

## CHAPTER IX

### PUPIL WELFARE AND THE SCHOOL COMMUNITY RELATIONSHIP

- I. The Background Regarding the Pupil Welfare and the School Community Relations.
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**(4) School-Community Relations**

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**IV. Observations**

- 1. Pupil Guidance**
- 2. Services to Pupils**
- 3. Home-School Relations**
- 4. School-Community Relations.**

The present chapter deals with the pupil welfare activities and the school community relationship. The schools should provide guidance to the pupils. Various services also can be provided to the pupils. The relationship of home and school can be strengthened in various ways. One of such ways is providing information to parents. Another is that, that the school can make use of community resources in the institutional programme and the community can as well make use of the resources of the school. The chapter deals with the data on the basis of the four criteria namely: Pupil Guidance, Services to Pupils, Home-School Relations and the School-Community Relations.

#### I. THE BACKGROUND REGARDING THE PUPIL WELFARE AND THE SCHOOL COMMUNITY RELATIONS

The pupils are said to be in the centre of education. The schools are run, the books are prescribed, the fees are levied, the curricular and co-curricular programmes are chalked out for pupils.

Every activity of the school centres round pupils. Therefore, it is worthwhile to review some of the problems concerned with the pupils and the community.

#### (1) Guidance to Pupils

In the process of their education, all throughout their schooling period, the pupils need guidance at very many occasions. For example, at the time of their failure in the examination, the pupils feel the acute need of guidance.. The schools must provide for this. Similarly, at the time of success in the class also, the pupils need guidance for choosing the subjects, or for choosing the career. The schools must provide for this. At the same time, the pupils do feel difficulties while prosecuting their studies in certain subjects. The teacher must play the role of a friend and a guide at such occasions. In short, the pupils must be given the guidance, as and when they need it.

#### (2) Pupil Facilities

There are some aspects of high school students in India, which need urgent attention of all concerned. The general public is not very health

conscious. Their ideas about sanitation, food, rest or work are still obsolete and the people do not know, what is best for physical growth of their children. It may be difficult to educate parents but some programme for health education in secondary schools is very urgently needed and can reach the Indian parents through their children. Provision for games and physical activities is stressed in conditions for recognition of new high schools but that is not enough.

Moreover, some schools have deficit budgets. They lean more upon the fees of the students. As a result enough scholarships are not provided to the students. The school should provide good number of scholarships to pupils. But only the principal cannot look after such facilities. If the committees are formed in schools to look after pupil welfare, it would serve the purpose better. The schools should not only help pupils, in terms of freeships but also in terms of providing books, note books, clothes, etc. For this, the school should maintain a poor boys' fund.

In rural areas, the pupils come to school

<sup>o</sup>  
from long distance. The pupils get hungry during day time, as for crossing the distance of several miles on foot, from home to school, they have to spend a couple of hours. The schools should try to provide midday meals at cheaper rates.

Provision of free medical help is not difficult for schools. Several pupils are very poor to procure medicine for their illness. The schools - with the help of the community - should do this.

The school is expected to undertake the responsibility of the pupils, that they will acquire the minimum expected standard within the period of seven years. Now, 50 per cent of the pupils fail in the S.S.C. examination. What is wrong with them? They could not get individual attention through extra coaching. The schools should, therefore, provide guidance through extra coaching classes at nominal rates.

All this can be done through the student councils. Let the students be given the responsibility. Then only the real democratic spirit will prevail in the school.

If the school wants to provide all these

facilities, how can it provide from its budget? Perhaps, it cannot. The school can only provide such help, if it takes into confidence the parents of the pupils and if it becomes itself, a centre of the community.

### (3) Home-School Relations

The basis of home-school relationship need hardly any elaboration. The views expressed by different authors and by the Secondary Education Commission's Report emphasize the urgency of school-community relationship.

A child lives and grows in the social environment. No child can escape his community. The educational institution is a small community in which the child finds his growth in the beginning. The <sup>any</sup> function of educational institution is:

To help men and women to live fuller and happier lives in adjustment with their changing environment to develop the best elements in their own culture and to achieve the social and economic progress which will enable them to take their place in the modern world and to live together in peace.<sup>1</sup>

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<sup>1</sup> UNESCO, Fundamental Education, (Paris: Description and Programme, 1949), p. 9.

To quote the opinion of the Secondary Education Commission's Report:

We would like this school to become a centre of actual social life and social activities where the same kind of motives and methods are employed as operate in the life of any normal and decent human group. It will not confine itself to book learning and the teaching of prescribed knowledge and skills but it will give full room for the expression of the pupil's social impulses.<sup>2</sup>

After all, the children spend only one-fourth or one-fifth part of the day in school and the rest of their time is passed in direct or indirect contact with these other agencies, which can easily undo the good work of the school. For, it is essentially the whole of the community and not merely the school that educates.

It is only through realistic and therefore through life - centred education that this great gulf between thinking and doing, between school and community, can be permanently bridged and thereafter forgotten. And unless the gulf is speedily eliminated, democracy in the Global Air Age may not long endure.

The home is the greatest single factor in

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<sup>2</sup> Report of the Secondary Education Commission, (New Delhi: Government of India, Ministry of Education, 1953), p. 220.



developing an individual's life. The importance of 'home' is described in the words of Prof. S. N.

