



Guidance and Supervision in Village Schools: A Social Work Perspective.

KEYWORDS

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ABSTRACT *Children's are like to be a "globe" how you give shape it for their future life, accordingly she/he will behave like. This article describes a piece of Guidance and supervision in Village School: A social work perspectives. How school social worker plying a major role in the education systems. It aims to provide a map of where we are in terms of providing supervision within our profession. The article focus such problems that there is a mushrooming of private schools with high rate of school fees so that the poor children's are not getting such a quality of education in a Village school. Private schools are providing quality of education then Govt. School & a general student are not getting better opportunities and still imbalance in education systems. Why the students are going to private schools not in Govt. School? How a school social worker can help for quality of education?*

Introduction

Education has contributed to evolve diversity and extend its reach and coverage since the dawn of human history. The education in India has a rich and interesting history. It is believed that in the ancient days, the education was ported orally by the sages and the scholars and the information was passed on from one generation to the other. The temples and the community centers formed the role of schools. Later, the Gurukul system of education came into existence. The present system of education was introduced. The British government did not recognize the traditional structures and so they have declined. In the global education perspectives another problems come to existence i.e. commercialization of education systems. Integrated practice with holistic approach through social work practice. For school social workers, they both validate the uniqueness and diversity of school social work as a specialty practice area and affirm the value of school social work in enabling students to achieve maximum benefits from their educational experiences.

If we are to deliver the very best services across adults' and children's services we need the very best workforces who are well trained, highly skilled and passionate about their role. We know from our research that the key to building this workforce is the support, guidance and opportunities we provide to our colleagues. High quality supervision is one of the most important drivers in ensuring positive outcomes for people who use social care and children's services. It also has a crucial role to play in the development, retention and motivation of the work force. (Austin*, 2010)

Provide a new direction to education system; it should be implementing the school social work. School social work emphasis various skills, methods & techniques for providing quality of education. "The State shall endeavor to provide, free and compulsory education for all children until they complete the age of fourteen years"³ No doubts govt. have provide such a facility to the people. But there is no concentration to quality of education to the children's. Several policies and act has been formulated but it becomes paralyzed. Integrating school social work is a major role in education system.

A school is a child's second home, and it is there that many potential difficulties may be detected and prevented, thus improving home relationships as well as outside social contacts. In the field of social welfare and education, prevention should form the corner-stone of a workable and rewarding training program. The school should be the nursery which develops active, happy social beings (A.Levine).

A school is an important social institution that provides a formative experience to children. Schools can be a heaven or a horrible and dreaded place, depending on experiences that the child has. It can create joy or fear for a child depending on the experiences he has in relation to his academic achievements, as also his relations with all the significant others – his teacher, head-master, classmates, peer-group, batch-mates, seniors, parents. The family or home too could be a source of stress and many children find it difficult to respond effectively to the school environment because of this situation. Those who cannot meet a school's expectations or find it difficult to cope with the interaction with others at school usually dropped out. Many of the rural schools are located in far flung areas which lack quick and access from the state and district headquarters. Inspection and supervision by the educational administration, therefore, lags in terms of regularity. A school to function properly hence requires active community involvement. Village Education Communities (VEC), as so prescribed for in some of the acts of the states, thus has to play an important role in determining that the schools function properly. Many such issues and concerns could be and needs to be identified so that professional social workers can find and develop a frame of reference within which they can do their field work.

Supervision fulfills many functions for individuals and for the organization, from emotional support to quality assurance. (Hawkins, 1989) Suggest that supervision is essential for the individual in order to allow a chance to reflect, to find new options and get support. Supervision as having three main purposes: supportive, educative and managerial. The supportive function allows the supervisee to deal with the emotions and stress that are part of being in a helping profession. The educative function concerns developing the skills, understanding and abilities of the supervisee. The managerial function includes a form of quality assurance for the organization but also a shared responsibility for the individual.

Guidance in a school is diversified, spread among teachers and other school personnel, with the teacher as the central figure. It is similar in many ways to social work, for sound education does not depend on intellectual capacity and receptivity alone. The parent is also a strategic member of the guidance team. (A.Levine, April-1957)

Intervention of School Social worker in Village school.

