

UNIT – VI

COMMUNITY EDUCATION

Nature and Meaning of Community in Socio-Economic and Cultural Context - Relationship between School and Community - Strategies for Community Mobilization – Role of Headmaster - Teacher in bringing Co-ordination between School and Community – Need and Importance of Parent Teacher Association, Constitution of PTA / School Education Committees, Views of Commissions.

Nature and Meaning of Community in Social, Economic and Cultural Context.

Meaning of Community

Allen and Cook look at the community as the 'population aggregate' inhabiting a delimitable contiguous territory, sharing historical heritage, possessing a set of basic service institution participating in a common mode of life, and being conscious of its under to enable it to act in a corporate way.

G.D.H. Cole, "By a community I mean a complex of social a complex including a number of human beings, living together in conditions of social relationships, bound together by a common however constantly changing, stock of conventions, customs traditions and conscious to some extent of common social objects interests".

Difference between "Society" and "Community"

Ottawa's Concept of Society and Community: "Society" "Community" are usually used as synonymous terms. But this is a very fine difference between the two organizations which people live together. It refers to a definite group of people by in a geographical territory and being conscious of their life stings and aims of life. A community also means a group of people living in a geographical territory. But they are not conscious their lifestyles and purpose of life. That is why children constitute the community, not the society. Unless they conscious of the way their society functions and of their ri and duties as its full citizens, they cannot be taken as member the society.

According to Ottawa (1962). "A community is everybody, adult and children, social and non-social persons, living in a centre territory or purpose. A society is a kind of community (or ad of a community) whose members have become social conscious of their mode of life and are united by a common of aims and values".

Society is more conscious and organised: A society is therefore a part of the community. It is well organised and specific, whereas a community is not properly integrated and it is general or broad. A community or society is never static. Both are dynamic, always changing. But in a society its members are more conscious of their values, needs hopes and aspirations. The members of the society are socially more conscious and emotionally more organised than those of a community.

Both the society and community possess some common characteristics: These are characterized by a group of people, a geographical territory and a spirit of belongingness.

Nature of Community

Thus, a community is a social group living in a particular area and sharing a common cultural heritage.

- ❖ Its members are driven by “community belongingness” and community sentiment.
- ❖ The members are governed by common needs, purposes, objectives and ideals.
- ❖ The members of the community celebrate common festivals, cultural items, and literal activities to strengthen the bond of universal brotherhood.
- ❖ The members will sacrifice ‘self’ before ‘common cause’ and work for the common cause.
- ❖ Ideals, vision and progressive thoughts of individual members will influence the community and change their outlook.
- ❖ The concept that they are members of the community will develop ‘security’ among the members.

Objectives of Community Education

- To understand the community.
- To develop sensitivity of students towards the needs, problems and aspirations of the community.
- To develop communicative and social skills of students.
- To develop specific traits in students like adaptability, involvement, leadership and cooperation.

- The break isolation between the school and the community through social service and collaboration with various agencies of the community.

Components of Community Education

- Study of community functions.
- Organisations of parent-teacher meetings.
- Establishment of youth clubs.
- Organising community surveys.
- Interviewing community leaders, professional workgroups.
- Establishing links with community services like hospitals, transportation agencies, telephone exchanges, post offices, etc.
- Study of communities tension areas of social prejudices, discrimination and backwardness.
- Study of local needs and problems.
- The curricular use of community resources – both human and material.
- Inviting professionals from the community for special talks in schools can be very educative for students. Also, outings, visits and field trips to community resources can be helpful.

Community in Different Socio-Economic and Cultural Contexts.

School in the Socio-economic Context

School as A miniature Society

John Dewey's Concept of the School: The distinguishing educationist John Dewey desired "to make each one of the schools as embryonic community life, active with types of occupations that reflect the life of the larger society and permeated throughout with the spirit of art, history and science. When the school introduces and trains each child of society, into membership within such a little community, saturating him with the spirit of service and providing him with instrument of effective self-direction, we shall have the deepest and best guarantees of a large society which is worthy, lovely and harmonious".