Mukerji:

The foundations of the child's upbringing and education are laid in the home. It is here that the child's best moral qualities are formed and developed, it is here that he is taught to work and to imbibe habits of social conduct. It creates the necessary conditions enabling the school children to do their home work; it controls their school work, and helps them in their studies. In short, it is in home that the personality of the child begins to develop. It is thus important that home and school should work together.<sup>3</sup>

Most of the conflicts between home and school arise due to misunderstandings. For example, the school may demand more than the home in regard to punctuality, cleanliness, care of property, honesty, manners, cheerfulness and sensibility. Conversely, conditions in the home may sometimes, in these and other ways, set a higher standard than the school. It should be realized that if the standards of living and the code of behaviour of home and school conflict, children may be unhappy and become subject to painful tensions.

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<sup>3</sup> Mukerji, S.N., Secondary School Administration, (Baroda: Acharya Book Depot, 1961), p. 270.

(4) The School-Community Relations

In fact, the school is not distinct from, but a part of the community. Neither one is independent of the other and in order to maintain the normal way of life, neither can operate well without the other. In fact, the 'social trend' is the dominant note in current educational thought. Correlation of school work with community life is the burden of recent writings and discussions on education. It is a two-way process rather than an attempt on the part of either to force opinions and attitudes on others. In the first instance, the school has to use the community resources in teaching. In the second place, it implies 'how the school serves the community'. In short, the school-to-community and the community-to-school are the two-way processes, which influence the operation of a modern school.

The school is a social institution and consequently it becomes its responsibility to initiate the children into social life process. They have no knowledge of social scene and its ways and manners, ideals and activities, and consequently, it must help them to become active members of the society.

To be more definite, the relationship of the school to the home and to the community may be regarded as representing two concentric circles; the first and the smaller circle is the community. In the first instance, it looks beyond the home to the community. Regarding this broad social view of the school, John Dewey remarks, 'What the best and the wisest parent wants for his own child, that must the community want for all its children'. Any other ideal for our schools is narrow and unlovely, and acted upon, it destroys our democracy.'

Thus the school should impress on its pupils the importance of serving their fellowmen. This is why community work plays such an important role in basic education. The care of the weak, the intelligent and the backward is an objective of the Visva-Bharati. This is not something new to India. Our Upanishads tell us that our neighbour is not merely like us but he is ourselves. That is the most important lesson that our tradition and culture teach us.<sup>4</sup>

It should be realized that during recent years a progressive school cannot hold itself aloof from the home and community, living in ivory towers of past glories. There is a growing feeling to-day in a

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4 Ibid., p. 295.

number of countries that the school should not only serve adolescents during the day but should be a community centre in the late afternoon.

As has been rightly emphasized by the Report of the Commission on Teacher Education in U.S.A.:

The basic responsibility of any school is twofold; partly to the society that supports it, a society whose needs and demands reflect basic ideals, past experiences, and immediate and prospective circumstances, and partly to the children and young people it serves.<sup>5</sup>

A school is a part of its environment, and as such different environment should be taken into account in planning the school curriculum. In this connection, the school has fourfold duties:

- (i) To provide guidance to the pupils as and when they require.
- (ii) To provide for certain facilities to the pupils, with the help of the community.

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<sup>5</sup> Commission on Teacher Education, Teacher for our Times, (Washington, D.C., American Council on Education, 1946), p. 173.

- (iii) To establish better home-school relationship through various activities.
- (iv) To strengthen school-community relationship by converting the school as a community centre after school hours.

## II. THE QUESTIONS IN THE QUESTIONNAIRE

The questions regarding this aspect of school covered four criteria, twentytwo questions and twentyone conditions. The criteria were as follows:

- (i) Pupil guidance,
- (ii) Services to pupils,
- (iii) Home-school relations,
- (iv) School-community relations.

The following discussion includes two types of data:

- (i) Data on analysis of ratings by the investigator on each condition of the school.

(ii) Data concerning the major facts  
recorded by the investigator through:

(a) the responses pertaining to  
certain fact finding questions  
in the questionnaire,

(b) the discussions with the teachers,  
principals, committee members,  
etc. regarding certain problems  
of schools.

### III. THE ANALYSIS OF THE DATA

#### (1) Pupil Guidance

One of the few facilities to be given is  
guidance to the pupils. There were three conditions  
in this criterion:

(i) Provision of guidance services to the  
pupils at the time of success or  
failure,

(ii) Provision of guidance for remedying  
difficulties in the school subjects.

(iii) Provision of guidance to pupils for making wise vocational choice.

(i) Provision of Guidance Services to the Pupils at the Time of Success or Failure

The pupils need the guidance most, at the time of failure in the examination. At the time of success also they require guidance for prosecuting their studies further. The table No. IX-1 reveals the data of schools regarding this condition.

TABLE IX-1

Showing the Data Regarding the Provision of Guidance Services at the Time of Success or Failure

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	15	23	62
Girls'	18	11	11	78
Mixed	89	1	24	75
-----				
Gujarat State	120	4	22	74

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to area				
City	22	9	23	68
Town	53	2	23	75
Rural	45	4	20	76
-----				
Gujarat State	120	4	22	74
-----				
According to managements				
Charity endowment trust	14	-	21	79
Public trust	43	5	23	72
Life membership system	5	-	40	60
Committee management	15	-	27	73
State Government	29	3	7	90
Local Bodies	10	-	30	70
Missionary	4	50	50	-
-----				
Gujarat State	120	4	22	74
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It can be observed from the table that 74 per cent of schools do not fulfil the condition. Most of the schools not fulfilling the condition are girls' schools, rural schools and the schools managed by State Government and charity endowment trust. The greater proportion of missionary schools fulfil the condition.



