School Culture: A Key Issue in Successful Reform Efforts.

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I.   Introduction

At present our schools are divorced from society and do not fulfil its need. The school environment doesn't equip the child with the ability to success fully face the various problems to life and the teaching method doesn't develop the thinking and reasoning power in children. Feelings of co-operation comradeship and brother hood are also not inculcated in them and so special attention is paid towards the development of the feeling of community life. Schools and educators have faced a lot of challenges and uncertainties due to the rapid changes of the educational policies and drastic educational reforms. Moreover, these challenges and uncertainties are expected to be enlarged in the new changing era. Therefore,how to maintain and improve school effectiveness becomes a critical question to school leaders, educators and policy-makers. It is possible to find the answers from the concept of school culture. The prime object of education is the development of personality along with the welfare of society. We have still to solve so many social, economic, political and cultural problems. For this it is necessary to produce good citizen through adequate education. The aim of our educational system should be to produce good citizen. They should earn their lively hood with co-operation and self control, should do their duties in a disciplined manner and should have a sense of right and wrong. It means that equal opportunities should be given to every individual and the virtues of citizenship should be cultivated in every individual in a healthy atmosphere. It is also the duty of the society to help schools in achieving these targets. These targets cannot be achieved by the efforts of the schools alone

Schoolculture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity.School culture is identified as a value system for school to attain effectiveness .According to Cavanagh and Dellar (1997b, 1998, 2003) cultural intervention is an effective means to school improvement. School culture serves a variety of functions to schools ; Conveying a sense of identity for schoolmembers; Facilitating the generation of school commitment; Enhancing social system stability; serving as a sense-making device that can guide and shape the behavior and performance of school members. Symbolic interactionists emphasize observing the details of interpersonal interaction in school is important to understand school culture. Conflict perspective argues that school social system is consisted of dominant groups and subordinate groups. Therefore, school is full of social conflicts that are the base for school culture formulation. Erickson states that school culture is not only the conceptual structure and symbols or bits of information, but also is the meanings generated in the political struggles.Nowadays people are not expected to 'know their place' but to 'determine their own position'.Schools must prepare students for participation in society as citizens in the broadest sense.

Sociocultural Anthropology

Sociocultural anthropologists examine social patterns and practices across cultures, with a special interest in how people live in particular places and how they organize, govern, and create meaning. A hallmark of sociocultural anthropology is its concern with similarities and differences, both within and among societies, and its attention to race, sexuality, class, gender, and nationality. Research in sociocultural anthropology is distinguished by its emphasis on participant observation, which involves placing oneself in the research context for extended periods of time to gain a first-hand sense of how local knowledge is put to work in grappling with practical problems of everyday life and with basic philosophical problems of knowledge, truth, power, and justice. Topics of concern to sociocultural anthropologists include such areas as health, work, ecology and environment, education, agriculture and development, and social change.

Theoretical constructs in Bourdieu's Sociology of culture

French sociologist Pierre Bourdieu's influential model of society and social relations has its roots in Marxist theories of class and conflict. Bourdieu characterizes social relations in the context of what he calls the field, defined as a competitive system of social relations functioning according to its own specific logic or rules. The field is the site of struggle for power between the dominant and subordinate classes. It is within the field that legitimacy—a key aspect defining the dominant class—is conferred or withdrawn.

A glance over the modern educational literature reveals that great changes are taking place as a result of recent innovations in the sphere of education. It has already been pointed that now a days the educationists lay great stress on all round development of the child. Our schools even today fail to produce an adequate number of persons of free thinking and actions. A major representative of interpretive anthropol-ogy, Clifford Geertz, takes a semiotic view of culture. He agreed with Max Weber "that man is an animal suspended in webs of significance he himself has spun" and he took "culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law but an interpretive one in search of meaning" .

Deal and Peterson(**1999**) found out School Culture has a significant effects in Students Achivement. Richardsonn(2001)revealed that School culture is the accumulation of students values and norms.: Like the larger social culture, a school culture results from both conscious and unconscious perspectives, values, interactions, and practices, and it is heavily shaped by a 00000000school's particular institutional history. School culture has become a central concept in many efforts to change how schools operate and improve educational results. While a school culture is heavily influenced by its institutional history, culture also shapes social patterns, habits, and dynamics that influence future behaviors, which could become an obstacle to reform and improvement. Typical of the findings is the summary of Purkey and Smith (1983), who in their review of the literature on effective schools found a close correlation between positive school culture and academic quality

II. Coclusion
The schools today recognise a child individuality and make efforts to provide necessary facilities for its development. The school is a society in miniature. So child must get an opportunity there to express veiwes freely on various economic, political and social problems. It helps the child a good deal to understand numerous problems in early ages and facililates his adjustments with these in life later on. It is however , hoped that in the near future proper arrangements would made to derive the maximum benefits from this new outlook of education.

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