

CHAPTER XII

THE ORGANIZATIONAL SOCIAL BASE

INTRODUCTION

The goals and the structures of an organization are built into an underlying social base. The particular values and policies find a social base in the group structure of the organization. Goals to be infused into the organization need more than the formal support of structures. They need a centre from which influence may radiate, to use Selznik's phrase, the task of "transforming a neutral body of men into a committed polity" in the organization is an important one. In this way policy attains depth, rooted in and adapted to the daily experiences of living persons, policy is saved from attenuation and distortion. Selznik has rightly observed that "when we discuss large communities and great issues, there is ready agreement, that policy is closely dependent on sustaining social conditions. A strong constitutional system is built into the underlying social structure. When we leave this broad arena, the basic principle that policy needs social support is easily lost." ¹

1. Philip Selznik. Op. Cit., p.135

ASPECTS OF THE SOCIAL BASE

The beneficiaries of education in the five schools under study, need to be identified. The student population of schools will be analysed with the help of the categories suggested by Selznik.

1. Interest Groups:- Interest groups take many forms. They represent according to Selznik "sources of energy, self-stimulated, not wholly controllable by official authority. They may subvert the enterprise or lend it life and strength."² The interest groups are analysed on the basis of language, place of origin, religious community, caste, parents' schooling and preferred type of entertainment.
2. Status Groups:- Status groups are based on income, occupation and education.

The analysis based on the socio-economic categories mentioned above, will give the characteristics of the student personnel of the schools and will provide an indication as to how the organizational goals are pursued in each school.

2. Philip Selznik. Op. Cit., p.134.

The student population brings with it not only the social and communal characteristics but also their own values, beliefs and attitudes. The belief systems and their sentiments towards the school need to be identified. Selznik's categories are utilized for the purpose.

i) Belief Systems:- The social structure of an organization also includes the relevant shared beliefs of the participants. They reflect the social background of the group, who may have brought distinctive outlooks with them when recruited. The belief systems relating to matters of family discipline, religious and social customs further studies and career aspiration will be considered.

ii) Attitudes and Opinions:- The sentiments the participants have for the organization and their personal image of the school, is of consequence to the school. It matters whether the school is viewed as elite, outstanding etc. or just ordinary. So also the attitudes towards and perception of school authorities, staff etc. The attitudes and opinions of the staff and students towards the school will be considered here.

An analysis of the beliefs and attitudes, will reveal the distinctive character of the schools to some extent, as these affect the general morale and ethos of the school.

Patterns of Social Structure:

The aspects of the social base enumerated earlier can be identified as forming distinct patterns of social structure as follows:-

Local/Cosmopolitan:- Interest groups according to religious community and language can be classified into cosmopolitan and local. The localite according to Merton, largely confines his interest to his community and to his town and is concerned with local problems. The cosmopolitan while maintaining a minimum relations with his community, is oriented more towards the country and world outside his town.

Rural/Urban:- This arises from the place of origin. The urban society according to Redfield is characterised by heterogeneity, secularism and non-traditionalism and has close contact with other societies. The rural society is isolated, non-literate, homogeneous, and has a strong group solidarity.

Elitist/Non-elitist:- This pattern emerges from status in society. The elite according to Mills are composed of people, whose position (because of influence, power, money, prestige, social class and moral capacity), enables them to transcend the ordinary environments of ordinary persons.

Westernised/Indian:- This is based on the type of entertainment and parent's schooling. According to Yogendra Singh, westernization is a concept used to describe cultural changes, it is a name for a cultural process. Indianization is the tendency to emphasise their own in-group identity, through nativistic revivalism.

Religious/Secular:- A religious society according to Becker, because of its homogeneity, integration and stability has a great many values and customs that are regarded as sacred and unchangeable. A secular society is a society whose primary values are utilitarian and rational.

The analysis of the social base identifying the patterns explained earlier helps in discovering the actual socio-cultural composition of the school.

It will be ascertained further, what the Apostolic Carmel policy of Education expects the social base of the school to be, as reflected in its recruitment and admission policies. The selection of the social base is a very critical decision for the school. Many other policy decisions will be affected by this key choice. The present stability of the organization and the future evolution of the institution is largely conditioned by the commitment generated in this basic decision. Often the selection is

forced upon the school by compelling circumstances, which leave little freedom of choice. In any case the school will reflect the predominant characteristics of the group.

THE APOSTOLIC CARMEL ADMISSION POLICY

A definite admission policy is not outlined in any of the Apostolic Carmel Documents. However, the prospectus of the schools state that the school admits students of all castes and creeds and social status, particularly the girls belonging to the Catholic community. The provincial educational policies state that every school should reserve at least 5% of the seats for the economically disadvantaged students.