The investigator observed that guidance of general nature was given to the pupils. No individual guidance was given in any school. This was so, because of three reasons:

(1) Firstly, there was no specific provision in the Grant-in-Aid Code for the full-time counsellor in every school.

(2) Secondly, the principals and the managements have not yet realized the importance of providing guidance to pupils.

(3) There was no provision for any honorarium for those teachers who provide the services of guidance to the pupils.

(ii) Provision of Guidance for  
Remedying Difficulties in  
the School Subjects

The pupils do require guidance in their learning process. The table No. IX-2 reveals the data.

It can be observed from the table that totally 68 per cent of schools do not fulfil the

TABLE IX-2

Showing the Data Regarding the Provision  
of Guidance for Remedying Difficulties  
in School Subjects

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	23	38	38
Girls'	18	11	11	78
Mixed	89	1	29	70
Gujarat State	120	5	27	68
-----				
According to area				
City	22	14	27	59
Town	53	2	28	70
Rural	45	4	27	69
Gujarat State	120	5	27	68
-----				
According to managements				
Charity endowment trust	14	-	21	79
Public trust	43	7	37	56
Life membership system	5	-	40	60
Committee management	15	-	40	60
State Government	29	3	7	90
Local Bodies	10	-	30	70
Missionary	4	50	25	25
Gujarat State	120	5	27	68
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condition while 32 per cent of them fulfil the condition. Among the schools fulfilling the condition, a greater percentage of schools are boys' schools, city schools, and the missionary and public trust schools.

This was so because the city schools were sufficiently oriented regarding the guidance services. The investigator observed the following points during his school visits:

(1) Several progressive schools were organizing guidance in groups.

(2) Some schools provided special periods for educational guidance in the time-table, during school hours.

(3) Most of the schools did not care to provide guidance because there was no financial provision in the school budgets.

(iii) Provision of Guidance to  
Pupils for Making Wise  
Vocational Choices

At the conclusion of the school course and while they are in S.S.C. class the pupils require guidance in the wise choice of courses leading to

suitable vocations. The table No. IX-3 reveals the data:

TABLE IX-3

Showing the Data Regarding the Provision  
of Guidance to Pupils of Making Wise  
Vocational Choice

Classification of schools	Total No. of schools	Rating on the condi- -tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	23	23	54
Girls'	18	6	11	83
Mixed	89	1	20	79
-----				
Gujarat State	120	4	19	77
-----				
According to area				
City	22	14	23	63
Town	53	2	19	79
Rural	45	2	18	80
-----				
Gujarat State	120	4	19	77
-----				
According to managements				
Charity endowment trust	14	-	21	79
Public trust	43	5	23	72
Life membership system	5	-	20	80

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
Committee management	15	-	20	80
State Government	29	3	7	90
Local Bodies	10	-	20	80
Missionary	4	50	50	-
Gujarat State	120	4	19	77

Totally 77 per cent of schools do not fulfil the condition. Four per cent of them fulfil the condition wholly and 19 per cent of them fulfil the condition partly. Among the schools fulfilling the condition, a greater percentage of the schools are boys' schools, city schools and the schools owned by the missionary managements.

## (2) Services to Pupils

The pupils are the centre of attention for the school. It is the duty and the responsibility of the school to provide certain basic minimum facilities to the pupils. This criterion included seven conditions as follows:

- (i) Provision of proper amount of scholarship for the pupils,
- (ii) Formation of committees to look after pupil welfare,
- (iii) Maintenance of the poor boys' fund in the school,
- (iv) Provision of the midday meals in schools,
- (v) Provision of free medical help for the poor students,
- (vi) Provision of free coaching services for weak students,
- (vii) Formation of student councils for inculcating the democratic spirit.

Each condition is discussed in details.

(i) Provision of Proper Amount of Scholarships for the Pupils

Scholarships are a part of the school budget. The schools cannot be run on only fees. The deserving students should be given concession in terms of fees.

In rural areas particularly, there are many

poor parents who cannot afford to pay fees for their children.

The table IX-4 reveals the data regarding this condition in secondary schools.

TABLE IX-4

Showing the Data Regarding the Provision of Scholarships to the Pupils

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	46	38	15
Girls'	18	33	28	39
Mixed	89	4	44	52
-----				
Gujarat State	120	13	41	46
-----				
According to area				
City	22	23	36	41
Town	53	8	45	47
Rural	45	16	38	47
-----				
Gujarat State	120	13	41	46
-----				
According to managements				
Charity endowment trust	14	14	50	36
Public trust	43	19	46	35

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
Life membership system	5	-	20	80
Committee management	15	13	27	60
State Government	29	3	48	48
Local Bodies	10	10	10	80
Missionary	4	50	50	-
Gujarat State	120	13	41	46

It can be observed from the table that 13 per cent of schools fulfil the condition wholly, 41 per cent of schools fulfil the condition partly and 46 per cent of them do not fulfil the condition at all. Among the schools fulfilling the condition; the greater percentage of them are boys' schools, city schools and the schools managed by missionaries, public trust and charity endowment trust. Among the schools not fulfilling the condition; the greater percentage of them are girls' schools, town schools and the schools managed by Local Bodies and life membership system of management.

The investigator observed the following



points during his school visits and interviews:

(1) The efficient managements used to reserve funds for scholarships, while the managements having deficit budgets provided the scholarships from Government sanctioned funds.

(2) It was observed that there were few schools which provided the scholarships and freeships to the extent of 20 per cent. Majority of schools gave 5 per cent to 10 per cent scholarships.

(3) In fact, the State of Gujarat is the only State which provides a highest percentage of scholarships and freeships. It provides in three ways:

Firstly, the freeship is given to the extent of 20 per cent of pupils.

