UNIT- 3: SCHOOL AND COMMUNITY RELATIONSHIP

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Concept of School and Community Relationship

3.3.1 Interdependence of School and Community.

3.4 Functions of School

3.5 Functions of Home

3.6 Home and School- their Relationship

3.7 School as a Miniature Society

3.8 Our Educational Heritage

3.8.1 Meaning and Salient Features of Indian Heritage

3.8.2 Its Compositeness

3.8.3 The Transmission and Advancement of Educational Heritage through Education

3.9 Let Us Sum Up

3.10 Further Readings

3.11 Answers to Check Your Progress

3.12 Model Questions

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.

3.2 INTRODUCTION

This unit will help us to understand the interrelation between school and community. Generally, we perceive that schools are meant for imparting education to our children. Community is that society where we live together with other families within a geographical area, following certain common customs and traditions and also having certain common goals. But in the true sense, both school and community are doing some significant functions for childrens' all round development and this unit will help us to understand these functions. The children represent the school as young and mini members of the society and the school prepares them to hold the social responsibilities. So, we understand that there is a reciprocal relationship between school and community.

3.3 CONCEPT OF SCHOOL AND COMMUNITY RELATIONSHIP

The term 'School' has originated from the Greek root 'SKHOLE' which means leisure, philosophy or lecture place. The term 'Community' has been derived from the Latin roots 'COM' & 'MUNIS' which mean "together" and 'to serve' respectively. So, it means to serve together.

But now, the meaning has been changed. School is a place where little children are given formal training of reading and writing.

A community means, "a group of people with their common characteristics learning at specific geographical locality and serving them together may be said as community".



LET US KNOW

In Greek society, there were two classes of people i.e. upper and lower classes. The upper class had enough leisure & spent their leisure time in a place called school. They spent the free time by discussing culture and Philosophy.

In modern education, school is described as a special society or community. It is also described as a miniature society or a society in the

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

school and community. Both are mutually interdependent. The School exists because of the community, as the main function of the school is to realize the aims and objectives, hopes and aspirations of the community, through its curriculum. There is always an interaction between the school and community. So, this sub-unit will definitely help us to understand the interdependence of School and community.

School cannot work in isolation from the social life and it is universally realized. Schools are opened by the community to fulfill its needs and to train its future citizens. But the child receives educational experiences both from the school and community (in and outside the school). Therefore, the school and community should work in close co-ordination for the sake of our future citizens without any conflict.

What do we understand now? Are they not dependent upon one another? How? Let us note the following:

- Community sets aims and objectives and school realizes them.
- Only a developed and progressive community can give rise to a good school.
- Good school can produce honest and efficient citizens.
- School is said to be an agency of social change, as the dynamism of the society is possible through school education.
- Improved school education can make the society progress faster.



ACTIVITY 3.1

How can community help in building good schools? Suggest.

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Now, we will be acquainted with some of the ways and means for strengthening school- community interdependence:-

- Through parent teacher association

- 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.

- It promotes social efficiency by training for effective participation in a democratic society.
- School creates necessary educational environment to identify and develop native talents and potentialities of the students.
- It also offers training in good citizenship and effective leadership to the students.
- It should also try to develop vocational efficiency of the students to make them economically self-sufficient.
- School should strengthen the relation between the two agencies – home and school.
- Last but not the least, one of the important functions of the school is to develop in the children the moral, spiritual and higher values of life.



ACTIVITY 3.2

Name some of the functions/ceremonies observed or celebrated by the community by using school premises.

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Make a list of different activities performed by the nearest school of your locality other than the above mentioned functions.

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3.5 FUNCTIONS OF HOME

We can easily understand the importance of home in one's education & development from the following words-

"Family is the original social institution from which all other institutions have developed". (Ballard)

There is no substitute of home as an agency of education. The child is the mirror of good family background. Because, the family provides both

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.

- Socially desirable and acceptable faith, belief and tradition are taught to the child at home.
- The child should also be discouraged from blind imitation of every thing.
- The child should be encouraged to participate in the ceremonial rites and functions.
- Due social status, recognition, prestige and honour should be accorded to the child for personality development.
- Training is to be given to the child to form certain moral habits.
- Full confidence and positive attitude to be formed in the child by providing him/her love, affection, security, besides fulfilling their basic needs.
- If spontaneous environment of freedom is provided at home, child's innate and inborn qualities can be identified and developed.



LET US KNOW

"The first lesson of citizenship is learnt between the mother's kiss and the father's care". - (Mizzini)



CHECK YOUR PROGRESS

Q 5: Home is the formal/informal agency of education of the child. (Choose the correct one)

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Q 6: Only school can give true socialization training to the child. (True/false)

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Q 7: The child imbibes essential moral qualities from ..... (fill in the blank)

3.6 HOME AND SCHOOL: THEIR RELATIONSHIP

We hope that we are now familiarized with the important functions of home and school for the child's all round development. So far as the child's education is concerned, the relationship of home and school is complementary. The school alone cannot discharge all the above discussed

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



Excel: to be extremely good at something

members of tomorrow's society. They come to school with a view to making themselves efficient for the larger society, so that they may contribute to the development and progress of the society. So, it is the responsibility of the school to give the desirable knowledge to the children through which they may become the true path finder of the society. Although the school is not a full-fledged society, yet it performs some important social functions and therefore, it may be termed as miniature society or society in the making.