The following additional criteria are used in selecting students in the two city schools.

1. Intellectual capacity and physical fitness, assessed by the entrance test.
2. Leadership qualities
3. Co-operative parents, interested in the child's development.
4. Proximity of residence to the school.

The other three schools are non-selective to a large extent and are neighbourhood schools. The only criteria is a basic intellectual capacity and physical fitness for learning.

In the recruitment of staff too, preference is given to the teachers of the catholic community and to the meritorious and economically deserving. The following criteria guide the selection.

- i) The requisite academic and professional training.
- ii) Personality and motivation
- iii) Willingness to accept the management's philosophy and policies.
- iv) Training in skills and experience.

ANALYSIS OF SOCIAL COMPOSITION OF THE SCHOOL

1. Assigned roles of school population:- The main roles of the school personnel are students, teachers, and administrators. Since the Apostolic Carmel Secondary Schools are mainly for girls, the roles based on sex difference do not arise.

TABLE: 91

TEACHER PUPIL RATIO 1987-1988

Population Classes (I - X)	Delhi	Jamshedpur	Calicut	Mangalore	Goa	Aggregate
Students	1526	1628	2683	1112	613	7562
Teachers	40	49	68	29	20	206
Teacher-Pupil, Ratio	1:38	1:33	1:39	1:49	1:31	1:37

From Table 91 it can be seen that the school in Calicut has the largest number of students, while the one in Goa has the least. The administrators in each school are; the Manager, the Principal and the Vice-Principal.

2. Potential Interest Groups:

The students and teachers who join the school bring with them certain socio-cultural traits, that may eventually develop into interest groups. These are classified under the following heads.

1. Language and place of origin
2. Religious community
3. Caste group
4. Parents' schooling
5. Entertainment tastes

Language Composition :- Table 92 gives the distribution of student and staff population language-wise. At the aggregate level nearly two-thirds of the students and half of the staff members are identified with the state language. One fourth section of both the groups speak the neighbouring or any other Indian language, while 7.43% of the students and 19.61% of the teachers state that they speak English.

TABLE: 92

PERCENTAGE OF STUDENTS AND TEACHERS BY LANGUAGE
MOST FREQUENTLY SPOKEN AT HOME

Language	Delhi		Jamshedpur		Calicut		Mangalore		Goa		Aggregate	
	Students N=96	Staff N=40	Students N=89	Staff N=48	Students N=110	Staff N=53	Students N=101	Staff N=28	Students N=75	Staff N=22	Students N=471	Staff N=191
State	67.71	41.03	30.34	25.00	97.27	92.45	54.46	16.67	98.67	76.25	69.43	56.15
Neighbouring State	7.29	5.13	16.85	10.42	0.91	1.89	8.91	5.56	1.33	0.00	7.01	5.86
Other Indian Language	17.71	20.51	38.20	20.83	0.91	0.00	25.79	66.67	0.00	0.00	15.29	18.38
Foreign	6.25	33.33	14.61	41.67	0.00	3.77	10.84	5.56	0.00	23.75	7.43	19.61
Total	100	100	100	100	100	100	100	100	100	100	100	100

The proportion varies from one school to the other. Jamshedpur has a larger number of staff and students speaking English, as also an Indian language which is not the state language. The student and staff population who declare that they speak the state language are comparatively a small number.

The majority of the Delhi school population consists of those who say that they speak the state language. This is perhaps because the state language happens to be also the national language. A smaller proportion belong to the language groups of other Indian states, while a very small minority of students and a sizable number of the teachers indicate that they speak a foreign language which is English.

It is very striking that the Calicut school personnel is almost entirely of the state language group which is Malayalam with a negligible number of the staff who speak English. The Goa school too follows the same pattern with a larger number of teachers who speak English, and almost the entire group of students, belonging to the state language group which is, Konkani. Very few of the population of the Mangalore town speak the state language which is Kannada. The majority speak Tulu or Konkani which are other Indian languages.

If plurality of languages is taken to represent cosmopolitanism and English language to indicate westernisation, it can be concluded that the staff group of the schools is seen as more cosmopolitan and much more westernised, than the students.

The Jamshedpur school population is highly cosmopolitan and more westernised. The Delhi school too is cosmopolitan to a greater extent and westernised to some extent. The school in Calicut is strongly localite and highly indianised, while Mangalore and Goa have a touch of westernisation, though the school population is local.

Though there seems to be a similarity between Delhi and Jamshedpur schools in many respects, they differ in their language composition. Delhi being a metropolitan and Capital City, has more students who speak the national language, while Jamshedpur being an industrial city has a population which is more cosmopolitan and westernised than Delhi.

