

## **Unit–6**

# **SCHOOL AND COMMUNITY**

*Written by:*  
*Ms. Tehsin Ehsan*

*Reviewed by:*  
*Dr. Munazza Ambreen*

## CONTENTS

S.No	Description	Page No
	Introduction.....	119
	Objectives.....	119
6.1	Relationship between School and Society .....	120
6.2	Effects of School on Community .....	123
6.3	Effects of Community on School .....	124
6.4	A Critical Analysis of Social Role of School and Teachers in Pakistani Society .....	127
6.5	Self-Assessment Questions.....	133
6.6	Suggested Readings .....	134

## **INTRODUCTION**

Man is a social animal. He lives in social groups in communities and in society. As a member of a social group he has to follow the behaviour patterns which are familiar and unique to the group. Society has become an essential condition for human life to arise, sustain and to continue. Each member of the social group has an intimate knowledge of the behaviour of persons; and the ways of performing duties; is referred as culture.

Education is seen as a means of cultural transmission from one generation to another in any given society. Society is defined as the whole range of social relationships of people living in a certain geographic territory and having a sense of belongingness to the same group. The relationships between the two concepts are so strong that it is not possible to separate them because what happens to one affects the other.

Educational institutions are micro-societies, which reflect the entire society. The education system in any given society prepares the child for future life and installs in him those skills that will enable him to live a useful life and contribute to the development of the society. Education as a social phenomenon does not take place in a vacuum or isolation; it takes place in the society and this normally begins from the family, which is one of the social institutions responsible for the education of the child.

Many sociologists have observed that there is a strong relationship between school and society. This observation is based on the fact that it is not possible to draw any differentiation between the two concepts. This is because of the fact that what happens to the educational system undoubtedly affects the society, and whatever occurs in the society influences or shapes the educational system in all its ramifications. So, the purpose of this unit is rigorously useful, which enables the students to meet the following objectives.

## **OBJECTIVES**

After the completion of the unit the students will be able to:

- establish relationship between school and society;
- analyze the effects of school on community;
- explore the effects of community on school;
- identified the social role of school and teachers in Pakistani society

## **6.1 Relationship between School and Society**

It is known to all that the relation between school and society is very close and integral. We cannot think of a school without a society and on the other hand, a society without school is quite absurd. One without the other does not carry any sense. These are two sides of a same coin. Therefore, the school should arrange its programs in such a way that they strengthen the relationship between school and society. Now some measures that cultivate the relation between school and society are presented here.

We know that programs in school must be planned and should be based on the social tradition and principles. So, curricular organization should be based on social needs and social experience of the learner. The school life divorced from direct life experience is futile and rather destructive. So, a learner must be acquainted with such experience which is relevant to his or her social life. This acquaintance makes the learner able to solve the social problem and satisfy the social needs.

Durkheim was one of the first sociologists to appreciate the relationship between education and society. He saw education as a social phenomenon through which a society assumes its own continuity by socializing the young in its own image. The components of the educational system that constitute perfectly defined facts and which have the same reality as another social fact are inter-related. They are inter-related internally, so that a given education system has unity and consistency, and also externally, so that the education system reflects a society's moral and intellectual values.

Ottaway (1980) defined society as the whole range of social relationships of people living in a certain geographical territory and having a feeling of belonging to the same kind of group. In every society, whether developing or developed, complex or primitive, there is always an education system. Education systems are not the same, as no two societies are identical. Therefore, education systems in respect of their aims, contents and techniques differ from society to society.

Educational institutions are micro-societies, which mirror the entire society. This is one of the reasons. Therefore, societies try to evolve education systems and policies that would meet the needs, beliefs, attitudes and the aspirations of their people. Havighurst (1968) observed that the way to understand a society's education system is to understand how it is related to the other basic institutions of that society, in particular the family, the church, mosque, the state, the polity and the economy.

Each local school should be seen not only as an 'educational institution' but also as a rich collection of specific resources which can be used for strengthening the social and economic fabric of the entire community. At the same time, educators must see their local

community as active, strong and full of assets. Successful communities come in all shapes and sizes, all economic levels, urban and rural, and they possess many assets, which, once mobilized and connected make community life rich and vibrant. The community environment in which a school is located has sets of pre-existing complexities that school administrators must navigate. But once relationships are established and continually cultivated, these relationships support school recruitment, after-school programming, student safety, parental involvement, and student achievement (Kretzmann & McKnight, 2007).

