as the people tried to implement what all they have been taught in the classes.

### 3. Establishment of parent teacher association:

By parent teacher association the cooperation between the parents and teachers could be developed. The children's problems. Suggestions for the improvement of school were also given. Headmaster and the staff. Should also make friendship with as many parents as possible. It also helps them in reconncelling the ideas and values and could also made necessary arrangements. This association was organised once in fortnight. This parent teacher association helped to get more ideas from the parents for school improvement. All the parents of the 183 students had enrolled themselves as the members of the

parent teacher Association and majority (80%) attended the PTA meeting.

The following table shows the regularity of attendance for various items of parent teacher association.

TABLE 13

REGULARITY OF ATTENDANCE OF PARENTS FOR VARIOUS ITEMS OF PARENT TEACHER ASSOCIATION

S.No.	Items	Attendance of parents	
		Number	Percentage
1.	Community welfare	85	51
2.	School improvement	105	61
3.	Nutrition Education	105	61
4.	Health Education	94	57

It is interesting to note that 61 per cent of the parents attended the nutrition education and school improvement programme.

4. Organisation of school garden:

After the visit of the investigator, one school garden was developed with the help of the school children and community people. For organising the school garden, the parent teacher association members contributed different kinds of

seeds and plants. The vegetables like tomato, brinjal, green chillies ladies finger, pappaya etc., were cultivated and they were utilised for the midday meal so that the nutritional status of the school midday meal programme could be raised.

### 5. Preparation of teaching aids:

In the parent teacher association, this problem was raised and the parents volunteered to give money for buying the mathematics aids and science apparatus. Teachers had prepared some of the science apparatus and charts with the help of the youth members. By preparing and using the teaching aids, the method of teaching in the school had also improved as the Chinese proverb says 'one seeing is better than thousands times hearing is revealed from this project.

### 6. Construction of compost and soakage pits

After the demonstration of this project, the investigator visited the houses of mahilir members, youth club members and the parent teacher association members. She could come to the conclusion that 50 per cent of the villagers had dug the soakage pits and 62 per cent of the villagers had dug the compost pits. Thus the drainage system of the community had also improved.

**7. People's participation in the celebrations of the school**

After the visit of the investigator, the celebrations of the school had been arranged regularly and the parents and village people also participated in these celebrations. The following table gives the extent of participation of parents in the celebrations of the school.

**TABLE 14**

**PARTICIPATION OF PARENTS IN THE CELEBRATIONS OF THE SCHOOL**

Participation of parents in the celebrations of the school			
S.No.	Celebrations	Number	Percentage
1.	Independence day	150	89
2.	Republic day	162	96
3.	Children's day	158	94
4.	Teachers day	110	61
5.	Sports day	143	73
6.	School annual day	168	100

It is evident from the above table that almost all the parents participated in the celebrations especially in school annual day, 100 per cent of them were present.

### 8. Adult education classes by school teachers.

The adult education was held in the school premises. This project was very much useful to link the people and the school. 45 members attended adult education classes. Of them, 80 per cent of the people learned the basic aspects of literacy and 50 per cent of them learned to read the newspapers well.

### 9. Organisation of library in the school:

For organising library in the school, the head-master of the school took much efforts. By collecting ten paise per student and with local donations <sup>in the form of</sup> money and books, one library was organised. The non-school going children of the village were the beneficiaries by the project. One room of the school was allotted as reading room for the school children as well as for the community people also.

### 10. Organisation of Mahalir manram:

Sundaram and Sethuraman (1962) support the fact that women and children programmes were essential for the community development and ultimately for the national development. For the organisation of the mahalir manram, and conducting the activities, the school provided one room which was used for conducting meetings and discussions. The members of the manram were very cooperative. There were members in the manram who began to think in terms of social welfare to the community.

The investigator evaluated the following items of mahalir manram such as nutrition education, health and sanitation, Budget making and account keeping, child care, savings etc. The following table gives the details of the activities sponsored by the mahalir manram and the extent of adoption.

TABLE 15

## PARTICIPATION OF MAHALIR MANRAM MEMBERS IN EDUCATIONAL ASPECTS

S.No.	Activities	Persons involved in percentage	Persons practiced/adopted in percentage
1.	Nutrition education	100	83
2.	Health education	75	70
3.	Budget making and account keeping	83	32
4.	Child care	65	50
5.	Savings	50	15

By this evaluation the investigator understood that, the members in the mahalir manram learned more about nutrition through which they could improve the nutritional status of the members of the family.