The analysis of the language composition is suggestive of the existence of a few potential interest groups in the school, particularly among the staff which has a more pluralistic language group.

Table 93 which maps the student and staff population according to their place of origin, confirms the features outlined through the language composition of schools, except in the case of Delhi. Jamshedpur emerges as the most cosmopolitan, followed by Delhi which is seen to be composed of people from other states but speaking the city language.

The social base of the schools in Calicut, Mangalore and Goa are seen as being almost totally local, with a sprinkling of students and staff from other states.

In the aggregate the students are more local than the staff as seen earlier.

Religious Communities:- The personnel of the school can be divided into four major religious groups. Table 94 gives the classification according to religious communities.

i) The Hindus:- These constitute the major student population in the aggregate and among the four schools, Jamshedpur has the largest number. The Goa school stands out in this respect as having a very small minority of Hindu students. The staff of all the schools however have a comparatively smaller proportion belonging to the Hindu Community.

TABLE: 93 PERCENTAGE OF STUDENTS AND TEACHERS BY PLACE OF ORIGIN

Place of Origin	Delhi		Jamshedpur		Calicut		Mangalore		Goa		Aggregate	
	Students N=96	Staff N=40	Students N=89	Staff N=48	Students N=110	Staff N=53	Students N=101	Staff N=28	Students N=75	Staff N=22	Students N=471	Staff N=191
Same State	32.29	12.82	26.97	18.75	98.18	100.00	83.17	100.0	100.0	93.75	68.37	57.47
Neighbouring State	26.04	30.72	20.22	16.67	1.82	0.00	9.90	0.0	0.0	6.25	11.68	11.49
Any other State	40.62	56.41	51.69	64.58	0.00	0.00	4.95	0.0	0.0	0.00	19.11	30.46
Total	100	100	100	100	100	100	100	100	100	100	100	100

TABLE: 94 PERCENTAGE OF STUDENTS AND STAFF BY RELIGIOUS COMMUNITY

Religious Community	Delhi		Jamshedpur		Calicut		Mangalore		Goa		Aggregate	
	Students N=96	Staff N=40	Students N=89	Staff N=48	Students N=110	Staff N=53	Students N=101	Staff N=28	Students N=75	Staff N=22	Students N=471	Staff N=191
Hindu	66.67	69.23	82.02	50.00	69.09	15.09	60.40	38.89	4.00	6.25	58.81	38.51
Christian	17.71	25.64	5.62	35.42	21.82	84.91	35.64	61.11	96.00	93.75	32.70	56.32
Muslim	3.21	0.00	3.37	0.00	9.09	0.00	2.97	0.00	0.00	0.00	4.03	0.00
Parsi	0.00	0.00	1.12	8.33	0.00	0.00	0.00	0.00	0.00	0.00	0.21	2.30
Jain	2.08	0.00	1.12	0.00	0.00	0.00	0.99	0.00	0.00	0.00	0.85	0.00
Sikh	9.38	5.13	3.37	4.17	0.00	0.00	0.00	0.00	0.00	0.00	2.55	2.30
Any other	0.00	0.00	1.12	2.08	0.00	0.00	0.00	0.00	0.00	0.00	0.21	0.57
Total	100	100	100	100	100	100	100	100	100	100	100	100

ii) The Christians:- These form the second largest group in the aggregate of students and the majority group in the aggregate of teachers.

In the school in Goa, almost the entire staff and student population is Christian, with a small sprinkling of Hindus. The school in Mangalore ranks next in this respect. The teachers of Calicut and Mangalore are predominantly Christians. Jamshedpur reverses the order in Goa. The Christian students are a very small minority and the Hindus the greater majority. Calicut and Delhi have a sizable number of Christians.

iii) Muslims:- A comparatively smaller proportion of muslims appears in the schools. Calicut has a fairly high percentage, followed by Jamshedpur, Delhi and Mangalore. The school in Goa records no muslims in the school. None of the staff members of any of the schools belong to the muslim community.

iv) Other minorities:- The other minorities are represented by the student groups though their numbers are small, the proportions match the religious composition of the country. The two northern schools have a few Sikhs. The school in Jamshedpur has quite a few Parsis on the staff.

The members of the religious communities in the schools affirm the policy of the Apostolic Carmel for admission of students and recruitment of staff.

1. A definite preference for admitting students of the Christian community and recruiting christian staff is very evident in the comparatively strong representation of this community among the staff group and the students. Having the status of a minority institution each school serves the minority religious group to a large extent.
2. A deliberate attempt, to preserve a christian image in the schools is manifested. The most important aim of the Apostolic Carmel Educational Mission is "to form committed Christians". This entails the selection of a social base conducive to the furtherance of this aim.
3. The schools are religiously pluralistic and non-denominational, fulfilling the Apostolic Carmel educational objective of "admitting students of all creeds". The school in Goa is an exception, this can be explained by the specific features of the religious composition of the locality in which it is situated.