Ottaway (2010) contended that the transmission of culture is a vital function of education. One of the tasks of education is to hand on the cultural values and behaviour patterns of the society to its young and potential members. He further observed that our children are potentially the society of the future, which still belongs to the non-social community, and education in this respect can be regarded as a socialization of the young.

Each society has their own norms, values and her own ideal persons who stand out clearly for the younger generations to emulate. Since all these societies are not the same, then it means that a man regarded as a hero in one society because of his contributions to educational development of the society may not be regarded as such in another society where education is not given priority in the scheme of their daily activities. It, therefore, implies that children have different people to emulate in different societies.

#### **6.1.1 Agent for Social Change**

It is logical to expect that the type of education given in each society will change from time to time as the society changes. Many writers have argued that education is one of the causes of social change in the society, but another school of thought is of the opinion, that educational change tends to follow other social changes, rather than initiate them. Ottaway (1980) observed that ideas of change originate in the minds of men; often in the mind of a single man. Exceptional individuals invent new techniques and propound new values for their society. These ideas arise from the impact of men on his culture, but do not change the culture until they are shared and transmitted by a social group. In his own submission, Boocock (1972) noted that societies undergoing rapid social change or modernization have special problems in adapting the educational system to the manpower needs of the world. They often suffer shortages of persons with special kinds of learning in engineering and other technical fields and may have difficulty in keeping persons with valuable skills once they have completed their education.

#### **6.1.2 A Hierarchical Order**

Another area of the relationship between education and society is through the arrangement of the entire society into a hierarchical order that is, through the social

structure in which education plays a prominent and significant role in fixing educated individuals into social classes. Ottaway (1980) observed that education is the process of preparing people to fit into this complex social structure and to play particular social roles as members of more than one institutional group. Individuals have to learn to be fathers or mothers, school teachers or civil servants, shopkeepers or priests. They have to learn to keep the law, to understand how they are governed and to be prepared to try and change the social moves when they see that they can be improved.

#### **6.1.3 Preparation for Future Life**

Education as a social phenomenon is also concerned with the preparation of the child for his future occupation in life. This is one of the main economic functions of education and this is in the interest of both the nation and the individual. Through education an individual knows the structure of the society and the different types of relationships that exist among those structures in the society. The child is taught how to perform different roles within the social structure in the society. These roles are inter-related. For example, the role of a father is a relational role; a father could be a son to another person. So education allows the child to perform his role adequately within the social structure in the society. In addition, the child is able to understand the network of inter-relationships among the different social institutions that make up the society.

#### **6.1.4 Social Interaction**

Another aspect of the relationship between education and society is in the area of social interaction. Social interaction may be defined as any relation between people and groups, which changes the behaviour of the people in the group. There is a need for social interaction by the child before he could acquire the culture of his society. This interaction in the society is therefore part of the child's education, provided that the type of interaction brings about positive changes in the child's behaviour in a right direction as required by the educational system. One important point here is that the child has been taking part in group interaction long before he starts to attend school and the most common among these group interactions are within the family and the peer group.

These groups in which the child interacts give him the opportunity to learn from the wider circles in the society. From his social contacts, he learns his roles in different groups and this influences his personality development.

#### **6.1.5 Transmission of the Cultural Values**

Many sociologists have appreciated the relationship between education and society and have concluded that the two are so interrelated that one cannot isolate them. It has been observed that the educational system of any nation must be based on the needs and demands of the society and that any educational system that fails to meet the needs,

aspirations and ambitions of the society is not relevant and is bound to fail. The educational system of any nation is concerned with the transmitting of the cultural values of today to those who will live in the world of tomorrow, and contents of education must somehow strike a balance.

#### **6.1.6 Fulfillment of Individual's and Societal Needs**

Finally, education has to fulfill both the individual's needs and those of the society and must keep pace with other sub-systems in the society, as both variables are inter-related. Education as a social phenomenon does not take place in a vacuum or isolation; it takes place in the society and this normally begins from the family, which is one of the social institutions responsible for the education of the child.