The outcomes of economic activities which the investigator conducted with the help of the school teacher and the local leaders are given in the following table.

TABLE 16

## VARIOUS ECONOMIC ACTIVITIES OF MAHALIR MANRAM

S.No.	Economic Activities	Number of members in percentage			
		were taught	Learned	Practised	Like most
1.	Stitching	75	62	36	30
2.	Wire bag making	70	45	38	32
3.	Toys making	28	23	11	11
4.	Pickle making + preservation	67	63	60	60
5.	Low cost decorative activities	50	42	31	30
6.	Home decoration	25	22	18	15
7.	Raising kitchen garden	78	72	50	49
8.	Raising the poultry	15	12	5	5
9.	Cooking demonstration with low cost food stuffs	80	78	75	70
10.	Demonstration of low cost vegetable storage	30	22	20	15
11.	Cooking demonstration with low cost available foods	80	75	60	60

The mahalir manram members saw the cooking demonstration with low cost available resources. They also took interest in pickle making and food preservation. 50 per cent of the members in mahalir manram had laid kitchen gardens in

their homes. The vegetables cultivated in the garden were used by them and the balance donated to the school for the midday meal. Through this programme also the school community relationship was strengthened.

100 members of the mahalir sanram members had enrolled themselves in the Bharathiya gramasa Mahila Sangh of the Central Social Welfare Board with the help of the investigator.

**11. Participation of teachers when community people are in need.**

By the motivation of investigator, the teachers felt that it was their duty to provide the community requirements. By conducting adult education classes and spreading news by using children as the medium, the teachers helped the community.

**12. Organisation of a Co-operative Milk Society:**

The teachers organised a co-operative Milk Society in the village and one of the local leaders gave a shop free of rent. By organising the society, unemployment problem to some extent was solved. The village people also benefitted by this society.

**13. Teachers participation in community festivals:**

Before the visit of the investigator the teachers did not participate in any of the community festivals. But now they realise the fact that teaching alone is not enough for a good teacher but should participate in the community festivals also.

Teachers participation in the community festivals before and after the project are given in the following table.

TABLE 17  
PARTICIPATION OF TEACHERS IN COMMUNITY FESTIVALS AND ACTIVITIES

S.No.	Festivals and activities	Teachers participation in percentage	
		Before the project	After the project
1.	Deepavali	8	80
2.	Pongal day	5	92
3.	Christmas	-	50
4.	Constructing Temple	-	90
5.	Health Campaign	-	100
6.	Organising milk society	-	85

From the above table, it is very clear that in almost all the festivals and activities, the school teachers participated fully by giving suggestions and other type of help.

#### 14. Laying of a playground in the school:

As one of the great<sup>est</sup> needs of the school, the play ground adjacent to the school was levelled by the school members and by community people. The community people took much efforts in this. They gave as donations, many play articles like

skipping ropes, rings, foot ball caromboard etc, to the school which are being made use of by the school children.

**15. Putting up of a Fence around the school:**

For this project, the local people and the school teachers took much efforts. One of the headmen of the village gave stone pillars for putting up the barbed wire fencing and the money collected as donations was also used for this project. By putting up of a fencing, the security of the school garden and thottan were ensured.

**16. Construction of temple**

The aesthetic and spiritual senses were touched by the construction of a temple in the village nearby the school, which the people were in need of for a long time. The people were much satisfied as one of their long unfulfilled desires was fulfilled. It helped to create the relationship between the school and the community, as the construction was taken up as a joint venture of the school and the community.

**17. Construction of urinal-cum-lavatory in the school:**

Urinal-lavatory construction is helpful to avoid the unsanitary condition of the school. In this the people in the locality helped by giving materials, money and physical labour. By this project, the school surroundings were made neat and clean.

**18. Construction of water tank in the school.**

By the construction of water tank in the school, they could store the water for various purposes like cooking midday meal, drinking purposes and for the gardening also. PTA members also donated money for constructing it.

**19. Organisation of field trip.**

Field trip was very much useful among the community people to understand each other well and to develop the habit of give and take. The leadership qualities of the people could also be assessed in the field trip. After the trip to the Tamil Nadu Agricultural University they learned the modern methods of cultivation and about the hybrid varieties, pesticides used, etc. By this project the investigator found out that, the village school teacher could also become the leader of the community as the field trip was organised, planned, and carried out by him. A follow up discussion was also arranged.

**20. Collection of play materials.**

The collected play materials from the community by the teachers and investigator, were very useful to the school. By raising this project the school community relationship was established as the people also participated in the sports organised in the school.

