UNIT- 3: SCHOOL AND COMMUNITY RELATIONSHIP

UNIT STRUCTURE

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3.1 LEARNING OBJECTIVES

After going through this unit, you will be able to–

- explain the need of school and community relationship and its interdependence.
- identify the various functions of school, community and home, relationship between home and school.
- explain the school as a “Miniature society”.
- identify different educational heritages and their unity, richness and continuity.

making. So, how does the school function? Actually the aim of the school is totally dependent on the aim of the society or community. The school is represented by the mini members of the community and its aim is to make them fit and efficient for the larger society. So, the hopes and aspirations of the community are realized by the school. Therefore, the school is known as the nerve center of the community. Why do we go to School? The answer to this question is that to make ourselves fit and efficient members of the community, we go to school and schools take the responsibility of training and educating us and develops our potentiality as full-fledged members of the community. School also trains the children for leadership in different fields of activities in accordance with their native capacities and talents. After the completion of education, the child goes back to the larger society and holds various responsibilities. So, it is a training ground for social efficiency and leadership training of children. The school also takes the responsibility to inculcate certain desirable habits, values and adjustment qualities of the children.

Now, we have learnt from the above discussion that :

- School is represented by the mini-members of the community.
- Hopes & aspirations of the community are realized by the School.
- School is the nerve center of the community
- Efficient members are the products of good School education. The school inculcates desirable habits and values in the students/ children.



LET US KNOW

"The destiny of a nation is shaped in the classroom"- Kothari Commission

3.3.1 Interdependence of School and Community

From the above discussion, we have understood the relationship between school and community. There is always a close relation between

- Inviting community members on school function
- Talks by community members.
- Correlating teaching with social life
- Field trips and excursions
- Social service campaign
- Adult education programmes
- Guidance Services
- Library Services
- Use of school premises by the community



CHECK YOUR PROGRESS

Q 1: Point out two needs of school community coordination

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Q 2: The main objective of the school is ….....
(fill in the banks)

Q 3: There is no relationship between developed school & developed community (True/False)

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Q 4: School is said to be an agency of social change (True/False)

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3.4 FUNCTIONS OF THE SCHOOL

Now we understand that, besides giving education to the children, the modern school has wide ranging functions to perform. They are:

- Main function of the school is to give formal education to children.
- School offers training for discipline and standard to be maintained by the individuals, in personal and social life.
- It maintains the continuity of social life by handing down traditions, customs, and values of the society from one generation to another.
- It helps to promote culture and civilization.

positive & negative environment which influences the child. If the family environment is good, it will make the child a socialized person. Home or family is also responsible for imparting early education & laying down the basis for further education.

Following are the important function of home-

Social function: From home, the child acquires many of the social patterns, habits, manners, and attitudes to determine his future adjustment. He learns social behaviour like how to speak, talk, eat, wear clothes, live neatly & greet others respectfully,

Economic functions: The economic needs of the child are fulfilled by the parents for which the child enjoys certain economic security which has favourable impact on the child's development. So, family provides the children with full economic security & freedom from economic worries.

Civic function: Home is called the primary school of civil virtues; here, the child receives the first lesson of civilization, discipline & self control and learns to obey and respect elders. He/she learns the importance of mutual rights & duties.

Moral functions: Child is by nature imitative. If parents are honest, truthful, obedient hardworking, courageous & disciplined, then these qualities will also be reflected in their children. Thus, the home is a cradle for learing.

Religious and cultural functions: Family members usually abide by the cultural & religious faith, belief, custom, tradition and language etc. of their own. So, the children learn from the elders, how to perform the cultural and religious ceremonies in accordance with the social norm.

Vocational function: We are easily influenced by the vocation of our parents. When we were young, we used to imitate the way of life and vocation of our parents. Parents actually guide and help their children to enter into a right vocation according to their capacity & interest.

Besides, we must know some of the educational functions of home :

- The first lesson of social living is learnt in the family.
- He learns the basic patterns of living i.e. how to speak, act, dress, behave with elders and the younger.

functions without the active cooperation of the home. Home prepares the child for formal environment i.e. schools. On the other hand, the school prepares the child to be fit for the community. Actually, the contribution of both the school and home is imperative for transforming the child into a self-sufficient & responsible citizen. Therefore, there is a great need for building up mutual relation, understanding and cooperation between the home and school. But most of the parents and school authorities are not aware of this relationship.