##### **Activity:**

In the context of education and society “A Hierarchical Order” plays important role. Write at least 5 benefits of hierarchical order and suggest how this relationship can be strengthened?

### **6.2 Effects of School on Community**

The school must play an active part to relate itself with the society. There are many educative forces in the society, e.g. places of historical interest, temple, church, mosque and remnants of human civilization. These forces may act as educator to the young people. In order to create a relationship between school and society, the school can organize educational excursion. Again, the relation between the two can be consolidated if school can assemble different agencies of education and organize cultural program where students, teachers, parents and the other members of the society will take part. Socialization and acculturation among all, particularly different sections of the society, will enrich learners' society.

#### **1. Keep Pace in Social Needs**

Society is an ever changing entity that is need of today. It may have no relevance in the society of tomorrow. All the changes occur in social life are associated with the changes of human need. A school has to keep pace with the changing society and to do that the curriculum should be reviewed regularly keeping in mind the change in social demand and needs.

#### **2. Selection of Rules for Society**

School directs the society, reforms the society and ensure the progress of the society by analyzing the principles and rules and selecting only those which have some good effects on society. If the school fails to do it, the society will become a stagnant organization.

### **3. Moral and Intellectual Development of Students**

Schools are established in many societies of the world so as to instill in the pupils those skill's which will afford them the opportunity of taking their rightful positions in the society; but this function cannot be adequately accomplished without the assistance of the home because both the home and the school perform complimentary functions in the moral and intellectual development of the child. This means that the child cannot be educated in a vacuum or in isolation.

### **4. Development of Personality**

For a child to be educated there must be interaction between him and his physical and social environment. By this we mean that education is the development of personality. It is something which goes on both inside and outside the home and in the school. In other words, education is an activity of the whole community.

### **5. Transmission of the Cultural Values**

Education is used to transmit cultural values in next generation. One important implication of looking at education as the transmitter of cultural values is the fact that education can be influenced by the culture of the society in which it takes place. For this reason, one may infer that for a child to be educated, he must be influenced by his environment and, in turn, be capable of influencing it. And it is only by the concept of the continuous interaction of the individual and his society that the development of personality can be properly understood. We have noted above that education is a means through which the cultural values of a particular society are transmitted from one generation to another. Through this process, the society is able to achieve basic social conformity and ensure that its traditional values, beliefs, attitudes and aspirations are maintained and preserved.

## **6.3 Effects of Community on School**

The heart of place and community based education claim to increased student achievement. Dewey observed that in the absence of a strong connection between school and the life, children leads outside the classroom, educators must set "painfully to work, on another tack and by a variety of means, to arouse in the child an interest in school studies".

Today community involvement has taken on renewed significance in configurations and discussions of school improvement. Federal, state and local educational legislation, political slogans, professional addresses and casual conversation as about schooling are likely to include references to the role or responsibility of the community.

Proponents of community involvement in schools emphasize its importance for effective school functioning, economic competitiveness, student well-being and community health



and development. When describing the effects of community involvement on effective school functioning, proponents most often focus on the mounting responsibilities placed on schools by a nation whose student's population is increasingly placed at risk.

**1. Community Involvement to Produce Capable Workforce**

Community involvement is seen as one way to help schools produce a more capable workforce. Students need advanced language, technical and communication skills to succeed in society. School community partnerships, specifically those that involve businesses are critically important because business leaders, managers and personnel are uniquely equipped to help schools prepare students for changing workplace.

**2. Community Involvement for Students' Well-Being**

Social interaction is necessary for the healthy development of students. In schools social capital is created and exchanged through positive, caring relationships in which knowledge, guidance and values are shared. Schools can increase students' social capital through their connections with students' communities. Through a variety of community volunteer and service integration programs, schools can become islands of hope for students whose social environments are increasingly stressed and fragmented.

**3. Community Involvement for Building Healthy Communities**

Community involvement in schools is important for building and maintaining healthy communities. When discussing the role of school community collaborations in rural communities, Combs and Bailey (1992) argued that as often the "largest and most visible institution in rural community" schools should be involved in the community/economic development process. The educational, social, and recreational needs of the adult rural population can be enhanced by utilizing local school facilities and expertise. In turn, schools can use the community as learning resource.