**21. Supervision of school lunch programme:**

It is one of the programmes which is useful to link the gap between the school and the community. In the parents meeting, they suggested that at least five members of PTA must supervise the midday meals each day. This was continued till the end of the year. The members of mahalliy manram and youth club were also participated in this programme by giving vegetables and vessels for cooking. Some of the students were not having the vessels to take food and by collecting money from the locality, the school bought vessels for the needy poor children. By this programme the regularity of attendance was raised.

**22. Programmes for children:**

The teachers with the help of the investigator conducted classes for school children. These programmes for children also helped in creating the school community relationship. Tests were conducted to evaluate the knowledge the children has gained by attending these classes.

**TABLE 13**  
**KNOWLEDGE GAINED BY THE CHILDREN**

S.No.	Activities taught	Knowledge gained	
		Number	Percentage
1.	Nutrition education	180	99
2.	Health and hygiene	175	95
3.	Personal cleanliness	183	100
4.	Work experience	90	45
5.	Saving habit	150	81

It is evident from the above table that 100 per cent of the school children had learnt the importance of personal cleanliness. Children also learnt Nutrition Education and they persuaded their mothers to cook nutritious food.

#### 23. Physical education to children:

Physical education classes were started according to the suggestion of the PTA members. The benefit of this programme was the school children who began to take care for developing healthy bodies and right postures while eating, sitting, reading or sleeping.

#### 24. Organisation of Youth Club:

At the evaluation stage, the youth club had altogether 25 members. At the initial stage there were only 8 members.

The investigator's regular visits to the club and the home visits persuaded the youth to join the club. The youth club involved itself in all the programmes connected <sup>with</sup> to the community and school. It is because of their invogarating participation, and action, the relationship between the community and the school could be made closer.

**25. Organisation of exhibition and make <sup>ing</sup> local people participate in it.**

By putting up of the exhibition, the community people were made aware of all the aspects related to healthy living. The theme of the exhibition was imparting nutrition and healthy aspects to the people as well as children. For this some of the youth club members prepared menu charts and posters. The display of food items was also very much helpful to the homemakers. The parents and school children were also benefitted. The youths of the village arranged one health campaign after the exhibition.

**26. Construction of smokeless chulahi**

A smokeless chulahi was constructed in the school kitchen with the local participation. In some of the homes also they had constructed smokeless chulahas after seeing the chulahi working well <sup>in</sup> at the school.

With these above projects, the investigator tried to establish better school community relationship.

## V. THE SUMMARY OF FINDINGS

This chapter presents a summary of findings of the present study.

Thekkupalayam village in Perianaickenpalayam Panchayat Union was taken for the study. There were 220 houses in the village with a population of 630. 40 percent of them were illiterates. The main occupation was coelie and 71 per cent of the 220 families were in the monthly income of below Rs.500. Out of the 220 families, 168 families were sending their children to the school in the village. Most of the 168 parents were not aware of any of the celebrations like independence day, Republic day, children's day etc., in the school. Only 8 per cent gave donations in the form of materials to school; 72 per cent donated in cash but were had given labour.

Out of 183 children in the school 128 were taking midday meals in the school. The community and the school were having no connection except sending their children to school. They were in two isolated islands.

To link them together, the investigator launched many action programmes based on the socio economic survey and the needs of the village and school, in joint consultation with the school teachers and the community people. The parents, teachers

and school children extended their full co-operation in the joint venture of strengthening the school community relationship through the following action programmes:

1. All the families were interested in having a good school community relationship and the various programmes conducted for the parents, youth and children and for the community, paved way for this good relationship.
2. Nutrition education and health education were discussed in the programmes organised for the community people and 85 per cent of the community people participated in the programme.
3. A parent teacher association with all the parents of the 183 children of the school was organised and 75 per cent of the parents regularly attended the meetings and participated actively in the celebrations.
4. A school garden where vegetables like tomato, brinjals, green chillies, ladies finger, pappaya were cultivated was developed in the school and the produce were utilised for the midday meal.
5. In co-operation with the parents, the school prepared improvised apparatus and charts as teaching aids with the locally available materials.
6. 50 per cent of the villagers had dug sewage pits and 62 per cent of the villagers had compost pits in their homes.