Secondly, the freeship is given to scheduled castes and backward class students. Moreover, a monthly stipend of Rs.30/- is given to the backward class students by the Central Ministry of Education.

Thirdly, the Gujarat State is the first in India to give full freeship at the primary, secondary

and University stage to all the pupils whose parents' annual income is less than Rs. 1,200/-.

Moreover, the credit scholarships are also offered from the donations offered by the businessmen of Gujarat.

Therefore, it can be said that the satisfactory conditions prevail in the schools of Gujarat regards as / scholarships and freeships to the pupils.

(ii) Formation of Committees to Look After Pupil Welfare

There are several problems regarding the pupils in schools. The principal, therefore, forms a committee to look after the problems. Formation of such a committee suggests the consciousness on the part of the school regarding the pupils' difficulties. The table IX-5 reveals the data of the schools of Gujarat regarding this condition.

It can be observed that only 13 per cent of schools do not fulfil the condition, whereas 87 per cent of schools fulfil the condition.

TABLE IX-5

Showing the Data Regarding the Committees  
to Look After the Pupil Welfare

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	46	46	8
Girls'	18	44	50	6
Mixed	89	41	44	15
-----				
Gujarat State	120	42	45	13
-----				
According to area				
City	22	45	37	18
Town	53	38	51	11
Rural	45	44	42	13
-----				
Gujarat State	120	42	45	13
-----				
According to managements				
Charity endowment trust	14	50	29	21
Public trust	43	51	44	5
Life membership system	5	20	40	40
Committee management	15	40	47	13
State Government	29	34	48	17
Local Bodies	10	20	60	20
Missionary	4	50	50	-
-----				
Gujarat State	120	42	45	13
-----				

The investigator observed that generally the schools cared for pupils and the staff did pay active attention to the pupils' difficulties. Such a committee discussed the problems of student discipline, planned the several facilities to be given to pupils such as poor boys' fund, books on loan from the book bank, clothes to the very poor pupils, etc. Such committees collected the donations from rich people. The investigator observed that certain committees did a good work of providing various facilities to the pupils.

(iii) Poor Boys' Funds in Schools

It is a practice with the schools to reserve poor boys' funds so that, from this funds, various types of help can be given to the pupils. The table No. IX-6 reveals the data regarding this condition of the secondary schools of Gujarat.

It can be observed from the table that 27 per cent of schools fulfil the condition wholly, 48 per cent of schools fulfil the condition partly and 25 per cent of schools do not fulfil the condition. In all, 75 per cent of schools fulfil the condition

TABLE IX-6

Showing the Data Regarding the Poor Boys' Funds in the Schools

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	31	38	31
Girls'	18	28	61	11
Mixed	89	27	46	27
Gujarat State	120	27	48	25
-----				
According to area				
City	22	32	41	27
Town	53	23	51	26
Rural	45	31	47	22
Gujarat State	120	27	48	25
-----				
According to managements				
Charity endowment trust	14	29	50	21
Public trust	43	33	42	25
Life membership system	5	40	20	40
Committee management	15	40	20	40
State Government	29	14	69	17
Local Bodies	10	10	60	30
Missionary	4	50	50	-
Gujarat State	120	27	48	25
-----				

partly or wholly. Among the schools which fulfil the condition, a greater percentage of them are girls' schools, rural schools, and the schools managed by missionaries, State Government and charity endowment trust. Among the schools not fulfilling the condition, most of them are boys' schools, city schools, and the schools managed by life membership system and committee managements.

The investigator recorded the following facts:

(1) The schools used the poor boys' funds for: purchase of books and stationery, purchase of clothes, giving examination fees, providing hostel charges....etc.

(2) The missionary schools were contributing a great deal in the poor boys' funds and were doing good services to the pupils.

(3) In rural areas where the schools got the best co-operation of the community. The community contributed a great deal in terms of supplying goods, materials, manual labour, free services, donations etc.

(iv) Provision of Midday Meals in Schools

One of the facilities which is often required by the pupils is the provision of midday meals at cheaper rates. The table No. IX-7 reveals the data of schools regarding this condition.

TABLE IX-7

Showing the Data Regarding the Provision of Midday Meals in the Schools

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	15	23	62
Girls'	18	22	11	67
Mixed	89	8	22	70
-----				
Gujarat State	120	11	21	68
-----				
According to area				
City	22	36	27	36
Town	53	4	19	77
Rural	45	7	20	73
-----				
Gujarat State	120	11	21	68

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to managements				
Charity endowment trust	14	7	21	71
Public trust	43	23	26	51
Life membership system	5	-	20	80
Committee management	15	7	27	67
State Government	29	-	7	93
Local Bodies	10	-	20	80
Missionary	4	25	50	25
-----				
Gujarat State	120	11	21	68
=====				

It can be observed from the table that only 11 per cent of schools fulfil the condition wholly, 21 per cent of schools fulfil it partly, and 68 per cent of schools do not fulfil the condition at all. Out of the schools fulfilling the condition, the greater percentage of schools are boys' schools, city schools and the schools managed by missionaries and public trust managements. Among the schools not fulfilling the condition, most of them are mixed schools, town schools and the schools managed by State Government, Local Bodies and life membership system.



(v) The Provision of Free Medical  
Help to Poor Pupils

It is better if the schools can provide free medical help to pupils. The table No. IX-8 reveals the data of secondary schools regarding this condition.