**6.3.1 Different Types of School-Community Relationship**

The different rationales for community involvement can be realized through a variety of partnership activities. School community partnerships can be student centered, school centered, community centered or any combination of these.

1. ***Student centered*** activities include those that provide direct services or goods to students, for example, student awards and incentives, scholarships, tutoring and mentoring programs and job shadowing and other career focused activities.
2. ***Family centered*** activities are those that have parents or entire families as their primary focus. This category includes activities such as parenting workshops,

parent/family incentives and awards, family counseling and family fun and learning.

3. ***School centered*** activities are those that benefit the school as a whole such as beautification projects or donation of school equipment and materials or activities that benefit the faculty such as staff development and classroom assistance. These types of activities can be initiated by the members of community.
4. ***Community centered*** activities have as their primary focus the community and its citizens, for example, charitable outreach, art and science exhibits and community revitalization and beautification projects. (Sanders, 2001)

### **Activity**

Following are the four different types of school-community relationship. Furnish each type with daily life example.

<b>1. Student Centered</b>	<b>2. Family Centered</b>	<b>3. School Centered</b>	<b>4. Community Centered</b>

An effective method of promoting education and ensuring school support is involving the community in school activities. By inviting community members to join in school festivities, the school administration can improve the overall satisfaction of the student body, increase the effectiveness of the education and raise the likelihood that the school will continue to be supported by the community. School events that include community members, both parents and non-parents, benefit both the students and the community at large.

#### **1. Family Togetherness**

In this fast-paced and high-stress world, many families fail to spend as much time together as they should to promote family unity and interdependence. By including community members, including the families of students, in school activities, the school administration can promote family togetherness and provide a forum in which family members can meet together and enjoy each others' company.

#### **2. Value of Learning**

Many students fail to value learning, and see school only as a necessary speed bump standing in their way along the road to the future. Seeing community members actively involved in school activities will help to dispel this notion. As students recognize that adult community members value education highly enough

to come and participate in school activities, these students will begin to develop an understanding of the fact that education is important and that knowledge is a valuable commodity that they will need in the future.

**3. Lifelong Learning**

Learning is not something that you should stop doing. Ideally, you should continue to learn throughout your life, picking up new pieces of knowledge and expanding your horizons. By allowing community members to become involved in school activities, administrators can expose these individuals to information that may be new to them. This encourages grown community members to continue along with their learning journey and add to their knowledge.

**4. Ownership of the School**

When community members take part in school activities, they take ownership of their local school. This increases the likelihood that funding initiatives will be passed and fund-raising efforts will be supported. Community members who feel that they have ownership of their local school will start to take a vested interest in the school's success and work more fervently toward ensuring that the school continues to thrive and the that needs of the school, both financial and otherwise, are met.

**6.4 A Critical Analysis of Social Role of School and Teachers in Pakistani Society**

**(i) Social Role of Schools and Education in Pakistani Society**

In this rapidly advancing era, the importance of social role of school cannot be denied. It is crucial for progress and prosperity of any nation. Wikipedia published an article on March, 17 2012 which defines social role of education.

**1. Economic Growth**

It has been proved by development experts that basic education is essential for financial and societal progress. Every year of school increases individual's wages by 10 per cent globally. As many as 164 multinational companies working in Pakistan with an investment of 55.779 billion rupees are dependent on qualified people. Local industries also require educated people to proceed. A skilled and educated person has an immense potential to work efficiently.

**2. Discipline**

Discipline is the most essential quality of life. It is in fact the greatest law of nature. It is necessary not only importance in schools, colleges and homes, but it is equally important in the personal life of everybody. Needless to say that educated societies are disciplined and there is less violation of rules and regulations. People work in harmony with one another. Authorities are respected and people tend to fulfill their responsibilities.

**3. Tolerance**

Surprisingly, education inculcates tolerance. It is highly essential to fight against religious, class, social fanaticism. It is generally observed that intolerant societies are largely uneducated. There are more anti-social activities as well.