7. The school celebrations were arranged in consultation with the community people and most of the villages participated in the celebrations.
8. The school conducted adult education classes and 45 adults attended regularly. 80 per cent of them learnt to read and write.
9. The school organised library as a community reading room where community people came and read the books. Many of the books were the donations from the public.
10. A mahalir manram was organised and there were 100 members in it. They met regularly and discussed matters of community interest, nutrition education, health education, etc. They also involved themselves in some of the subsidiary occupations like stitching, wire bag making, toy making, etc.,
11. The teachers helped the community by disseminating the current news by using children as a medium and participated in all the community affairs.
12. A Milk Society was organised in the village by the school teachers and one of the local leaders had given a shop free of rent.
13. The school teachers and pupils participated in almost all the festivals of the community by involving themselves in the various facets like planning, preparing and executing.

14. The community people extended their full co-operation through cash, kind and <sup>Laying</sup> labour in having a play ground in the school. As a community work, all joined in leveling the ground.
15. The community people donated stone pillars for putting up the barbed wire fencing to the school.
16. The school and the community people took it as a joined venture in the construction of a small temple in the village
17. The people in the village gave materials, money and physical labour in the construction of urinal- lavatory in the school.
18. A water tank was constructed <sup>in the school</sup> and the PTA members associated themselves with this project.
19. The school teachers, children and village women went on a field trip to Tamil Nadu University College.
20. The community people donated liberally for getting play materials in the school.
21. In addition to the donations, the PTA members chalked a programme to guide and supervise the school midday meal programme.
22. Nutrition education, health and hygiene, personal cleanliness were the programmes for the children. Most of them had also adopted these programmes.

23. Physical education classes were conducted regularly with the help of youth club members.
24. The youth club at Thekkampalayam was strengthened and their activities were channelised for community welfare programmes like nutrition education, health and hygiene, and school improvement programmes.
25. The youth club in consultation with the investigator organised an exhibition on nutrition, health and sanitation and all the village people visited the exhibition and were benefitted. This was followed by a one month health campaign organised by the youth club.
26. A smokeless chuliah with local participation was constructed in the school kitchen for cooking the midday meals. The village people saw this and in some of the houses they had constructed smokeless chuliahss

### Recommendations

The economic and social edifice of rural India is to be built on a triangle of which the school forms the base, the co-operative and the panchayat, the two other arms. Each has to support the other and to sustain, nourish and strengthen the community. The school should be brought out of its isolation and the community should consider it as an integral part to be built up in close relation to its life and problems.

All developmental activities have to be geared and properly integrated and talents and potentialities are to be utilised for mutual benefit and development.

### Conclusions

The Education Commission (1964-66) rightly observes, "The destiny of India is now being shaped in her class rooms". This emphasises that it is education that determines the levels of prosperity, welfare and security of the people. It is obvious that primary education is the rockbed of any system of education. The better the relationship between the school and the community the better shall be the development for both school and the community as they are interrelated with each other.

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**APPENDICES**



2. Are you sending your children to school punctually?  
Yes  No
3. Does the school is working punctually?  
Yes  No
4. Did you participate in celebrations like Independence day, republic day etc., ?  
Yes  No
5. Did the teachers consult while planning and implementing any school programmes to you?  
Yes  No
6. Do you provide necessary materials/money or other things for the school improvement?  
Yes  No
7. Have you heard about the PTA meetings?  
Yes  No
8. Have you interested in attending the PTA meeting in the school?  
Yes  No
9. Have you interested in participating school programmes?  
Yes  No
10. Would you like to give materials or funds for the improvement of the school?  
Yes  No
11. Do you like to improve the academic achievement of the school?  
Yes  No

APPENDIX II

INTERVIEW SCHEDULE ADMINISTERED TO SCHOOL TEACHERS  
ABOUT SCHOOL AND ITS ACTIVITIES

1. How many children are studying in your school?

<u>Boys</u>	<u>Girls</u>
I Standard	II Standard
II Standard	II Standard
III Standard	III Standard
IV Standard	IV Standard
V Standard	V Standard

1. Does the school have enough building?

2. Do you get any help from the community for school improvement?

3. Is there enough tools like black boards, tables, benches etc.,?

4. How many children are taking the midday meal?

5. How does the community help you in your midday meal programmes?

6. Have you got garden in your school?

Yes  No

7. Is the school working properly without any students/unrest?

Yes  No

8. What are all items would you like to be discussed during PTA meetings?

Yes  No

9. Does the school provide any help to celebrate community festivals?

Yes  No

10. Have you taken any class for the parents?

Yes  No

11. How many are attending the PTA meeting regularly?

Yes  No

12. Mention the ways which could be related to the school and community?

1.

2.

3.

13. How do you celebrate the school functions?

14. Whom did you approach to fulfil the problem?