According to Dewey, the school is a miniature society. It is a social institution to serve its purposes. It has to train and bring up the students in such a way that the students will be able to participate effectively, efficiently and harmoniously in the society in which they live. The school should reflect the occupations and lifestyles of the society. Students should be oriented to the needs and challenges of the future society.

Saiyidain's Concept of "People's School"

K.G. Saiyidain, a renowned writer on education has opined that school should adequately belong to the people for whom it is intended. He observes "A people's school must obviously be based on the people's needs and problems. Its curriculum should be an epitome of their life. Its method of work must be approximate to theirs. It should reflect all that is significant and characteristic in his life of the community in his natural setting".

According to Saiyidain the school is an epitome of the society. And as such it should introduce all kinds of useful activities and significant features of our day to day life. Students should be given appropriate learning experiences inside the school which they will face in the outside world afterwards. In short, they will be properly trained in the school to assume rightful places in the society in future life.

Community School

A community sets up a school for its child's education. It should provide all facilities in the school and should utilize them for any public purpose, whenever there is need for the same. The community can utilize the physical resources of the school for its benefit – for adult education, for holding meetings and for organizing community programmes. These are called community schools as found in the Philippines, Denmark, England and USA.

The Secondary Education Commission

It is the business of the school to train individuals who will not only be duly appreciative of their culture and the good qualities of national character and national traditions but will also be able to analyze and educate it critically to eschew whatever is weak or reactionary and to develop the qualities of high sense of their duty. Only then they are made to realize that they are engaged in the making of better human beings and a better social order and not merely teaching a dull prescribed syllabus. Emphasizing the importance of linking the school life with the life of community, the Commission says. "The starting point of educational reform must be the linking

of the school to life and restoring of the intimate relationship between them which has broken down with the development of the formal tradition of education.

The Commission stresses the importance of close relationship between school and community in these words: "The school will, no doubt, be a community but it will be small community within a large community and its success and vitality will depend on the on interplay of healthy influences between it and the large community outside. What we would like to see is a two-way traffic so the problems that rise in the home and community life and their experiences gained there should be brought into school so education may be based on them and be intimately connected with life and on the other hand the new knowledge, skills, attitude values acquired in the school should be carried into the home solve its problems to raise its standards and link up the teachers, and children in one compact and naturally helpful group".

The above views emphasize the influence of school on and vice-versa. In this process the child should participate effectively in the societal activities to understand his role in social life, and himself in social service. By living within the society then understands his own duties and responsibilities. He learns his duty rights. In short the school should develop civic sense, service and co-operative sensibility among children by organising community centered activities in the school.

Economic Influence

Community economy will be influencing the business, trade other commercial activities of the individuals, The child will be observing specifically the economic activities of individual as community in general. Naturally, he will be attracted towards trades, commercial and professional activities and develops a vision about his future. This is seen particularly in rural areas. One of the important functions of schools is therefore to maintain continuity aspiration vocational skills by providing them relevant opportunity the schools and also re-organise and reconstruct their vocational connection it is apt to quote the opinion of D.S.O Common generation had to learn for itself what has been learned predecessors, no sort of economic, intellectual and social development would be possible and the present state of the society would be different from the society of the old stone age".

Cultural Influence

Community is a social group living in a particular sharing a common cultural heritage. Community transmits cultural heritage to the rising generations. It also trains children manner that they inherit their culture and preserve it is indispensable for a successful living in the present

day complete. The purpose of school in this regard is to hand down traditions, values, and customs of the society and cultural values, from one generation to the other but also try to enrich and modify the values through their own efforts and then help in the establishment of a better and happier society. Along with socio-economic and democratic ideals, schools should plan to develop the cultural values among children so as to enable them to distinguish between right and wrong and vices. School education must develop among children a sense of appreciation of their culture and civilization.