Caste Group:- The caste structure of the school as Table 95 gives it is seen to be prominently middle caste. A great caste awareness is strongly visible even among the

Christians, particularly in Calicut and in Goa. The students are less caste-conscious as compared with the staff.

The Jamshedpur school has a higher number of Brahmin students and staff members, in comparison with Delhi.

The scheduled and backward caste population, which is a disadvantaged section of society particularly with regard to education, do not seem to apply for admission to these schools. This is most striking in Jamshedpur, which caters to the upper and middle caste and has the image of being the most elitist among the schools. Delhi seems to trace out a similar pattern, which is a little less elitist. There is a small representation of the backward caste in the staff of Calicut and of Mangalore.

While the government policy in India is to provide more opportunities of education and development to the scheduled and backward castes, the Apostolic Carmel schools, need to support this policy by reserving a few seats in the schools for these underprivileged sections, to strengthen the social concern thrust of education.

Parents' Schooling:- The westernised attitude in the schools is manifested strongly in Table 96. The Delhi and Jamshedpur staff and the parents of the students are the

products of the westernised English medium schools. This is also evident in Goa, which had a strong western culture and influence. With Konkani becoming the state language there has been a move to introduce it as the medium of instruction in schools. The Calicut school is consistent in the image it projects of being Indian. Mangalore has a balance between western and Indian culture.

Entertainment Tastes:- The culture with which an individual identifies strongly, is revealed in her choices and preferences for entertainment. The staff and students indicated their preference with regard to novels, films, plays, music and other entertainment, the ratings were developed into a composite score, as given in Table 97. A strong preference for western novels was manifested by the respondents, the students in particular. The schools being English, they showed a greater appreciation of reading books in English, than in the vernacular. However with regard to films, the taste was much stronger for the Indian films.

There seems to be a slight tilt in favour of the Indian type of entertainment, particularly with regard to the staff. This reveals the readiness to identify with one's own culture, which is deeply rooted in the individual. The art experienced through entertainment being person-expressive goes deeper into one's culture, than the language which has more of an

instrumental rather than cultural value.

Though both students and staff prefer Indian entertainment, the teachers prove more Indian in their tastes, than the students. This is remarkable in the Delhi school. The Calicut staff and students show a striking preference for Indian entertainment, which affirms the Indian character of the school, while Jamshedpur on the other hand projects a strong image, as revealed in the choice of entertainment by the respondents. Mangalore and Goa show a blend of both the western and Indian.

On the score of language, schooling and entertainment there seem to be powerful interest groups in the schools. The westernised predominate in Jamshedpur and to a smaller extent in Delhi. The Indian dominate in Calicut. Mangalore and Goa, seem to be divided between the two, with Goa having a stronger tendency towards westernization.

SOCIAL STRATIFICATION:

Social Stratification in India, was largely due to the caste system. At present because of industrialization and modernization particularly in urban areas, the stratification in society is more in terms of the socio-economic status. Socio-economic status is based primarily on wealth, occupation and education. The SES of students is measured by considering

the income, occupation and education of their parents.

Father's Income:

Though it would be more accurate to assess the income as it accrues from different sources and members of the family, for the sake of developing an indicator, it is confined to the income of the principal earning member of the family.

This was to be supplemented with the information regarding the monthly pocket money received by the students. However an analysis of the data regarding pocket money revealed that it was highly correlated to the parent's occupation, rather than income. Hence this could not serve as an indicator to classify the students according to their income group and we used only the parent's income.

The monthly income of the principal earning member of the family is divided into the following three categories.

<u>Category</u>	<u>Monthly Income</u>
High	Above Rs.3,001
Middle	Rs. 1,001 - 3,000
Low	Below Rs.1,000

The aggregated data is presented in Table 98. It gives us the following information pertaining to the income of the parents.

The Upper income Group consists of 41.83% of the aggregate. There is a marked variation of the proportion belonging to this category from one school to the other. Jamshedpur has students predominately belonging to this section followed by Delhi. The two town schools of Mangalore and Calicut have a comparatively smaller percentage, while in the rural school of Goa, the number belonging to the high income group is extremely small.

The Middle Income Group has almost the same percentage as in the upper section of the aggregate. Calicut having the largest number in this group, followed by Mangalore and Goa. Delhi has a considerable number belonging to the middle income group and in Jamshedpur a comparatively smaller proportion is in this income bracket.