TABLE IX-8

Showing the Data Regarding the Medical  
Help to the Poor Pupils in Schools

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	15	38	46
Girls'	18	6	39	56
Mixed	89	2	3	94
Gujarat State	120	4	12	84
-----				
According to area				
City	22	14	14	73
Town	53	2	6	92
Rural	45	2	20	78
Gujarat State	120	4	12	84
-----				

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to managements				
Charity endowment trust	14	-	14	86
Public trust	43	7	9	84
Life membership system	5	-	40	60
Committee management	15	-	13	87
State Government	29	-	10	90
Local Bodies	10	-	10	90
Missionary	4	50	25	25
-----				
Gujarat State	120	4	12	84
-----				

It is clear from the table that only 4 per cent of schools fulfil the condition wholly, 12 per cent of schools fulfil the condition partly and 84 per cent of them do not fulfil the condition. It can be observed that only 16 per cent of them fulfil the condition either wholly or partly.

The investigator observed the following facts during his school visits:

(1) In most of the schools even for medical inspection only a token honorarium was given to the medical practitioner. This shows that the schools

can't afford to give medical help to pupils.

(2) The principals were of the opinion that in every village and city, there was a medical dispensary giving free medical aid to the poor people. Therefore, there was no need of giving free medical aid through the schools.

(vi) The Provision of Free Coaching Services for Weak Pupils

The schools conduct examinations. After every examination, the weaknesses of the pupils can be found out. These weak pupils require special guidance. Some of the pupils, whose parents can afford, keep private tuitions; but a majority of the students cannot have private tuitions. Therefore, it is the duty of the school to provide free coaching services to the weak pupils. The table No. IX-9 reveals the data regarding this condition.

It can be observed from the table that only 5 per cent of the schools fulfil the condition wholly, 18 per cent of them fulfil it partly and 77 per cent of them do not fulfil it at all. Most of the schools fulfilling the condition are boys' schools,

TABLE IX-9

Showing the Data Regarding the Provision  
of Free Coaching Services for Weak Pupils

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	15	23	62
Girls'	18	11	11	78
Mixed	89	2	19	79
Gujarat State	120	5	18	77
-----				
According to area				
City	22	18	23	59
Town	53	2	17	81
Rural	45	2	18	80
Gujarat State	120	5	18	77
-----				
According to managements				
Charity endowment trust	14	-	21	79
Public trust	43	7	23	70
Life membership system	5	-	20	80
Committee management	15	-	13	87
State Government	29	3	7	90
Local Bodies	10	-	20	80
Missionary	4	50	50	-
Gujarat State	120	5	18	77
-----				

city  
 / schools, and the schools managed by missionaries and public trust.

It was observed by the investigator that some of the students managed to keep private tuitions of the teachers. While most of them studied themselves. As a result of this, the wastage or stagnation in terms of failure of pupils in the examinations, increased considerably.

Very few schools organized free coaching classes with the help of their teachers. The managements of these schools paid extra token remuneration to teachers.

(vii) Student Councils in Schools

The organisation of student councils helps the schools to inculcate democratic spirit in the pupils. The table No. IX-10 reveals the data.

It can be observed from the table that the condition is fulfilled wholly in 11 per cent of schools, partly in 40 per cent of schools and the condition is not fulfilled in 49 per cent of schools. The greater percentage of schools not fulfilling the

TABLE IX-10

Showing the Data Regarding the Student Councils  
in Schools

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	23	38	38
Girls'	18	17	50	33
Mixed	89	8	38	54
Gujarat State	120	11	40	49
-----				
According to area				
City	22	36	32	32
Town	53	4	38	58
Rural	45	7	47	47
Gujarat State	120	11	40	49
-----				
According to managements				
Charity endowment trust	14	7	43	50
Public trust	43	23	37	40
Life membership system	5	-	40	60
Committee management	15	7	40	53
State Government	29	-	41	59
Local Bodies	10	-	40	60
Missionary	4	25	50	25
Gujarat State	120	11	40	49
-----				

condition are mixed schools, town schools and the schools managed by life membership system and Local Bodies. The greater percentage of schools fulfilling the condition are girls' schools, city schools and the schools managed by missionaries and public trust managements.

The investigator recorded the following facts regarding the school council through his school visits:

(1) The powers of the student council vary with the standard of morale obtained by a particular school.

(2) It was observed that the student councils were frequently composed of members elected by different 'houses' i.e. classes.

(3) It was observed that a variety of powers are given to the students' councils. But then, when the powers are to be given to the students, it is a reciprocal duty of the students to help in the progress of the school. The nature of the duties in students councils varied from organizational to volunteering, and from advisory (for problems of indiscipline) to instructive.

### (3) Home-School Relations

Home-school co-operation is a two-way process between parents and the school. It can be effective, provided parents take the trouble to learn about the school and what it is trying to do for their children. In return, the school must take into account how the child lives at home. Education is a continuous process in school and out of it, and therefore, at all stages parents and teachers should help each other. This can be done by organizing Parent-Teacher Associations, organizing visits to parents' homes, sending reports to parents, and by inviting parents to schools. This criterion included four conditions as follows:

- (i) Parent-Teacher Association in the school,
- (ii) Invitation to parents to cultural and social activities of the school,
- (iii) Consultation of the staff members by parents on special problems of their children,
- (iv) Organizing home-visits by teachers.



The tables IX-11 to IX-14 reveal the position of schools.

(i) Parent-Teacher Association in Schools

Every school must establish Parent-Teacher Association in schools. Through this Association, many activities can be carried out, which might help the school in establishing closer contact between the home and the school.

The table IX-11 reveals the data regarding this condition in secondary schools.

