

MARKAZ GIRLS HIGH SCHOOL KARANTHUR

Karantthur(Po),Kozhikode,673571(Pin)



Theme:Empowering Communities and Strengthening School Community Relations

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About the School

Markaz Girls Higher Secondary School is located in Karanthur, Kozhikode, Kerala and has been a prominent aided School under the management of Markazu Ssaqafathi Ssunniyya ,a renowned Islamic educational institution by Sheikh Aboobakkar Ahmed. It was established in 1994. The school aims at providing quality education and promote academic achievement and to prepare the students for higher education and careers. By engaging with the local community and promoting social responsibility the school develops a sense of citizenship and civic duty among the students. There are 1108 students studying in the school from classes 5 to 10. There are 11 teachers working in the UP sections and 29 teachers working in the high school section. In addition, five non-teaching staff are also working here.

Infra structure and Facilities

The school has 8 school buses which are running to various areas. There are 27 classrooms in UP, High School sections. All the classrooms are high-tech classrooms. The other facilities are Store,Library,Laboratory,Biodiversity Garden,Badminton Court,Girls Toilet,Kitchen Complex ,Computer Lab ,Mini Auditorium,Open Stage,Vegetable Garden etc.....

PTA

The Parent-Teacher Association (PTA) is the backbone of our school, playing a vital role in fostering a sense of community and co operation among parents, teachers, and students. Through their tireless efforts, the PTA helps to organize events, fundraisers, and activities that support student learning and well-being. From volunteering in the classroom to hosting parent education workshops, the PTA is instrumental in building strong relationships between home and school. Their dedication and enthusiasm not only enhance the educational experience for our students but also create a welcoming and inclusive environment for all members of our school community. The PTA's contributions are invaluable, and their commitment to our school's success is truly inspiring. Our school community is comprised of 1108 students from diverse backgrounds, with a significant number belonging to minority groups. One of the major challenges we face is the lack of direct parental involvement in our students' education. Many of our students' parents are abroad for work, making it difficult for them to maintain regular communication with teachers. This absence of parental engagement can negatively impact students' learning outcomes, as they often lack the support and guidance they need to excel academically. Furthermore, the limited interaction between parents and teachers hinders our ability to provide comprehensive support to our students, ultimately affecting their overall educational experience. Despite these challenges, a case study is done in our school to find innovative ways to bridge this gap and ensure our students receive the support they need to succeed.

Introduction

Empowering school community relations is essential for creating a collaborative and supportive educational environment. Our school has been working to strengthen its relationships with stakeholders, including parents, teachers, students, and the broader community. This case study explores the strategies employed by our school to empower these relationships and promote a positive and supportive learning environment.

Background

Our school is an aided school with a diverse student body of 1108 students. We have a dedicated team of 40 teachers and staff who are committed to provide a high-quality education to all

students. Despite our efforts, we recognized the need to improve our relationships with stakeholders and create a more collaborative and supportive community.

Objectives

The objectives of this case study were to:

1. Investigate the current state of school community relations at our school
2. Identify strategies to empower and strengthen these relationships
3. Develop recommendations for improving school community relations

Methodology

To achieve these objectives, we conducted a mixed-methods study that included surveys, interviews, and focus groups with stakeholders. We collected data from parents, teachers, students, and community members to gain a comprehensive understanding of the current state of school community relations.

Findings

Our findings indicated that stakeholders valued communication, parental involvement, and community engagement. However, we also identified areas for improvement, including the need for more regular updates and opportunities for stakeholder engagement.

Strategies for Improvement

Based on our findings, we developed several strategies to empower and strengthen school community relations. These included:

1. Mulching Farming Method

To introduce the mulching farming method, which is a continuation of the chapter "Let's grow gold in the soil", which is the first chapter of the seventh grade basic science, the children, teachers and parents spread sheets in the school garden and prepared the farm. Seedlings of tomatoes, green chillies and eggplant were planted. The parents organized the seeds for this and brought them to

the school. Fertilizers were collected from the residents of the school area. This activity, which started on June 5th Environment Day, continued with proper care and was harvested on Chingam 1, the Farmers' Day. All the activities were carried out under the supervision of the parents, teachers and residents of the area. UP Science teachers Soudhabi Teacher and Sulfath Teacher were able to go through each step of this mulching farming method and bring it to the children in a fruitful form. Another important part of this lesson, budding, layering, and crafting, was also introduced to the children in the most effective way through practical classes. This activity turned into a way to beautify the school yard by planting crafted fruit tree seedlings and flowering plants of different colours. These products, using organic fertilizers, enriched the school lunch with nutrients. These activities were very meaningful in the way that the motto "Society to School, School to Society" was fulfilled.





2. Skill Studio

As part of the school's "Skill Studio" project, children are being taught various crafts. Soap making was done in the class based on the second chapter of the seventh grade, "Acids and Bases". These soaps, which are made using pure coconut oil, were made with high-quality

soaps without removing glycerin and without adding wax. This turned out to be a job training for the children and their parents.



3. Sasneham project

Sasneham project is a project started with the aim of helping children who are facing physical and mental difficulties. Every month, an amount is collected from the children, teachers and the community for this purpose and the necessary assistance is provided to the children who are facing a lot of difficulties (in terms of studies, health and finances). For example, a child who was suffering from several heart problems and was unable to attend school and was unable to study and was

unable to attend school due to difficulties was found through this project and the necessary medical assistance was provided to the child and he was able to come back to school. Similarly, teachers conducted home visits and identified children who did not have the necessary learning facilities and distributed the necessary learning materials through this project.





4. Ammakootam

Under the leadership of Vidyarangam Kalasahitya Vedi, various programs are being organized in the school to ensure the presence of mothers in the school. As part of this, literary quizzes are organized for parents with the aim of nurturing mother reading in the school. Parents who score high marks participate in sub-district and district levels. In addition, drawing and poster writing competitions are organized for parents on all the day celebrations including Moon Day and Anti-Drug Day, and parents who perform well become winners. This helps to strengthen the relationship between parents and teachers more than children.



Implementation

We implemented these strategies over the course of a year, and evaluated their effectiveness through ongoing feedback from stakeholders. We found that these strategies improved communication, increased parental involvement, and enhanced community engagement.

Conclusion

This case study demonstrates the importance of empowering school community relations and provides a model for other schools to follow. By implementing strategies to improve

communication, parental involvement, and community engagement, schools can create a more collaborative and supportive educational environment that benefits all stakeholders.