Low Income Group a much lower percentage of students are of this group in the aggregate. However the proportion varies considerably from one school to the other. A very large number of students of the school in Goa belong to this category, followed by Mangalore, Calicut and Delhi seem to have nearly the same percentage, while Jamshedpur

FATHER'S MONTHLY INCOME

TABLE: 98

Income	Delhi N=96	Jamshedpur N=89	Calicut N=110	Mangalore N=101	Goa N=75	Aggregate N=471
8. 10,000 +	6.25	6.74	0.90	7.92	0.00	5.73
7. 5,001 - 10,000	20.83	26.97	0.00	9.90	1.34	11.68
6. 3,001 - 5,000	43.75	53.93	17.27	9.90	2.66	25.70
Total Percentage of High Level	70.83	87.64	18.18	27.72	4.00	41.83
5. 2,001 - 3,000	9.38	5.62	28.18	5.94	1.34	11.04
4. 1,501 - 2,000	17.70	6.74	27.27	29.70	21.33	21.01
3. 1,001 - 1,500	5.20	0.00	10.00	12.87	20.00	9.34
Total Percentage of Middle Level	32.29	12.36	65.45	48.51	42.67	41.40
2. 501 - 1,000	10.41	3.37	16.36	24.75	26.67	16.14
1. Below 500	4.17	1.12	0.91	15.84	36.00	10.40
Total Percentage of Low Level	14.58	4.49	17.27	40.59	62.67	26.54
TOTAL	100	100	100	100	100	100

TABLE: 99 MONTHLY POCKET MONEY - PERCENTAGE

Pocket Money	Delhi N=96	Jamshedpur N=89	Calicut N=110	Mangalore N=101	Goa N=75	Aggregate N=471
Rs. 101 +	6.25	3.37	0.00	4.95	0.00	2.97
81 - 100	2.08	3.37	0.00	5.94	1.33	2.55
61 - 80	4.71	0.00	4.55	0.99	2.67	2.55
41 - 60	21.88	8.99	3.64	12.87	1.33	9.98
21 - 40	14.58	10.11	17.27	17.82	18.67	15.71
Below 20 or none	51.04	73.03	74.55	57.43	76.00	66.03
Total	100	100	100	100	100	100

unlike Delhi has an extremely small number belonging to the low-income category.

The data on the monthly pocket money presented in Table 99 had a very insignificant correlation, with the income of parents, hence it could not be combined to corroborate the 'income' picture. However the data revealed an interesting strong relationship between the monthly pocket money of students and the father's occupation. The children of parents who were in business of a larger or smaller nature, or those engaged in agriculture, are seen to receive pocket money, while the professionals with higher income did not seem to give any pocket money to their children. This perhaps is an indication of the values of these two groups.

The socio-economic status of the students is investigated further by a study of the parent's occupation. Since the schools belonged to different states and settings both urban and rural, it was rather difficult to develop categories for the different occupations. However a classification that was more or less applicable to all the five schools was made as follows.

Higher-level Occupation: Industrialists, big businessmen,
Professionals and administrators.

Middle-level Occupation: Teacher, Scientist, Self-employed Agriculturists.

Lower-level Occupation: Clerk, accountant, manual and unskilled labourer.

The percentage of students whose father's occupation falls into one of the above mentioned categories is given in Table 100.

High-Level:- A large percentage, 38.64 in the aggregate, are seen to have parents with occupations belonging to this category. The percentage differs remarkably from the city schools to the rural school. Jamshedpur has a larger percentage as compared to Delhi. Jamshedpur being an industrial town, the school has a very large number of students whose parents are professionals, mostly engineers, while Delhi has almost half the number. Delhi being a capital city, having many administrative offices, the proportion of administrators is larger than in Jamshedpur. The people of Kerala being highly literate, the school in Calicut has a considerable number of students whose parents are professionals, while the school in Mangalore has children whose parents are engaged in large business, evidently not industrialists. Except for a small sprinkling of land owners, none of the children of the school in Goa belong to this section.