**4. Solution for Domestic Problems**

Regrettably, Pakistan is a country with high rate of domestic violence and family problems. The victims of these issues are either completely illiterate or not educated enough. So, they remain unable to eradicate such abominable practices. Each year, a large number of women are beaten, tortured or burnt by their husbands or families. Victims have fewer places to escape to. Violence against women is not considered a major offense in the country.

Education gives empowerment, especially to women and they develop sense of their rights and responsibilities.

**5. Communication Skills**

It is a fact that education helps a great deal in improving communication. It plays an important role to uplift a nation. Consequently, social cohesion and mutual understanding is also achieved.

**6. Identity**

Today, people are recognized and appreciated by their qualification and profession. For instance, doctors and professors are held in high esteem in the society. The only thing Pakistan has to offer to the world is human resource. Therefore, it needs to focus on its education sector.

**7. Quality of life**

Above all, education improves quality of life. It reduces poverty, develops sense of right and wrong and adds meaning to life. It helps modernize and update with the changing times.

**a) Important facts**

In Pakistan, every field requires educated individuals, especially the institutes of higher education, hospitals and health centers that are in awful condition owing to a dearth of loyal staff and administration. According to higher education commission of Pakistan, there are 124 universities in Pakistan of which 68 are public and 56 are private universities. Obviously, these cannot be controlled by laymen, avaricious mill owners, illiterate feudal, corrupt politicians, aimless fanatics or extremists that are abound in the country.

To combat with religious prejudice, social disparity, political disturbance and numerous internal problems; Pakistan urgently needs to improve and modernize its education system. It has to bring positive changes in its academic policy to rank among the fast growing nations in the world.

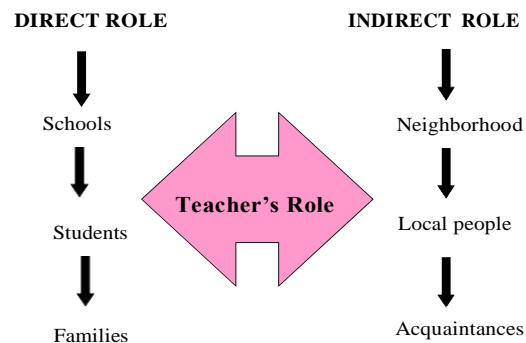
### Activities

1. Interview any 2 community members and asks them to suggest ways for strengthening school community relationship.
2. Take two schools (one public and one private) and compare their contribution in building social interaction in students

### (ii) Social Role of Teachers in Pakistani Society

The teacher is a dynamic force of the school. A school without teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young. As social engineers, the teachers can socialize and humanize the young by their man-like qualities.

Teacher has both direct and indirect role to play in developing the community.



#### a) The teachers need to work for:

##### 1. Excellence coupled with equity and social justice.

A teacher need to achieve the objective of excellence coupled with equity and social justice by way of imparting quality education to all students without any discrimination between cast, creed, sex, religion and race so that they become physically fit, mentally alert, emotionally balanced and spiritually sound. Teachers are required to understand the need of every child for material education, education for becoming good human being and for divine education so that they can face the realities of life in the new millennium.

##### 2. National Integration

Today, promotion of patriotism and education for national integration has become the need of the hour. Our foremost duty is to provide education in such a way so that the students can live and learn together and develop their full potentials.

**3. International Understanding**

We need to apprise the students that India needs a new race of man, a just world, a united world and a peaceful world. The present circumstances at international level compel us for proper international understanding by fostering the principle of Live & Let Live.

**4. Good quality modern education.**

Teachers need to work for good quality education to transform the students into self reliance and self assured citizen of the world. This can be achieved by successful curriculum transaction with modern education and educational technology together with strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education.

**5. Reasonable level of competence in three languages**

Knowledge and skill in languages fosters intelligence in the learners. As such, teacher should make an effort to attain a reasonable level of competence in minimum three languages.

1. Regional language (when it is different from national language)
2. National Language
3. International Language

**6. Focal point for improvement in quality of school education.**

Every teacher should strive with heart and soul to raise children up to highest perfections of mankind to such a degree so that every one of them will be trained in the use of mind in acquiring knowledge, in humility and lowliness, in dignity and in ardor and love.