TABLE IX-11

Showing the Data Regarding the Parent-Teacher Association in Schools

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	15	23	62
Girls'	18	22	11	67
Mixed	89	8	22	70
-----				
Gujarat State	120	11	21	69

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to area				
City	22	36	27	36
Town	53	4	19	77
Rural	45	7	20	73
-----				
Gujarat State	120	11	21	69
-----				
According to managements				
Charity endowment trust	14	7	21	71
Public trust	43	23	26	51
Life membership system	5	-	20	80
Committee management	15	7	27	67
State Government	29	-	7	93
Local Bodies	10	-	20	80
Missionary	4	25	50	25
-----				
Gujarat State	120	11	21	69
-----				

It can be observed that in 69 per cent of schools Parent-Teacher Associations do not exist. Out of the schools fulfilling the conditions, most of them are boys' schools, city schools, and the schools managed by missionaries, public trust and committee managements.

The lack of parent-teacher co-operation was due to the following reasons:

(1) Most of the parents were illiterate and busy in their profession. Therefore, they did not attend the school functions.

(2) Most of the parents were under wrong notion that education is the sole responsibility of <sup>not</sup> the schools and theirs.

(3) There was informal relationship between the school and parents but this type of formal body like Parent-Teacher Association was not formed due to the absence of parents in the meetings.

(ii) Invitation to Parents in the Cultural and Social Activities of the School

The schools should invite the parents in social and cultural activities of the school. The table No. IX-12 reveals the data regarding this condition in secondary schools.

It can be observed from the table that totally 12 per cent of schools do not fulfil this condition. But totally 88 per cent of schools fulfil this condition.

TABLE IX-12

Showing the Data Regarding the Invitation to  
Parents to Cultural and Social Activities in  
the School

Classification of schools	Total No. of schools	Rating on the condi- -tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	62	31	8
Girls'	18	61	22	17
Mixed	89	54	35	11
-----				
Gujarat State	120	56	32	12
-----				
According to area				
City	22	63	28	9
Town	53	58	36	6
Rural	45	49	31	20
-----				
Gujarat State	120	56	32	12
-----				
According to managements				
Charity endowment trust	14	71	14	14
Public trust	43	56	37	7
Life membership system	5	40	20	40
Committee management	15	47	40	13
State Government	29	59	34	7
Local Bodies	10	50	20	30
Missionary	4	50	50	-
-----				
Gujarat State	120	56	32	12
-----				

The investigator observed that it is a tradition with most of the schools to invite the parents in the school functions.

(iii) Consultation of the Staff Members of the Schools by the Parents Regarding the Special Problems of Their Children

The parents should consult the teachers regarding the special problems of their children. The table IX-13 reveals the data regarding this condition in the secondary schools of Gujarat.

TABLE IX-13

Showing the Data Regarding the Consultation of the Staff Members by the Parents Regarding Special Problems of Their Children

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	15	46	38
Girls'	18	11	56	33
Mixed	89	7	38	55
-----				
Gujarat State	120	8	42	50

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to area				
City	22	27	36	36
Town	53	4	38	58
Rural	45	4	49	47
-----				
Gujarat State	120	8	42	50
-----				
According to managements				
Charity endowment trust	14	7	43	50
Public trust	43	19	39	42
Life membership system	5	-	40	60
Committee management	15	-	47	53
State Government	29	-	41	59
Local Bodies	10	-	40	60
Missionary	4	25	50	25
-----				
Gujarat State	120	8	42	50
-----				

It can be observed from the table that total-ly 50 per cent of schools fulfil the condition. Eight per cent of schools fulfil the condition wholly and 42 per cent of them fulfil the condition partly, while 50 per cent of them do not fulfil this condition.

Among the schools fulfilling this condition

a greater percentage of them are girls' schools, city schools and the schools managed by missionaries, public trust and charity endowment trust.

Fifty per cent of schools do not fulfil the condition because the parents are not in the habit of consulting the teachers regarding the problems of their children.

(iv) Organization of Home-Visits by Teachers

Home-visit is another technique of parent-teacher contact. The table No. IX-14 reveals the data of schools regarding this condition.

TABLE IX-14

Showing the Data Regarding the Organization of Home-Visits by Teachers

Classification of schools	Total No. of schools	Rating on the condition			
-----					
According to pupil population					
Boys'	13	31	31	38	
Girls'	18	6	17	78	
Mixed	89	9	20	71	
-----					
Gujarat State	120	11	21	68	

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to area				
City	22	9	29	63
Town	53	9	21	69
Rural	45	13	18	69
-----				
Gujarat State	120	11	21	68
-----				
According to managements				
Charity endowment trust	14	-	21	79
Public trust	43	17	25	58
Life membership system	5	20	20	60
Committee management	15	20	20	60
State Government	29	3	7	89
Local Bodies	10	10	20	70
Missionary	4	-	75	25
-----				
Gujarat State	120	11	21	68
-----				

It can be observed from the table that home-visits are not organized in 68 per cent of schools. The condition is wholly fulfilled in 11 per cent of schools and partly fulfilled in 21 per cent of schools. Most of the schools fulfilling this condition are boys' schools, city schools and the schools managed by



missionaries and public trust.

The principals argued that the teachers did not get time for home-visits to the parents. The principals also said that they were so busy in the routine work that they hardly get any time for home-visits. One of the main reason was the lukewarm attitude of parents.

#### (4) School-Community Co-operation

The school should be a centre of the activities of the society. It should be a place where the adult population of the community may assemble and discuss problems arising out of their common needs. Thus, teachers and students can establish a close liaison between the school and the community.

