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LOKSHALA ABHIYAN STRENGTHENING OF VILLAGE SCHOOL COMMITTEE

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Abstract:

The school and the community-

Prof. Yashpal has rightly remarked that, "A people's school must be based on the people's need and problems. These school must become a revolution centers of the community". By keeping this view in mind the unit of B.JG.V.J of Osmanabad and Solapur (Maharashtra) decided to concentrate on the issues related to the school and community and work out the plan for 'Lok Shala Abhiyan'.

The Secondary Education Commission', 1952 have stressed, The starting point of educational reform must be the relinking of the school and community". The relationship between the school and the community can be summed up in the following word of Rybum, "There must be vital connection between the life of pupils in the schools and the life of the community form which they come. There must be vital connection between the school.(which is the corporate life of pupils and teachers) and the community. If there is no harmonious relation between the school and community, die school can never be succeed in its aim of bringing the effective changes among the pupils to go out and to face the society.

KEY WORDS:

miniature community , revolution centers , 'Lok Shala Abhiyan'.

INTRODUCTION

Interaction between School and Community -

The relationship between the school and the community can be strengthened and the school can be made a miniature community through close co-operation and mutual interaction between them. The resources of each should be utilized mutually to develop interaction among them.

Utilization of Community Resources for Improving Schools -

The community has more resources like farms, forests, old temples, monuments, cultural centers, tanks, hills etc. Besides, there are fairs and festivals as well as human resources like artists and artisans, craftsmen, doctors, social workers and so on. That is all kinds of physical and manual resources of community can be utilized for the school, as in teaching biological sciences, the village tanks, paddy fields, rivers may be used and hills for teaching geography, geology, the old temples and building for history and so on. The school should know that it can be learn from even the so called "illiterate" community members. The teachers should recognize that the community can help in curriculum development as well as for

improving schools. Thus the involvement of community is felt very essential for the better achievement of the school.

In villages, the schools particularly primary schools largely depend on the physical resources of the community. In the villages more of the schools do not have their own buildings and teachers. For such schools community or villages provides their public accommodation for housing the school and the retired teacher or any ex-official or even unemployed youth works as its teacher. Even the established school took the help of the rural artist, artisan, craftsman etc. for teaching special subjects like Work Experience of the curriculum.

These manual resources of the community can be leads to bring about awareness among the community and they can solve the problems of the school, fulfill the needs, deficiencies of the schools. This helps in collecting funds and supplying necessary equipment, furniture etc. and also helps to brings about harmonious relationship between school and community.

Utilization of School Resources for the Community -

There are three main constituents of die school i.e. Pupils, Teachers and Physical asset, which includes with building, ground, equipment, furniture, libraries and laboratories etc. All these three constitutes are the part of the community, they belongs to the community. The pupils, r teachers and other staff members come from the community and all the physical asset or facilities are provided by die community either directly or through the government. These are the main resources of the school. These are not merely meant for children, the whole community must benefit from these resources.

The community schools in the Philippines, the folk schools in Denmark, Gary Schools in the USA of the Tushegee Institute for Negroes are the notable examples of the school community interaction.

'Lok Shala Abhiyan' is also the same activity of the interaction among the school and the community. Thus the school resources must be thrown open in public use after the regular school programmes are over. The Kothari Commission have strongly recommended that some form of social and national service should be made an integral part of education at all stages. It can be done by the participation of pupils and teachers in the activities of community which will helps to break the barriers between the school and community. Village School Committee-(Gram Shikshan Samiti)

The school is for the community and the community is for the school. The school should contribute to the development of the community and the community should contribute to the improvement of the school The school has to share its resources for the use of the community and community is to make its resources available to the school. Thus there should be two way interactions between school and community.

This interaction will be developed by the agency names "Village School Committee." In every village this committee is formed. The main function and objective of this 'VSC' is to act is a bridge between school and community. The members of "VSC" are the representative of the community. They should share and shoulder the responsibility of school of should help to the school in all respect. VSC should serve as a coordinator, it should realize the problems of school and try to solve with the help of community. These are main objectives of the formation of "VSC"

CONCLUSION -

With such broad concept the VSC are formed but the members who are involved in the VSC are not actively participated in the improvement of the school. They show least interest to come for meetings and programmes of schools. They behave as a third person, who is not having any responsibility.

In some schools the picture is quite opposite than the previous, here the teachers are acts carelessly. They purposely avoid the involvement of "VSC" and try to isolate themselves from community.

Due to such both the situation there ample loss of school as well as community. As we know that," The school is revolution centre of the community. It should protect and furnish by the community Mutual co-operation and cotlstration between the school and community is desirable for improvement of education. So there is need to accelerator and stimulator the "VSC" and realize their right and responsibility.

Awareness of VSC through Orientation —

Orientation of "VSC" is organized to develop and strengthen the relation between the school and

community.

The objective of Orientation programme are —

1. To increase the level of awareness regarding the "Our village - Our school"
2. To spread the information regarding the education, school and their rights and responsibility and structure of VSC.
3. To create the capacity amongst the VSC for their role and exercising social control over students, teachers and (institution) school which plan and execute programme for the improvement of school.
4. To make the people as a care taker of the school property and motivate them to maintain and enrich the school building, play ground, and other asset after school hour.
5. To act as a coordinator to create the interaction between school and community.

To activate and motivate the "VSC" the workshop and seminars were organized by "Lok Shala Abhiyan", which gives good result and shows harmonious interaction between school and community

Due to this programme we felt that the purpose of "Lok shala Abhiyan" is served in our B. J. G. V. J. unit of Solapur and Osmanabad.



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