Community's Role in Education

According to K.G. Sayidain, "Community co-operation is really something more basic for the development of the school. The objectives and purposes of the school, its methods of teaching, the shape of its curriculum, the techniques of teaching and discipline are all ultimately derived from the community in which it functions. If there is no living, dynamic relationship between the two, education will be anemic unreal, unable to make any abiding impact on the mind and character of children. As social purposes change, as the techniques of production develop, as knowledge advances, as the meaning of culture deepens, the life of community is powerfully influenced by all these factors. If the school is not able to keep pace with these changes and adjust its programmes to them, it becomes an outdated, back ward-looking agency, and institution only interested in the teaching of certain prescribed course and textbooks which may no longer matter in any significant sense for the contemporary word".

In the light of the above views expressed by him the role of community in education is manifold. It includes

- ❖ Community should aim at providing "Education for All" by meeting the expenditure as far as possible.
- ❖ Mobilise individual support for compulsory elementary education for children in the age group of 6-14.
- ❖ Interact with the school authorities in various ways particularly in planning institutional plan, curriculum development and school improvement programmes.
- ❖ Encourage teachers participating and students participation in social service activities.
- ❖ Mobilise resources required namely material resources, human resources and financial resources for developing schools.

Relationship between School and Community

Ryburn (1970) emphasizing the close relationship between the school and the community has rightly said. "There must be vital connection between the life of the pupils in schools and the life of the community from which they come. There must be a vital connection between the school, which is the corporate life of pupils, and teachers and the community. Otherwise, the school can never succeed in its aim of enabling its pupils to go out and to face society and make necessary adjustments nor can act as a corporate body, even have the vital influence on the community which it ought to have".

In a democratic set up, relationship between the school and the community is essential in the interest of national welfare.

There should be mutual exchange of resources and sharing of facilities between the school and the society. The channel of communication should be made free and open for facilitating such co-operation and collaboration. Blass Bacher (1962) has said, "No communication, no community". The bond on cohesion, integration and belongingness is strengthened by communication. Communication promotes the real meeting of minds, which facilitates should communication and interaction of the community.

Utilisation of Community Resources For Schools

Vast resources are available in the community which can be utilized for school programmes. Firms and farms, temples and monuments, flora and fauna, fairs and festivals, rivers and hills can be utilized for the benefit of the school particularly, for effective learning experiences. The teacher should recognize communities and plan for their utilization for curricular and co-curricular programmes.

Similarly, there are local artisans, artists, carpenters blacksmiths, ironsmiths, painters etc. whose expertise can be utilized for teaching SUPW in the school children. They can be invited to schools for talking and demonstrating various skills to children. Retired teachers, doctors, engineers, etc. as well as unemployed educated youth may be engaged for teaching children in their own fields.

Such utilization of local resources for organizing curricular and co-curricular programmes leads to bringing about awareness about the needs, deficiencies and paucity of resources. This helps in collecting funds and supplying necessary equipment etc. on the one hand, and ensuring better school community relations on the other. In the initial stages even the

community provides its clubhouse, temple or churchyard and such other public places for accommodating new schools.

Criticism against Using Community Resources

Some disadvantages are also pointed out by a few critics of community participation. They argue that more the community provides facilities for the school, more will be its interference in the school affairs. As such the school discipline and norm function may be adversely affected. The academic activities are also likely to be hampered on account of this.

In conclusion it may be said that advantages outweigh the disadvantages. The physical and human resources of the community should be utilized for organizing various school programmes, which would promote social awareness and better relations. Mohanty (1983) has therefore, suggested "with experience, Enlightenment and training in citizenship, these disadvantages can be reduced to the minimum and the schools would be made self-dependent and self-respecting community centers".

Sparing of School Resources for the Community

Both the physical and human resources of the school directly or indirectly belong to the community.

For example the school halls can be used for organizing village meetings. The school playground can be utilized for village sports and games; the school furniture and equipment can be borrowed for holding meetings and functions. The Education Commission 1964-66 has aptly remarked that since it is very costly to provide and maintain the physical plant of educational institution, it is necessary to utilize it fully as far as possible for the longest period on each day and for all the days in the year by making suitable administrative arrangement. The libraries, laboratories, workshops, etc. can be utilized for the community programmes.

The modern school is a community center. By organize community programmes and providing school resources community work, the position of school is improved and confidence and respect in the community.