**b) Role of teacher in child's social success**

The effective teacher must be ever mindful of the simple fact that children go to school for a living. School is their job, their livelihood, their identity. Therefore, the critical role that school plays in the child's social development and self-concept must be recognized. Even if a child is enjoying academic success in the classroom, his attitude about school will be determined by the degree of social success that he experiences.

There is much that the teacher can do to foster and promote social development in the student. Children tend to fall into four basic social categories in the school setting:

- a) Rejected:** Students who are consistently subjected to ridicule, bullying and harassment by classmates.

- b) **Isolated:** Students who, although not openly rejected, are ignored by classmates and are uninvolved in the social aspects of school.
- c) **Controversial:** Students who have established a circle of friends based upon common interests or proximity but seldom move beyond that circle.
- d) **Popular:** Students who have successfully established positive relationships within a variety of groups.

**Many students with learning disabilities find themselves in the rejected or isolated subgroups.** Their reputations as "low status" individuals plague them throughout their school careers. It is important for the teacher to assist the students' classmates in changing their view of this child. A teacher can increase a child's level of acceptance in several ways.

1. First, the teacher must become a "talent scout." Attempt to determine specific interests, hobbies or strengths of the rejected child. This can be accomplished via discussions, interviews or surveys. Once you have identified the child's strengths, celebrate it in a very public manner. For example, if the student has a particular interest in citizen band radios, seek out a read-aloud adventure story in which a short-wave radio plays an important role in the plot. Encourage the child to bring his CB into class and conduct a demonstration of its use. By playing the expert role, a rejected or isolated child can greatly increase his status.
2. Assign the isolated child to a leadership position in the classroom wherein his classmates become dependent upon him. This can also serve to increase his status and acceptance among his peers. Be mindful of the fact that this may be an unfamiliar role for him and he may require some guidance from you in order to ensure his success.
3. Most important, the teacher must clearly demonstrate acceptance of and affection for the isolated or rejected child. This conveys the constant message that the child is worthy of attention. The teacher should use his/her status as a leader to increase the status of the child.
4. The teacher can assist the child by making him aware of the traits that are widely-accepted and admired by his peers. Among these traits are:
  - smiles/laughs
  - greets others
  - extends invitations
  - converses
  - shares
  - gives compliments

5. It is important that the teacher recognize the crucial role that the child's parents and siblings can play in the development of social competence. Ask his parents to visit school for a conference to discuss the child's social status and needs. School and home must work in concert to ensure that target skills are reinforced and monitored. Social goals should be listed and prioritized. It is important to focus upon a small group of skills such as sharing and taking turns, rather than attempting to deal simultaneously with the entire inventory of social skills.

**Activity**

Many students with learning disabilities find themselves in the rejected or isolated groups. As a teacher take a case study of a learning disabled student and find out what difficulties he/she faces in social context?

1. **Teacher's Role with Preschoolers**

Early childhood educators are in a particularly good position to foster the acceptance of the socially incompetent child. By demonstrating acceptance of the child despite his behavioral or language weaknesses, the teacher generally finds that this attitude is mirrored by the child's classmates. The teacher's goals should focus on promoting age-appropriate language/communication skills for the child. This instruction should be provided in a positive, supportive and accepting manner.

2. **Teacher's Role with Elementary School Children**

**Assign the troubled child to work in pairs** with a high-status child who will be accepting and supportive. Cooperative education activities can be particularly effective in this effort to include the rejected child in the classroom. These activities enable the child to use his academic strengths while simultaneously developing his social skills.

The teacher must constantly **search for opportunities to promote and encourage appropriate social interactions** for the socially inept child (e.g.. "Sana, would you please go over to Nadia's desk and tell her that I would like her to bring me her math folder?") Have students work in pairs to complete experiments, bulletin boards and peer tutoring.

The student with social skill deficits invariably experiences rejection in any activity that requires students to select classmates for teams or groups. This selection process generally finds the rejected child in the painful position of being the "last one picked". Avoid these humiliating and destructive situations by **pre-selecting the teams or drawing names from a hat**. An option is to intervene at the point when six or eight students remain unselected. Arbitrarily assign half of the students to one team and the remaining students to another. This prevents any one student from being in the damaging position of being "last picked".