FATHER'S OCCUPATION - PERCENTAGE

TABLE: 100

Occupation	Delhi N=96	Jamshedpur N=89	Calicut N=110	Mangalore N=101	Goa N=75	Aggregate N=471
8. Industrialist Big Business	9.38	4.49	1.81	9.90	1.33	5.52
7. Professional	26.04	59.55	20.90	8.91	0.00	23.35
6. Administrator, Manager, Officer	20.83	13.48	10.00	2.97	0.00	9.77
Total Percentage of High Level	56.25	77.53	32.73	21.78	1.33	38.64
5. Lecturer/Scientist	8.33	10.11	20.00	2.97	1.33	9.13
4. Self Employed service, Skilled Mechanic	17.70	6.74	27.27	29.70	21.33	21.01
3. School Teacher and Agriculturist	5.20	0.00	10.00	12.87	20.00	9.34
Total Percentage of Middle Level	31.25	16.85	57.27	45.54	42.67	39.49
2. Clerk, Accountant	8.33	4.49	9.09	16.83	20.00	11.46
1. Manual/Unskilled work	4.16	1.13	0.90	15.84	36.00	10.40
Total Percentage of Low Level	12.50	5.62	10.00	32.67	56.00	21.87
Total	100	100	100	100	100	100

Middle-Level: An equal percentage in the aggregate falls into this category. Calicut has the largest proportion followed by Mangalore and Goa. A significant proportion of the Delhi children appear in this section, while Jamshedpur has the least. Quite a number of parents of the Delhi school children, unlike those in Jamshedpur, as indicated by them, are self-employed with medium scale business. The same is true of the students of Calicut, Mangalore and Goa. A sizable number of the parents of the Goa school are seen to be agriculturists.

Low-Level: Only one-fifth of the total number of students in the aggregate are of this category. The percentage decreases from Goa to Jamshedpur. The Goa school has a high proportion of parents who are unskilled labourers, followed by Mangalore, Delhi and Calicut seem to be on the same level, while Jamshedpur has the least number in this section. The 'occupation pattern' both within and across the schools, compares very closely with the one that emerges from a consideration of income levels.

Parents' Education:

The frame of reference for classification of educational level is based on the urban population. The three categories mentioned below arise from this classification.

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- Higher-level Education : Post graduate education and Professional education.
- Middle-level Education : From high school to graduation including technical education.
- Lower-level Education : Up to and including primary school.

The students whose mother and father belong to the different categories are presented in Table 101 .

Higher-level Education: 45.22% of fathers and 11.68% of mothers, in the aggregate are seen to receive this level of education. A very high percentage (93.26) of fathers of the students in Jamshedpur are highly qualified, most of whom are engineers, working in TISCO or TELCO. This is followed by Delhi having a larger number with post graduate academic qualifications. Calicut has a considerably high percentage, and Mangalore differs strongly from Calicut in this respect. The Goa school has just two children whose fathers are post graduates. The mothers however are much less educated than the fathers. The general pattern across schools remains the same. There is a striking disparity between the educational level of the father and the mother in Jamshedpur, Delhi and Calicut, but this is very evident in Jamshedpur.

EDUCATION OF PARENTS PERCENTAGE

TABLE: 101

		Father's					Mother's							
		Delhi N=96	Jamshedpur N=89	Calicut N=110	Mangalore N=101	Goa N=75	Aggregate N=471	Level	Delhi N=96	Jamshedpur N=89	Calicut N=110	Mangalore N=101	Goa N=75	Aggregate N=471
13.56	12.30	0.90	0.00	0.00	0.00	0.00	5.30	8. Ph.D. M.D.	2.08	0.00	0.00	0.00	0.00	0.42
2.08	11.23	13.63	6.93	0.00	0.00	7.21	7. M.B.B.S., M. Tech. M.B.A.	2.08	1.12	2.72	0.00	0.00	0.00	1.70
18.75	49.43	6.36	0.00	0.00	0.00	14.64	6. B.E. M.E.	0.00	1.12	0.00	0.99	0.00	0.00	0.42
38.54	20.22	20.90	5.94	1.33	18.04	5. M.A., M.Sc. M.Com L.L.B.	16.66	16.66	28.00	0.91	0.99	0.00	0.00	9.13
72.92	93.26	41.82	12.87	1.33	45.22	Total Percentage of High Level	20.83	20.83	30.34	5.45	1.98	0.00	0.00	11.68
11.45	3.37	30.90	25.74	10.66	17.40	4. B.A.; B.Sc., B.Com B.Ed.	47.00	47.00	37.00	27.27	14.85	1.33	1.33	26.54
9.37	3.37	19.09	21.78	12.00	13.58	3. H.Sc., Trained Certificate, Diploma	18.75	18.75	17.09	39.09	24.75	6.67	6.67	22.72
3.12	0.00	6.36	30.69	40.00	15.07	2. High school	7.29	7.29	14.60	25.45	34.65	28.00	28.00	22.08
23.96	6.74	56.36	78.22	62.67	46.07	Total Percentage of Middle Level	73.96	73.96	69.66	91.82	74.26	36.00	36.00	71.34
0.00	0.00	0.00	7.92	24.00	5.52	1. Primary School	3.12	3.12	0.00	1.81	17.82	41.33	41.33	0.72
3.12	0.00	1.81	0.99	12.00	3.18	0. No Education	5.20	5.20	0.00	0.91	5.94	22.66	22.66	16.27
3.12	0.00	1.81	8.91	36.00	8.70	Total Percentage of Low Level	8.32	8.32	0.00	2.72	23.76	64.00	64.00	16.99
100	100	100	100	100	100	Total	100	100	100	100	100	100	100	100