Criticism

It is also contended that through utilization of school by the community there will be many disadvantages. This materials like furniture and equipment will be mishandled rest missing items, breakages etc. There may be undue interference villagers in the school affairs adversely

affecting the organization. But on the whole, the advantages would outnu disadvantages which can also be reduced to the minimum with consciousness, responsibility and experiences.

Strategies for Community Mobilization

Community Participation – Strategies

It goes without saying that the school is for the community the community for the school. The school should contribute to development of the community and the community must contribution the development of the school. The school has to share its resources the use of the community and the community is to9 make its resources available to the school for organizing various programmes. Thus to should be a two-way traffic between the school and the community utilizing their resources both human and the physical, for bring about their natural improvement.

It is also understood that community participation is necessary for improving the school-community relations in general and school programmes in particular. Generally, there are three categories of community participation.

- a) Spontaneous – Persons come forward on their own to participant without, any external support or force. E.g. School improvement programmes.
- b) Sponsored – Persons participate because some office instructions or endorsements are issued. No force is imposed it has' been externally supported E.g: Enrolment drives.
- c) Compulsory – Persons participate because it has been main compulsory. Violating it may lead to coercion and punishment E.g: Enrolment drives, supervisions of mid-day night programme, distribution of free text books and scholarships.

It has, therefore, been rightly observed by the NCERT, (19. "The NPE has besides may other things, envisaged expansion education facilities to remove disparities in educational opportunity making education relevant to the social needs, decentralization management etc., which are not likely to be achieved without and participation of the community. It emphasizes decentralization and creation of a spirit of autonomy for education activities as well".

To achieve community participation the following strategies are suggested.

Micro-Survey to Identify the Needs of School

The headmaster and teachers should conduct micro-surveys on the school needs and identify the areas for community participation.

Survey on Resources Mobilisation

In the micro-survey, the headmaster, school teacher and students should identify resources required and their mobilization. Resource mobilization includes i) material ii) HRD and iii) finance. Material-mobilization includes – identification of materials required for school development such as T.V, computer, tape-recorder, cassettes, musical equipment, furniture, books, agriculture implements, construction materials. Community resources like banks, post-office, public parks, local self-governments- etc. H.R.D. resources include i) identification of local artisans, professional artists, skilled and unskilled workers.

Financial resources include: i) Budget estimates for construction of additional classrooms etc. ii) purchase of furniture iii) purchase of equipment and iv) contingencies and iv) repairs to be undertaken.

The entire process should be carried out involving youth, students and community leaders. At the end of the micro-survey, the headmaster, teachers and students should analyse the data, classify the data under different heads, and prepare a report for utilization of resources. This report should be placed before the school committee, and get its approval. After getting its approval the school general body should meet which includes management, parents, teachers and students and identified community leaders and seek co-operation for utilization of community resources at the appropriate time, for an appropriate purpose. For example, in the general body meeting the issue of land required for school may be raised and the list of donors who were identified may be called and request them to donate either in cash and kind.

Community and School Governance

Importance

All these years it was felt that it is the responsibility of the government to establish schools and community has no role. Schools are built staffed, equipped and supervised by the government. The syllabus they follow comes from the head-office. Teachers and principals are posted and transferred by forces not associated with local community. Even the school timings are determined by the government. All that is expected of the parents and community is that they co-operate by sending their children when the school doors open.

This situation must change. The influence of the community is all the more great: The headmaster of a school has to work hard to encourage the members of the community to become

members of the administration of the school and work for its welfare. Eventhough there are difficulties, a wise headmaster should make efforts to develop school-community relationship are accepted by the community. Keeping in view the government of India brought 73rd amendment to our constitution permitting the local bodies to participate effectively in the schools, Education, accordingly, is transferred to local bodies. All state government have taken steps in this regard. The government of Andhra Pradesh also introduced Act No. 13 of 1998, which provides for reforming school education in Andhra Pradesh by ensuring peoples participation in the administration of schools. This was done with the people aim of active participation of the local community through empowerment of parents who care most of the future of the children to ensure effective functioning of the schools.