According to Secondary Education Commission Report:

The school will no doubt be a community but it will be a small community within a larger community and its success and vitality will depend on the constant interplay of healthy influences between it and the larger community outside. What we would like to see is a two-way traffic so that the problems that arise in the home and community life and the realistic

experiences gained there, should be brought into school so that education may be based on them and be intimately connected with real life, and on the other hand the new knowledge, skills, attitudes and values acquired in the school should be carried into the home-life to solve its problems, to raise its standards, and link up the teachers, parents and children into one compact and naturally helpful group..... outside life will flow into the school and lower, if not knock 'down', the walls that at present isolate it from the currents of life operating outside.<sup>6</sup>

The criterion on school-community co-operation included four conditions as follows:

- (i) Use of community resources for vitalizing classroom instruction,
- (ii) The community use of the school facilities,
- (iii) The assistance of schools to the community in the organization of the social, educational and recreational activities,
- (iv) The teachers' and pupils' rendering of public services to the community.

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<sup>6</sup> Report of the Secondary Education Commission, Op. Cit., p. 221.

(i) Use of Community Resources for  
Vitalizing Classroom Instruction

The school can vitalize the community resources in the instructional programme. The table No. IX-15 reveals the data.

TABLE IX-15

Showing the Data Regarding the Use of Community Resources for Vitalizing Classroom Instruction

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	-	23	77
Girls'	18	-	11	89
Mixed	89	2	19	79
-----				
Gujarat State	120	2	18	80
-----				
According to area				
City	22	5	23	72
Town	53	2	17	81
Rural	45	-	18	82
-----				
Gujarat State	120	2	18	80
-----				
According to managements				
Charity endowment trust	14	-	21	79

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
Public trust	43	5	21	74
Life membership system	5	-	20	80
Committee management	15	-	20	80
State Government	29	-	7	92
Local Bodies	10	-	20	80
Missionary	4	-	50	50
Gujarat State	120	2	18	80

It can be observed from the table that totally 20 per cent of schools fulfil this condition; out of which 2 per cent fulfil the condition wholly and 18 per cent of them fulfil the condition partly, while 80 per cent of schools do not fulfil the condition at all.

Out of the schools fulfilling the condition, most of them are boys' schools, city schools, and the schools managed by missionary and public trust managements.

Most of the principals said that the teachers had no time to plan and organize the learning experiences of the pupils on the basis of the use of community resources. But in a very few schools the

investigator observed that they conducted activities in such a way that it was a contributive to the instructional programme of the school. These schools invited the farmer, the doctor, the banker, the postmaster in the school to explain the topics on agriculture, hygiene, banking and post respectively. This helped the school, in a way, to establish contact with the community.

(ii) The Community Use of School Facilities

The school should become the centre of the community activities. The community can organize meetings, night classes, adult education classes, discussions, entertainment programmes in the school building, after the school hours. The table IX-16 reveals the data regarding this condition.

It can be observed from the table that totally 14 per cent of schools fulfil the condition; out of which 2 per cent fulfil it wholly and 12 per cent of schools fulfil it partly and 86 per cent of them do not fulfil it at all.

This was so, because the school principals were not oriented to this philosophy. The community

TABLE IX-16

Showing the Data Regarding the Community Use  
of School Facilities

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	-	38	62
Girls'	18	-	39	61
Mixed	89	2	3	95
Gujarat State	120	2	12	86
-----				
According to area				
City	22	5	14	82
Town	53	2	6	92
Rural	45	-	20	80
Gujarat State	120	2	12	86
-----				
According to managements				
Charity endowment trust	14	-	14	86
Public trust	43	5	9	86
Life membership system	5	-	40	60
Committee management	15	-	13	87
State Government	29	-	10	90
Local Bodies	10	-	10	90
Missionary	4	-	25	75
Gujarat State	120	2	12	86
-----				

also did not know for what purposes the school buildings can be used.

Moreover, in big villages, there were other spacious buildings like town halls, Dharmashalas, Temples, etc., which were used by the community.

On the whole, it was observed by the investigator that most of the schools were run from 11.00 A.M. to 5.00 P.M. and then, the buildings were locked, which could have been fruitfully utilized by the community.

(iii) The Schools' Assistance to the Community in the Organization of the Social, Educational and Recreational Activities

In the village if there is any festival or celebration in the community, the school should come in the forefront and help the community. The table No. IX-17 reveals the present position of secondary schools regarding this condition.

It can be observed from the table that totally 43 per cent of schools fulfil the condition and 56 per cent of them do not fulfil the condition. Out of the schools fulfilling the condition, the greater

TABLE IX-17

Showing the Data Regarding the Schools' Assistance  
to the Community in the Organization of the Social,  
Educational and Recreational Activities

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	-	38	62
Girls'	18	-	28	72
Mixed	89	2	45	53
Gujarat State	120	2	41	57
-----				
According to area				
City	22	5	36	59
Town	53	2	47	51
Rural	45	-	38	62
Gujarat State	120	2	41	57
-----				
According to managements				
Charity endowment trust	14	-	50	50
Public trust	43	5	49	46
Life membership system	5	-	20	80
Committee management	15	-	27	73
State Government	29	-	48	52
Local Bodies	10	-	10	90
Missionary	4	-	50	50
Gujarat State	120	2	41	57
-----				



percentage of them are boys' schools, city schools, public trust schools and missionary schools. Out of the schools not fulfilling the condition, most of them are girls' schools, rural schools and the schools managed by Local Bodies and life membership system.