Middle-level Education:- An almost equal number of students whose fathers have the middle-level of education, are seen in the aggregate, as in the high-level category. Jamshedpur and Delhi have a comparatively smaller number in this section. The mothers however are predominantly (71.34%) in the aggregate of this educational level. This is very remarkable in Calicut having 91.82% of mothers in this section. This indicates the high level of women's literacy in Kerala.

Lower-level Education:- Only a small minority (8.70%) of fathers appear in this category in the aggregate, the school in Goa having the largest percentage. The majority of the mothers of the Goa school children are either illiterate or have a primary school education, while Jamshedpur has no students whose parents education is below the high school level.

The distribution according to the level of fathers education within school and across school resembles the one with respect to income and occupation.

Socio-economic Status of Students

The three main criteria of socio-economic status, namely income, occupation and education have indicated the social strata to which the students belong. In order to measure

the socio-economic status, a composite score was developed combining the three variables mentioned above as Kuppuswamy suggests, in his handbook of psychological and social instruments.

Each of the three criteria was divided into eight categories, each category having a score ranging from 0 to 8 points. The composite score ranging from 0 to 24 points. The composite score was then divided into three sections high, middle and low.

High	- SES	: Composite score	16 - 24
Middle	- SES	: Composite score	8 - 15
Low	- SES	: Composite score	0 - 7

Table 102 gives the classification of all the combined scores. The frequency and percentage of the SES distribution is seen in Table 103.

Within School Comparison: In Jamshedpur the higher SES group predominates very strongly, with an extremely small percentage of the middle and still smaller number of the lower category.

The higher SES group prevails over the lower in Delhi, with a considerable number belonging to the higher level, than in the lower category.

TABLE: 102 CLASSIFICATION OF SOCIO-ECONOMIC STATUS

Socio-economic Status	Income		Occupation	Education		Composite Score
High	8.	Rs. 10,000	8. Industrialist Big Business	8.	Ph.D. M.D.	24
	7.	5,001-10000	7. Professional	7.	M.B.B.S., M.B.A., M.T.B.A.	21
	6.	3,001-5,000	6. Executive Officer	6.	B.E., M.E.	18
Middle				5.	M.A.M.Sc. M.Com.LLB.	17
	5.	2,001-3,000	5. Lecturer, Researcher etc.	4.	B.A. B.Sc. B.Com. B.Ed.	14
	4.	1,501-2,000	4. Self Employed Small Business	3.	Certificate, Diploma, A.Sc. Trained	11
Low	3.	1,001-1,500	3. School Teacher Agriculturist	2.	High School	8
	2.	501-1,000	2. Clerk, Accountant	1.	Primary School	5
	1.	Below 500	1. Manual work, Unskilled labour	0.	No Education	2

TABLE : 103

STUDENTS SOCIO-ECONOMIC STATUS
SCORES BASED ON PARENTS' EDUCATION, OCCUPATION AND INCOME

Score	S. E. S.	Delhi		Jamshedpur		Calicut		Mangalore		Goa	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
24		2		6		-		-		-	
23		2		1		-		-		-	
22		2		9		1		3		-	
21		9		7		8		7		-	
20	High	5		12		8		4		1	
19		17		27		4		3		-	
18		9		15		5		3		-	
17		6		3		12		1		-	
16		7		6							
Total		59	61.46	86	89.89	38	34.55	23	22.77	1	1.33
15		8		4		7		3		1	
14		8		1		6		3		1	
13		3		-		8		3		1	
12		2		-		8		4		1	
11	Middle	2		-		8		14		2	
10		1		-		10		8		4	
9		1		1		13		5		8	
8		1		1		8		7		13	
Total		25	26.04	7	7.87	68	61.82	44	43.56	31	41.33
7		7		3		3		8		9	
6		2		-		1		7		7	
5		2		-		-		13		10	
4	Low	1		-		-		5		5	
3		1		-		-		1		7	
2		-		-		-		-		4	
Total		12	12.50	3	3.37	4	3.64	34	33.66	42	57.33

The Mangalore school has a majority belonging to the middle level of SES with a greater number of the remaining appearing in the lower SES than in the higher group.

Those in the lower SES category outweigh the ones in the higher group, in the school in Goa, with a majority belonging to the middle SES level.