How to ensure community participation in school governance

- * Establishment of various committees for people's participation such as parent-teacher's association, school committees, Panchayat Education Committee, Mandal Education Committee, District Education Committees, State Committee etc.
- * Delegation of sufficient powers and functions including financial powers for this effective participation in the administration of the schools.
- * Creation of school education fund for meeting the contingencies of the school and school development programmes.
- * Appointment of vidya volunteers for the school from among the local youth and release of salaries to them.
- * Take step for enrolment of school going children and arrest dropout rate.
- * Determine the school calendar, and school timings subject to guidelines issued by the department of education.

In short, community participation in school governance includes planning, organization, administration, monitoring and evaluation. In this way community can participate effectively.

Role of parents and various education committees in school Governance Act 1998.

It shall consist of all teachers of the school and parents of all children enrolled in the school as members. A parent member elected should preside over the meeting.

Functions

The PTA is a review authority vested with the following powers.

- * Ensuring universal access and enrolment.

- * Motivating regular attendance of children to the school and their retention.
- * Improving infrastructure facilities.
- * Mobilization of corpus fund.
- * Approving the budget placed by the school committee.

School Committee

Every school shall have a school committee with five members.

Functions

- * Review and monitor the school health programme.
- * Ensure excellence in the overall performance of the school and children.
- * Manage the school fund for school development. Collect funds for corpus fund.

Panchayat Education Committee

This committee consists of *Gram Panchayat Sarpanch*, the *Headmaster* of a high school/Upper P. school, *two parents* from each school committee, members from *NGO's donors* etc.

Functions

- * It shall maintain panchayat education fund by crediting taxes levied, donations, grant-in-aid received from the state government.
- * Operation of funds based on the needs recommended by the school committees.

Mandal/State Education Committee

Constitution

It consists of *President of the Mandal Parishad*, *Mandal Development Officer*, (M.D.O) one *Headmaster* of the schools, one *Educationist*, *Donor* and *eight presidents of the School Committees* of whom *Four shall be women*, and *one representative* of the recognized *Teachers Association*. *Mandal Education Officer (M.E.O)* is the member convener.

Functions

It shall monitor the functioning of the school under the control of the Mandal parishad and take corrective steps as may be necessary. It shall maintain mandal education fund.

District Education Committee

Constitution

It includes the *chairman of the zilla/ District parishad*, *Chief Education officer* of the zilla parishad as the *member convenor*, *ten parents elected by the committees*, *two*

headmasters of Zilla Parishad highschools, one educationist, one chairperson of the Mandal Education Committee, one chairperson of the Panchayat education committee. District Education Officer, Planning officer, ITDA, Minority welfare officers, one representative of the teacher organisation.

Powers & functions.

- * Responsible for the overall development of secondary education in the district.
- * Provide infrastructure to schools.
- * Monitoring of their functions.

Role of Teacher in Bringing Co-ordination between School and Community

Concept

Unless the parents of all the students, who are attending home-school partnership of educational institution and all teachers are brought together and enter into an intimate dialogue, no educational endeavor will succeed. School-home and school and community partnership is basic for education of the child for the following reasons.

Home-School Partnership

Complete education of the child: A pupil gets one fourth of education from his teacher, another one fourth by his own efforts and the rest from his parents. If the teacher alone makes his contribution and the parents do not play their part, the education will be incomplete. The relationship of a teacher and a parent with a child are obviously different. For the teacher, a child is one of the large numbers of students in his class. To the parents, however the child is part of their own self and their future hope. The parent's estimates of a child's above attitudes, and behaviour differ with that of teachers. It is only when there is a perfect understanding between the parents and the teachers that the educational development of the child can be planned in the right direction. Parent-teacher co-operation is thus based on a bilateral understanding of a triangular relationship between the parent, the teacher and the child.

The understanding is to center on developing total personality of the child. In well-adjusted families, a child easily finds opportunities for full expression of his talents and development of his personality, but when the home environment is not harmonious and unhealthy it affects his development. Results of several studies have indicated that the progress

of a child in the school is more closely correlated with factors in the home environment than with his intelligence. Therefore parents should play their own role in the education of their child.