The investigator observed that certain schools had organized volunteering corps to help the social functions of the community. While several other schools organized recreational programmes like celebration of religious days along with the community. The full moon day celebration was the most common celebration with them. Thus, certain percentage of schools could provide assistance to the community for organizing certain activities. Several schools could not do so, not because there was a wide gap between them and the schools, but because the community never expected the schools to do such work. The community was not oriented to this philosophy.

(iv) Teachers' and Pupils' Rendering of Public Services to the Community

This condition is revealed in the table No. IX-18.

TABLE IX-18

Showing the Data Regarding the Teachers' and Pupils' help to the Community in Public Services

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	15	46	38
Girls'	18	22	50	28
Mixed	89	8	47	45
Gujarat State	120	11	47	42
-----				
According to area				
City	22	37	45	18
Town	53	4	40	56
Rural	45	7	58	35
Gujarat State	120	11	47	42
-----				
According to managements				
Charity endowment trust	14	7	43	50
Public trust	43	21	58	21
Life membership system	5	-	40	60
Committee management	15	7	43	40
State Government	29	-	31	69
Local Bodies	10	-	60	40
Missionary	4	50	25	25
Gujarat State	120	11	47	42
-----				

It can be observed from the table that the condition is wholly fulfilled by 11 per cent of schools, partly fulfilled by 47 per cent of schools and not fulfilled by 42 per cent of schools.

Most of the schools fulfilling the condition are girls' schools, city schools and the schools managed by missionaries and public trust bodies.

The reason for this situation is that, that the community never expected the schools to perform such duties. The expectations of the community towards the schools were very limited. Moreover, some of the school principals believed in creating a distance from the community so that the community did not interfere much in the affairs of the school.

Thus, on the whole, it can be seen that the community and schools have not been able to come very close. Only a few schools could provide good services to the community.

#### IV. OBSERVATIONS

##### (1) Pupil Guidance

(1) In the greater percentage of schools,

there was no provision for providing guidance services to the pupils at the time of success or failure. This was due to the lack of specific provision in the Grant-in-Aid Code for special counsellor in every schools, the lack of orientation among the managements and principals and due to the lack of provision of token honorarium for teachers who provide guidance services to the pupils.

(2) In the considerable number of schools, there was no provision of guidance for remedying difficulties in the school subjects. A few schools provided the guidance in terms of extra-coaching classes and through separate periods for guidance in the time-table.

(3) In large proportion of schools there was a lack of provision for guidance to pupils for making wise vocational choices.

(4) The city schools fulfilled the condition to a greater extent because of the help of Extension Services Department and the training college personnel.

(5) The missionary schools and the schools managed by public trust fulfil the condition to a

greater extent because of their efficiency, alertness and enthusiasm.

(2) Services to Pupils

(1) It is observed that in most of the schools there was a provision for scholarships to pupils. The Government of Gujarat gave freeships at primary, secondary and University levels to all the pupils whose parents' income was less than Rs.1,200/- per year.

(2) The rural community very generously helped the schools by contributing donations, goods, manual labour, etc.

(3) The greater percentage of schools provided scholarships to 5 to 10 per cent of pupils. The greater amount of scholarships were given to the VIIIth standard.

(4) Most of the schools formed the committees to look after pupil welfare. Such committees discussed the problems of students, planned several activities of helping pupils, collected donations for the poor boys' fund, collected books and clothes for

the poor pupils.

(5) The poor boys' funds were maintained in 75 per cent of schools. The schools used this fund for the purchase of books, clothes, monetary help, etc.

(6) The midday meals at cheaper rates were provided in 33 per cent of schools. In most of the schools, the midday meals were not provided because the school timings were 11.00 A.M. to 5.00 P.M., because the students used to bring their own refreshments and because the schools could not afford monetarily to provide for midday meals.

(7) Only in a few schools the medical aid was provided for the pupils but in most of the schools it was not provided because in every village, town or city, there were Government dispensaries providing free medical aid to the poor people.

(8) Free coaching services were provided to the weak pupils only in 23 per cent of schools because of the lack of funds with the school managements. Due to the lack of provision of free coaching classes considerable number of pupils failed in examinations.

(9) The student councils were formed in 51 per cent of schools.

(10) The condition about services to the pupils is generally fulfilled in a greater percentage of schools managed by missionaries and public trust managements because of the efficiency and purpose consciousness of the members of these managements.

(3) Home-School Relations

(1) In majority of the schools the Parent-Teacher Association did not exist because of the parents' absence in the meetings and because of the lack of teachers' enthusiasm.

(2) In most of the schools the parents were invited for social and cultural activities.

(3) It is observed that in most of the schools, the parents were not in the habit of consulting the teachers for the problems of their children.

(4) Home-visits are not organized in the majority of schools because of the lack of time on the part of the teachers.

(4) School-Community Co-operation

(1) It was observed that very few schools use community resources for vitalizing classroom instruction. Eighty per cent of schools are not able to utilize community resources for classroom instruction. This was so, because of the routine programmes of the school, the lack of imagination on the part of the principal and the lack of enthusiasm on the part of the teachers.

(2) In only 14 per cent of schools the community made use of the school facilities, while in 86 per cent of them it was not so.

(3) In 43 per cent of schools the schools assisted the community in the organisation of the social, educational and recreational activities.

(4) In 49 per cent of schools the teachers and pupils rendered public services to the community.

(5) It was observed that missionary schools and public trust schools rendered fairly satisfactory services to the community because of the sound and efficient managing bodies. While due to the unsteady



and rigid managements the schools managed by Local Bodies and State Government fail to fulfil the condition to a great extent.

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