CHAPTER XI

PLAN OF TREATMENT GIVEN TO THE EXPERIMENTAL GROUP

Studies of Michael Young and Patrick McGeeeney (1) and Lawrence Green (2) are significant in this connection. While the former tried open meetings, private talks, home visits, and discussions on teaching methods as measures for getting the cooperation of parents during the period between pre-test and post-test of the subjects under study (3), the latter had a more comprehensive programme than that. The latter's (Lawrence Green's) plan included a new kind of school report, interview with parents at school, interview with parents at their homes, school functions, a PTAs Circular individual letter to parents, and contacts with parents by other means.

The treatment to be given to the experimental group in the present study was planned as follows:

1) General meeting of the parents with the Principal of the school. (Twice during the experiment).

2) Individual letters to parents by the Principal.

3) General hints to parents regarding the education of their children.

4) Home visits by the teachers. (two teachers paying one visit each).
5) Home work as a means of contact with parents.

6) Improved progress reports (IPR).

The experiment began on January 11, 1971 and concluded on April 7, 1971.

Meeting of the Principal with Parents.

The principals of all the three schools sent both a verbal and a written request to the parents, of children studying with them, to come to their respective schools for a meeting on given dates.

The response was highly encouraging. The attendance in both the Arya Schools was cent percent while there were two absentees in the S.D.S.P. Higher Secondary School.

The teachers who were cooperating in the present study also attended the meeting. The meeting started with a brief self-introduction.

The principals in their separate groups impressed upon the parents the need for home-school cooperation for the benefit of their children. In the progress of the children, it was stressed, lay the prosperity of the schools, homes and of the Nation.
Genuine interest was shown by the principals in the studies and over-all development of their children. Since the principal had already studied the educational position and progress of each student under study, he/she was in a position to discuss the fortes and weak points of each student with the parents.

The parents were encouraged to take more interest in the education of their children. The principal assured them of fullest cooperation by the school and requested them to visit the school whenever they had anything to say, discuss or suggest. The meeting lasted for an hour or so. A light refreshment was served at the end of the meeting.

One more meeting was organised just before the commencement of the Board Examination. In this meeting the principal shared with the parents the progress shown by the children and also discussed the role of parents and teachers during examination days.

The atmosphere in these meetings was particularly kept cheerful, cordial, and persuasive but at the same time serious and purposeful.

**Individual letters to Parents.**

A brief letter was written to parents as a follow-up programme of the general meeting. This letter is attached
Another letter about the general progress being shown by their child was written to parents towards the end of February, 1971. Here again they were requested to keep the school in touch with any such information about the child which they thought would help the school authorities make school programme more effective. Confidence was expressed that the parents, wise as they were, must be carrying out the general hints discussed with them in the Principal's meeting.

**General hints to Parents.**

A special meeting of the parents was organised in each school by the head of the institution during the middle of the experiment. The purpose of this meeting was to acquaint the parents with some general hints which they should observe at home while dealing with their children. It was an informal discussion and the parents took keen interest in it. Some very valuable points were suggested by the parents during the deliberations.

**Home visits by Teachers.**

Two teachers visited the home of every child during the experiment. Each teacher paid one visit and
there was an interval of about a fortnight between the two visits.

These visits were again casual although the children had been given some inkling of the possibility of a visit to their homes by their teachers.

The teacher met the child, saw the place and general arrangements of his/her study at home and sat with him/her for some time. He/she also met some other members of the family to whom he was introduced by the child or the parent.

**Home Work.**

Home-work given to and done by students was used as an additional means of establishing contact with parents. Home work is a usual feature in all the three schools. Nothing new was introduced in this connection, the only newness being the insistence that the children must show the home work — before correction and after correction to their parents.

**Improved Progress Report (IPR)**

One IPR was sent to the parents of each child about one month after the commencement of the experiment. The IPR was in addition to the usual progress report which the school sends to the parents.
No marks were given in the IPR. Instead, parents were acquainted with some strong and weak points of the child in the subjects offered by him/her. Only those weak points were mentioned where parents could be of some help. Strong points were couched in a language which should encourage both parents and children, though not flatter them.

All these programmes were tried without any publicity and exhibition. All precautions were taken that children and parents of the experimental group took the visits and meetings as a part of normal routine of school teachers.

REFERENCES


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