Parental co-operation in the educational efforts is a valuable force in education. In the words of Bray: "It is hardly possible to overestimate the value of strong, sympathetic link between the home and the school". Promotion of talent and quality is one of the main goals of any system of education. In order to develop fully the gifts or talents a child has, it is necessary to have a closer understanding of the child himself and his home. A great deal of effort in school may be just wasted. Without such understanding. Because of unhealthy and unwholesome home influences and surroundings a clever child may often not do well in school. If the educational authorities are vigilant and have good contacts with the home, they would easily understand the various handicaps of a child and why he is lagging behind in the class and apply corrective measures well in time.

Parents should take a constructive interest in the education of their children. Their indifference towards the education of the children is dangerous, because when the children see the indifferent attitude of their parents towards education their institutions and their teachers, they cease to give importance to anything concerning education and become indisciplined. Therefore, it is essential that parents take proper interest in their wards.

How to get co-operation of parents: The principal and the staff can get the co-operation of parents by keeping them informed regarding the aims of the school, the curriculum, methods of discipline, quality of teaching, administrative devices, the nature of the school plant and the needs of the school for improvement and development. Their help and co-operation can be sought for the preparation of institutional plans. The school machinery may be geared entirely to the needs of the various age-groups of the students. The school can be a home away from home – a place where the sentimental love of the mother is supplemented by the "thinking love" of the teacher. A very happy stage in the education of the child will be reached when the teacher becomes the true parent of the child and parent the only true teacher of his children.

Areas of Parental Co-operation

- Timely completion of homework
- Health care of the child
- Midday meal programme
- Good health habits

- Sex education
- Moral and religious education,
- Curricular and co-curricular activities
- School's developmental projects.

Values of Home-School Co-operation

- The values which we derive out of good home-school operation provide a rich, fuller, more nourishing life in school and outside than would otherwise be open to them.
- Children get more consistent guidance in school and outside they stand a better chance of living up to the peak of the powers.

Measures for Improving Home-School Relations

- ❖ **Parent-Teacher Association** is one important strategy which brings the two on a common platform. The meetings of association may be held as frequently as possible according to the convenience of the two sides. This forum will enable them to understand each other's limitations and difficulties. They be able to evolve the best possible procedures to tackle numerous problems of education.
- ❖ **Parent's Day** is one more occasion, which will enable parents to come to the school and be with teachers of the children for some time. It is very important that whenever two happen to meet, the child's interest and welfare should be kept uppermost in their minds. They should adopt a constructive outlook in their exchange of views and in the discussion all the child's progress, difficulties etc.
- ❖ **Visiting the homes** of children by the teachers is another suggested in this respect. Some of the school teachers may be deputed to visit the homes of children (with special difficulty after the school hours. Parents of problematic and mention handicapped children should be more frequently contacted. The teachers will be able to understand the physical, social, economic and emotional conditions of the children placed in their children for development.
- ❖ **Inviting parents** to functions of the school will be an opportunity to be availed of for bringing the school and home closer. These functions may include Sports Day, Prize Distribution, Exhibitions, Fairs, Independence Day, Republic Day etc. Parents may be invited to speak on such occasions only.

- ❖ **Reporting the work** and progress of the children is and the important means of securing co-operation between the teachers and parents. This keeps the parents in touch with the physical academic, social and moral development of their children.

The basic element, which is lacking and which generally hinders good home-school relations is the question of mutual courtesy and trust. Whenever a parent happens to visit a school, he should be shown due courtesy and whenever a teacher happens to meet a parent he also deserves due courtesy. There is need for personal relations between the teachers and parents.

Conclusion

The difficulties in the way of home-school co-operation should be overcome in right earnest. From the side of the teachers, the main concerns are their unwillingness to face the criticism, their conservative outlook and doubts about the success of the programme of parent-teacher co-operation and lack of time available to them to make any sincere efforts in this direction. From the side of the parents, the concerns are their indifference to schoolwork, their busy life schedule and lack of time to contact teachers, ignorance on their part that they can render any assistance to the teachers in their work and their suspicions regarding the motives of school authorities.