3.8 OUR EDUCATIONAL HERITAGE

3.8.1 Meaning & Salient Features of Indian Heritage

Do you know the literary meaning of the word 'heritage'?

It means valued things (such as historical buildings) that have been passed down from previous generations. Accordingly, educational heritage means those valued things, objects, institutions and all the tangible (archaeological) objects of the past which have educational significance for the coming generations. Educational heritage also means the intangible things i.e. ideas, thoughts, traditions, living style & practices of the past generation, which have great value for the present and future generations. Actually, it is this intangible educational heritage which reflects the identity of a nation or its people.

Let us know some of the salient features of the Indian heritage, because for understanding heritage, we must identity the foundations upon which our nation has been built-

- **Philosophical & spiritual out look:** In the Indian attitude to life, there is an emphasis on philosophical and spiritual outlook besides reality or truth in the material world.
- **Tradition of tolerance:** Irrespective of our caste, creed, language and religion, we are living in India in a tradition of freedom and tolerance.
- **Sense of synthesis:** India is a vast land with natural diversity, but there exists a unity because of the sense of synthesis.

- **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

together". The main objective of the Parishad was to develop knowledge and conception on certain theoretical subjects, on necessary consultation and exchange of ideas among the intellectuals. In modern times, it is found in the form of 'Academy'.

- **Maktab:** Maktab was a place of reading & writing attached to the Mosque as a part of religious activity. The religious chief known as "Maulabi" used to take charge of education as his religious responsibility. It functioned as a primary educational institution in Muslim period. Along with letters & numbers, the principles of Quran, Gulistan & Bastan, Chikandarnama etc. were taught. Akbar, the Great, had brought about significant reform in this educational system.
- **Lower Madrassa and Higher Madrassa:** These were Islamic educational institutions at the secondary and college level respectively. The subjects like Grammar, Literature, Persian, Arabic, Geometry, Economics and History were taught at the Secondary level i.e. lower Madrassa and Philosophy, Metaphysics, Arithmetic, Advance Geometry, Sciences, Medicine and Engineering etc. were taught in the Higher Madrassa. These institutions were financed by the Government or the rich people. Higher Madrassa was located in the bigger towns.
- **Pathsala:** It was a popular institution of learning at the lower level specifically for Hindu children as a counterpart of the Madrassa. Subjects like language study, grammar, arithmetic, accountancy social studies, moral lessons etc. were taught in these institutions. The method of teaching was verbal.
- **Tols:** Tols, nows-a-days, can be compared with the college education at present. It was the special higher educational institute of the Hindus. For giving individual care and attention, only a limited number of students were admitted. Teacher was the sole administrative & organizational head. Sanskrit was the medium of teaching. Some of the famous Tols were established at Banaras, Kashi, Ujjain & Mithila in ancient India. After completion of the couse, the students were qualified to become

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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3.8.3 The transmission & Advancement of Educational Heritage through Education

A nation starts to disintegrate when its people lose their own tradition & way of life & follow the lifestyle of others. Gradually, this own uniqueness disappears & ultimately this identity is totally lost. Hence, it is essential that our children should know the system of education that prevailed in the past besides our own tradition, life values, culture and contributions made by our ancestors. It is through education that we can prepare students to evaluate the past to understand the present and to face the future. Our educational system should acquaint the students with the following to bring about unity & continuity of our educational heritage.

- Contribution of great men in various fields of national life.
- Achievement and contribution of the various indigenous schools of the past.
- Works of ancient rishis, saints and an acquaintance with the epics & other great classics.
- Life & works of great teachers (gurus /Maulabis or Acharya).
- Interpretation of the myths, legends and literature of the past for their great educational values.
- Customs, traditions and festivals of various ethnic, religious & linguistic groups of the country.



CHECK YOUR PROGRESS

Q 8: Tradition of tolerance is one of the ……..…. of Indian heritage. (fill in the blank)

Q 9: In Buddhist system of education teacher is known as ……..... (fill in the black)

Q 10 : Maktabs were meant for higher education. (True/false)

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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

3.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The two basic needs of school-community co-ordination are:

- Community sets aims & objectives and school realizes them
- School is said to be as an agency of social change, as the dynamism of the society is possible through school education.

Ans to Q No 2: The main objective of the school is totally dependent on the aim of the society or community.

Ans to Q No 3: False

Ans to Q No 4: True.

Ans to Q No 5: Informal

Ans to Q No 6: True

Ans to Q No 7: Home

Ans to Q No 8: Feature

Ans to Q No 9: Acharya

Ans to Q No 10: False

3.12 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: From where is the term 'School' derived? What is the etymological meaning of school?

Q 2: 'School is called as miniature society'-explain.

B) Long Questions (Answer each question in about 300-500 words)

Q 1: What is community? What relationship does the community have with schools?

Q 2: Why is school said to be a miniature society? State some of the social functions of school.

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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