Providing quality of education in village school is to enable students to function and learn in the school environment. School social workers practice in a secondary setting—the primary purpose of schools is to educate students, not to provide social services. The school social work practitioner

will often be the only social worker in a school and sometimes in an entire school district. Therefore, autonomous school social work practice requires skills for all levels of practice—micro, mezzo, and macro.

- **Community connections:** Social workers can be the link between community programs and the schools. The school social worker must be the link between the school and any outside source of support.
- "School social workers, as systems change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs"⁴
- **Understanding the child within the overlapping contexts of community, school, and family:** When the child entered to the school environment that time he/she face a different difficulties i.e. Family system to School system. In that situations to cope with school environ is crucial to student success.
- **Students at risk for school failure:** Among those students most at risk for failure are those who may be homeless, abuse drugs or other substances, live in poverty, or have other problems that can affect their learning (Friend, 2005) and social interactions. Behaviour instruction plans also reinforce students for behaving in a positive way.
- **Understanding parental barriers and cultural differences within the school system:** Families who intermittently earn low wages sometimes experience vulnerability resulting from their inability to cover their own living expenses, whereas vulnerability has always been a concrete experience for those living in generational poverty. In this situation Parental involvement and expectations play a major role in student success. Sometimes, in the village caste is also playing another barrier for the students.
- **Children Exposed to Violent or Neglectful Home Environments:** Young children who are living in violent or neglectful situations are at risk for developing emotional disturbances and behavioural problems. School social workers who routinely make home visits to at-risk families may be able to detect child abuse and neglect at an early stage.
- **Physical and Hormonal Changes:** Physical and Hormonal changes happen with adolescent's boys & Girls. This point especially i focused on the teenagers. During the periods both boys/girls experience many changes in their bodies and appearance. Girls are beginning to wear jewellery, makeup, and heels. They want to be noticed. At this point, the maturation differences between boys and girls seem most obvious. As the Physical and Hormonal Changes of both boys and girls are become difference, the girls are having early physical changes take place then boys. Girls are becoming interested in boys and dressing to impress them, whereas boys are often still unaware and unconcerned about girls at this time. So the school social worker gives more concentration about it.
- **Anger and Aggression:** Middle schools are often the scene of altercations, student violence, and other manifestations of anger. There are many reasons to having anger and aggression.it may be with parents/teachers/peer

groups/senior class fellows/Junior class fellows etc.

- **Peer Pressure:** School seems to be the place where students are most vulnerable to the pressure to conform. Children from lower socioeconomic levels cannot compete with students who have higher economic class vies versa in cast factor at village school.
- **Teenage Pregnancy:** Female students are most likely to drop out because of pregnancy (E.Zachry, 2005). Social workers can assist families in dealing with the changes in their lives.
- **Dropping Out:** First and foremost, students need to have the skills necessary to achieve the standards for graduation and academic achievement set forth by the schools. School social workers can intervene in situations where students are failing by connecting the student and teacher. Mediation between the student and teacher by the school social worker can often result in achieving a more positive relationship that may help the student feel connected to the teacher and the subject matter and pass the class.
- **Absenteeism:** Where the students are not coming regularly to school they may be fear, teacher student relation, having bad habits or any other environmental problem. In this situation the school social worker should solve.
- **Social Case work:** Intervention of social case work in school social work to provide quality of education to provide a better school functioning.

Case work supports and supplements the educator's contribution. A training course must therefore contain material on methods and techniques to assist the teacher and the school to deal directly with children's problems and to offer help to parents. This should include information about curriculum planning, classroom problems and teacher management of them, the teacher's perspectives, techniques and goals, discipline in school: in short, a comprehensive survey of the school and its facilities, and their influence upon the educational progress of the child.(A.Levine, April-1957) Social Case work is best method to identify the right problem to its right solution.

Conclusion:

The scale of operation involved to ensure quality of education for all in the country is unique and challenging. At the same time, the nature of problems affecting the education system are so diverse and often deep rooted that the solution cannot lie in the alteration of any one single factor—it is not about just shortage of money or just shortage of trained teachers or lack of political will; all these undeniable contribute to the problems, affecting the country's existing education system. However, there is a need to look at the entire set of problems and deal with the issue holistically taking into consideration the specific context of different sections of the society. It will also require a constant and strong central support for policy, strategy, technical assistance and monitoring and evaluation combined with increased decentralised within government, stronger Public Private Partnerships and improved accountability relationships between the service providers, policy makers, and the target population.

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