So, how to strengthen this relation? Following measures can help us in this regard-

- **Through parent teacher association**: It is the chief instrument of bringing the school and home closer to each other. The parents and teachers should meet at least thrice a year to discuss the progress, achievement and problems of the children.
- **Parent's Day**: The school should fix a day once in a year to invite the parents of the students to the school. Even the problem of the school can be discussed with the parents for finding solution.
- **Visits by the teacher or home survey**: Home survey by the teachers may help the school to know about the back-ground of each student which is helpful for finding the reasons for causes of their peculiar problems. Such visits may help the teachers to know about the economic and social condition of the students and to deal with it accordingly.
- **Sending progress reports to students**: Another means of strengthening the relationship between home & school is that of sending progress reports of the students regularly to their parents. The cumulative records maintained by the school should also be sent to parents for giving information about the physical, academic, social & moral development of their children in school.

3.7 SCHOOL AS A MINIATURE SOCIETY

We all know that the school is represented by the mini-members of the larger society. Little children who come to the school are the prospective

- **Scientific out look:** India has ***excelled*** in every branch of Science, like Mathematics Astronomy, Medical Science, Pharmacology etc. and pioneered many discoveries and inventions.
- **Universal outlook:** The Indian culture is based on VEDANTA which may be called the Universal Religion. Therefore, Indians have a universal outlook which treats all castes, creeds, races and territories equally.



LET US KNOW

"Heritage to my knowledge is customs, civilization & achievements of a particular time of the people inherited"- Vinod Kakkar [cultural Heritage & Educational Initiatives pg.3]

3.8.2 Its Compositeness

We have understood educational heritage as all those institutions, thoughts and ideas of the past which have great educational significance & value. Accordingly, the types of educational institutions prevailing during the Vedic, post-Vedic, and Buddhist & Muslim periods may briefly be described as follows:

- **The Gurukula system**: In this system, students stay with their Guru at the Gurugriha away from home. The Guru used to give liberal education based on spiritualism and religion. The students were to live and do everything under the supervision of the Guru.
- **Monastery:** Buddhist education was centered round a monastery. There were some private teachers who took ten to fifteen children & taught them in their houses. The rise of educational institutions may be attributed to the influence of Buddhism. The monasteries may be called the counterparts of Gurukulas. The monastery or Vihara was under an Acharyas. According to HieunTsang, there were 5000 monasteries in the 7th Centry A.D.
- **Parishad:** During the Vedic period, the scholars, philosophers and intellectual people used to get together by forming a study-circle of high standard known as Parishad. Parishad means" sitting

teachers. Besides the Veda, religion, art, mathematics & science were also taught' at the tols.

- **Satra:** Satras are the socio-cultural centers of education built on religious and spiritual sentiment. It is maintained and ministered by its leader called "SATRADHIKAR". Common people get the necessary instruction on how to live and control their moral and spiritual way of life. The religious disciples used to get education & instruction under the satradhikar for living the ideal life of Vaishnaba. They learnt simplicity, nobility, sincerity, obedience, tolerance & other virtues under him.
- **Namghar:** Namghar, literally means "house of prayer" is a place of community gathering for religious and social purposes, especially in Assam. It is considered indispensable for the village community as a centre for religious, social and cultural activities. Namghar, thus, has a role in promoting educational activities as and when required, for which it can be called the centre of adult or social education. Usually, the community as a whole gather at the Namghar for listening to 'Kritan' and 'Bhagawat.'



LET US KNOW

Some Buddhist monasteries developed into great centers of learning & came to be known as Universities. There were seven well-known Universities, viz- Nalanda, Vallabhai, Vikramsila, Jagaddala, Mithila, Odantapuri & Nadia in ancient India. Of all these Nalanda was the greatest & most famous.

ACTIVITY 3.3



Identify some of the similarities between the indigenous schools and the modern school system.

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3.9 LET US SUM UP

- To keep the pace of the present progress, we must know about trans mitting our heritage to our young generation.The school must take into account, the essential aspects of our educational heritage in the past and familiarize the students with them, thereby linking the past educational system with the present.
- In the earlier sub-units, we have been acquainted with the relationship between school and community and their interdependence. Both are dependent on each other as the hopes and aspiration of the community are realized through education in school.
- It is through the school education that we know about our rich educational heritage of the past. In this unit, you are also familiarized with the different functions of home and school; relationship between home and school and why the school is described as a miniature society. Besides, there is an attempt to bring to focus our rich educational heritage.



3.10 FURTHER READING

1) K.K. Bhatia : *Principles & Theories of Education*.
2) R.N. Sarma*: Principles & Techniques of Education*
3) Safaya & Shaida*: Modern Theory & Principles of Education*.
4) Chaube & Chaube : *Philosophical & Sociological Foundations of Education*
5) Tilak Raj Bharadwaj: *Education Human Values*
6) Jatin Baruah : *An Introduction to Education*
7) Hemlata Talessa & Others: Cultural Heritage & Educational Initiators

Q 3: "Home has greater influence than that of school in socialization of a child"- Elucidate the statement.

Q 4: Show your acquaintance with the educational heritage of India.

Q 5: Discuss the different roles played by different educational institutions of ancient India.

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