

SCHOOL COMMUNITY RELATIONSHIP

Paper 1.2.8 A (2nd Half) Assessment for Learning



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School Community Relationship

School is a place where instruction in various subjects of curriculum is provided to a group of students by the teacher with the help of the text books specially planned and developed for and suited to the maturity level of children. It can also be defined as a place for providing continuous educational programmes for children enrolled on a regular basis by professionally qualified teachers in co-operation with home.

The term 'community' means many things to many people. Cook and Cook define community as a configuration of land, people, culture, a structured pattern of human relations with a geographical area. Thus community is a group of people sharing common social, economic and cultural interests, purposes, practices, codes, understandings and commitments.

Need for School Community Relationship

No school can function effectively for a long time without a high degree of community interest, understanding and participation. By interacting with the community, the students can develop understanding and positive attitude towards community practices and the community comes to know of the school practices. Programmes of the school can be related to the life and the work of the people among whom it exists and functions. This results in transmission, preservation, assimilation and enrichment of culture. Social consciousness, socialised living and social affairs can promote the use of community both as a laboratory and as an educational resource.

Community Resources provides first hand experiences to develop proper concepts about various aspects of processes of community life. What children see in the community, children ~~are~~^{bring} in the classroom.

School Community relationship can be utilised to -

1. expose the student to actual work situations in the community.
2. Help students to develop positive attitudes and values in the relationship with community.
3. ~~correlating~~ correlating and supplementing theoretical learning with real life experiences.
4. enabling students to develop skills of observation, investigation, learning by doing.
5. develop communication skills among the students.
6. develop qualities of co-operation, self help, helping others, adjustment, tolerance, democratic values among the students.

Principles / Assumptions of School-Community Relationship

1. School is a part of the community and more development of community is possible through involvement of the School.
2. Student's knowledge, attitudes, skills and personality can be developed by involving them in community improvement work.
3. It is necessary to bring school and community closer to each other for their more effective functioning.

Organisational Implications

The following are the chief implications of effective School community relationship :

1. School should have good, well educated and mature teachers.
2. Community should be closely associated with school programmes.
3. Community should derive benefits from school plans, its library, its programme and the like.
4. Teachers should be trained to maintain close relationship and to secure meaningful partnership with the community.
5. Community should extend a helping hand to school in making its programme functional as well as effective.

School Community Relationship needs to be made effective. Both the school and the community must adapt to the changes in the philosophy, curriculum, methods of teaching and secure better relationship.

References:

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2. George C. Kyle, "The Elementary School Teacher at Work", The Dryden Press, N.Y. 1958.