Community and School Partnership

Although improving the school-community relations is a two-way process, the onus or the main responsibility lies with the school. The teachers, particularly the headmaster should take initiative in promoting better school-community relations through various methods and strategies. Some of them are as follows:

- a) It is essential that teachers should know the community well; its culture, values and lifestyles, its problems and prospects etc. It can be done through mixing with the people, and participating in their social and cultural functions.
- b) Teachers should identify themselves with the community and try to approach the community on equal terms and with due respect.

- c) It is also desirable that teachers should appreciate and understand the problems of the community with sympathy and instead of imposing their own ideas or preconceived notions on them should try to persuade and motivate.
- d) Teachers should give positive suggestions for removing the deficiencies or solving the problems of students.
- e) The cooperation of the community leaders should be enlisted for solving the school problems. These leaders may be from among the emerging youth or elders.
- f) Teachers should attend the social, religious and other functions on the community, so that they can come closer to the people who can take interest in the school and its improvement.
- g) There should be some formal organizations or forums for facilitating school community relations and coordination. Some of them are parent teacher associations, guardians meetings, parents day etc.
- h) Teachers should live in the village and work sincerely.
 - i) There should be free exchange of ideas and mutual cooperation among the school teachers and parents. This will democratize school organizations and administration and improve support for implementing various school improvement programmes.

ii) Participation in Programmes of Community Development. It is essential to make participation in meaningful programmes of community service and integral part of all education from the primary to the undergraduate stage. Such participation can help to create positive attitudes towards social service and to develop closer ties between the educated persons and the rest of the people. It can also help in building up a sense of social purpose and self-confidence and give students a sense of participation in community life and activities.

The organization of the programmes will naturally vary from stage to stage:

- At the primary stage, it will take the form of bringing the school closer to the community with an accept on serving the community in suitable ways.
- At the secondary state, such programmes can be more ambitiously designed, and have a greater impact on young minds. Every secondary school should develop carefully planned programmes for promoting good school-community relations and suitable forms of service to the community. We recommended that about ten days a year (or a total of 30 days at the lower secondary stage and 20 days at the

higher secondary stage) may be fully devoted to such programmes. Where this is not possible, it should be obligatory for the students to participate in the Labour Service Camps for secondary school students to be organized by the State Education Departments on a district basis.

- Similarly, it should be obligatory for every college students before he is awarded his first degree, to put in at least 60 days of national service in one to three stretches. Each college should develop its own programme, suited to its objective, its resources and the age and competence of its students. Participation in Labour and Social Welfare Camps or the NCC should also be regarded as alternative forms of such service.

The NCC programme, which has been made compulsory at the university stage during the last five decades has shown some good results. It has possibilities of promoting national development by building closer ties between the people and the defense services. It also helps to lessen the difference between the so-called 'martial' and other classes and inculcates the idea of the defense of freedom in all classes of people.

View of Ramamurthi Committee

A major task of reconstruction of the education system is to re-establish the links between education and life, and hence between the school and the community. The teachers, by and large, see themselves as responsible for teaching certain assigned subjects and to do certain other assigned tasks. They have little or no links with the concerns and situations of the community in which the school is placed and for the people, whose children they teach. This alienation has to be put an end to. We see the imperative need for every school to be, in the real sense, a community school.

A community school would mean that the school is not only teaching the children from the community or area that it serves but is organically linked with the community, has emotional attachment with it, and hence is actively involved with and extends itself into the life and concerns of the community. This linkage or bond will manifest itself in collaborating with the community for provision or support of various kinds of services. This kind of open-ended community and bridge building, breaking the traditional barriers, based on gender, group, caste, religion or language, is seen as an important role of education.

We suggest that one of the essential conditions be that the school would engage itself in meaningful and on-going development work with the community. Not as a bit of ritual SUPW or donating some money for this or that need but entering into a long-term partnership with the community and selectively involving itself with it. The more meaningfully a school can establish links with the community, by connecting subjects and curricula of the school with the situations and demands of the community, the greater will be the quality of learning that would result and hence the quality of education. A sea change would also occur in the attitudes of the urban school children, in the present English-medium schools.

PJP COLLEGE