**Board games and card games** can be used effectively to monitor and foster social development in the classroom. Such activities require students to utilize a variety of social skills (voice modulation, taking turns, sportsmanship, dealing with competition, etc.). These enjoyable activities can also be used to promote academic skills. Because games are often motivating for students, these activities can be used as a positive reinforcer. This setting also provides an opportunity to conduct effective social autopsies. However, these activities should be limited to a few times each week.

### **3. Teacher's Role with Secondary School Students**

Teachers at the high school level must be particularly aware of the student who is being ignored or rejected by peers. During adolescence, it is critically important that the student be accepted by his classmates. The rejection suffered by adolescents with social skill deficits often places the student at risk for emotional problems. It may be unrealistic to expect an overworked algebra teacher to conduct social skill activities but the professional should, at a minimum, be willing and able to refer the child to appropriate resources in the school administration or guidance department.

The socially incompetent child often experiences isolation and rejection in his neighborhood, on the school bus and in group social activities. The teacher can provide this student with a classroom setting wherein he can feel comfortable, accepted and welcome. In the words of Robert DeBruyn, "Coming to school every day can become a hopeless task for some children unless they succeed at what they do. We teachers are motivations against that hopelessness". (Lavoie, 2008)

#### **Activities**

1. Search quotations on internet related to school and community relationship
2. Write one page reflection on your field observations regarding the diversity in the classroom and how different students are treated differently and what does a teacher do to encourage girls' engagement and participation?

### **6.5 Self-Assessment Questions**

1. How can you define "A Hierarchical Order" in context of collaboration b/w school and society?
2. How have schools used in the social context of improving student achievement?
3. A community can play its role in school, how a community can improve a school environment through different roles?
4. Enlist at least five factors in which a school effects a society?

## 6.6 Suggested Readings

Boocock, S. (1972). *An Introduction to the Sociology of Learning*. New York: Houghton Mifflin.

Burnham, W. J., Farrar, M., & Otero, G. (2007). *School and Communities: Working together to transform children's life*. London: Network Continuum Education.

Combs, L., & Bailey, G. (1992). Exemplary School-Community Partnerships: Successful Programs. *Rural Educator*, 13(3), 8-13.

Dewey, J. (2008). *The School and Society*. Delhi: Aakar Books.

Feinberg, W. & Soltis, J. F. (2004). *School and society*. New York: Teachers College Press.

Gbobo, V. F. (2011). Relationship Between School and Society. Retrieved on: March 10, 2012, from: <http://seminarprojects.com/Thread-relationship-between-school-and-society>.

Ghosh, P. (2009). School and Society. Retrieved on: March 10, 2012, from: <http://socyberty.com/education/school-and-society/>

Kretzmann, J. P., & McKnight, J. L. (2007). Building Mutually-Beneficial Relationships between Schools and Communities: The Role of a Connector retrieved on: July 24 <http://www.abcdinstitute.org/docs/Building%20Mutually%20Beneficial%20School-Community%20Relationships.pdf>

Lanier, J. T. (1997). Redefining the Role of the Teacher: It's a Multifaceted Profession. Retrieved on: March 10, 2012, from: <http://www.edutopia.org/redefining-role-teacher>.

Lavoie, R. (2008). The Teacher's Role in Developing Social Skills. Retrived on February 12, 2012, from [http://www.ldonline.org/lavoie/The Teacher's Role in Developing Social Skills/16075?theme=print](http://www.ldonline.org/lavoie/The_Teacher's_Role_in_Developing_Social_Skills/16075?theme=print)

Ottaway, A.K.C. (1980). *Education and Society: An Introduction to the Sociology of Education*. New York: The Humanities Press.

Ottaway, A.K.C. (2010). *Education and Society*. Online by Taylor & Francis.

Singh, N. (n.d). Role of Teacher in a School. Available from: <http://navodaya.gov.in/Role%20of%20Teacher.htm>

Smith, G. A., & Sobel, D. (2010). *Place and Community-based Education in Schools*. New York: Routledge Press.