Across School Comparison : The Socio-economic status distribution differentiates the five schools from one another. It gives rise to a continuum, starting from the students of the school in Goa, taking the lowest position on the continuum followed by Mangalore, with Calicut at a slightly higher level. Delhi and Jamshedpur differ considerably from these three schools. Jamshedpur however occupies a much higher position than Delhi with regard to SES of the students.

Belief Systems

We examine the student's belief system in the following areas.

- i) Relating to family discipline
- ii) Relating to family socio-religious customs
- iii) Student's attitude to religious practices

- iv) Student's career aspirations as revealed in
- a) desire for further studies
 - b) choice of a career

As manifested in Table 104 the majority (63.38%) of students, consider their families to be non-authoritarian. Jamshedpur having the least authoritarian families, followed by Delhi. Calicut and Mangalore have a larger proportion who come from authoritarian families, while the families of the students in the Goa school are seen to be comparatively more authoritarian.

As given in Table 105, the majority of the students at the aggregate level belong to families that are more modern than orthodox. Delhi takes the lead which is closely followed by Jamshedpur. The families of the students of Calicut and Mangalore are equally divided between moderately orthodox, and modern with regard to customs. The students in Goa are of families that are more orthodox regarding the social and religious customs, than modern. The attitudes highlight the characteristics of the population of the locality, in which the schools are situated.

Students' Religious Practices:

The attitude of the students to religious practices is revealed in Table 106. Almost the entire student

TABLE: 104 PERCENTAGE OF STUDENTS BY FAMILY DISCIPLINE

Discipline	Delhi N=96	Jamshedpur N=89	Calicut N=110	Mangalore N=101	Goa N=75	Aggregate N=471
Authoritarian	9.38	4.49	33.64	42.57	52.00	27.69
Liberal	15.62	13.48	1.73	1.98	0.00	6.79
Just Fair	71.88	77.53	63.73	53.47	48.00	63.39
Total	100	100	100	100	100	100

TABLE: 105
 PERCENTAGE OF STUDENTS BY FAMILY RELIGIOUS AND SOCIAL CUSTOMS

Customs	Delhi N=96	Jamshedpur N=89	Calicut N=110	Mangalore N=101	Goa N=75	Aggregate N=471
Very Orthodox	6.25	1.12	8.26	3.96	0.00	3.91
Moderately Orthodox	13.54	23.60	31.82	31.68	56.00	31.32
Fairly Orthodox	2.08	1.12	11.74	20.99	12.00	9.59
Very Modern	78.12	74.16	48.18	43.37	32.00	55.16
Total	100	100	100	100	100	100

population of all the schools express belief in God and a greater majority are seen to be attending places of worship and having the practice of regular prayer. The children of the two city schools show an indifference towards places of worship, nearly one-third of the students express only belief in God. The majority state that they have the practice of regular prayer. A tendency towards secularism is manifested in their attitudes to religion. The students of Calicut and Mangalore schools, show a greater positive attitude towards religious practices, with a very small number who show a bent towards secularism. The students of the Goa school emerge as being strongly religious minded.

Table 107 exhibits the aspiration of students for college studies. A great desire for upward mobility is strongly revealed in all the schools, particularly in the students of schools in Goa and Mangalore, which show a much greater disparity between the parents education level and the student aspirations for higher education. A notable number show a desire for vocationalised-education, immediately after their school studies in Goa, whereas in the other four schools almost the entire group of students are anxious to join college, for further studies.

A clamour for professional careers comes through very strikingly in Table 108 which gives the career aspirations

TABLE: 108 PERCENTAGE OF STUDENTS BY CAREER ASPIRATIONS

Careers	Delhi N=96	Jamshedpur N=89	Calicut N=110	Mangalore N=101	Goa N=75	Aggregate N=471
Professional	56.25	71.91	46.36	30.69	9.33	46.28
Executive	10.42	16.85	0.00	5.94	2.67	7.01
Business	11.46	4.49	2.73	7.92	18.67	8.49
Teaching	7.29	0.00	26.36	16.83	16.00	11.46
Secretarial	5.21	0.00	19.09	16.83	21.33	12.53
Air Hostess	2.08	1.12	0.00	7.84	7.00	3.60
Nursing	0.00	0.00	0.00	8.00	18.33	5.26
Housewife	7.29	3.37	5.45	5.94	6.67	5.73
Politics	0.00	2.25	0.00	0.00	0.00	0.42
Total	100	100	100	100	100	100

TABLE: 109

PERCENTAGE OF STUDENTS AND TEACHERS WITH CLOSE FAMILY
MEMBERS IN THE SCHOOL

Family Members	Delhi		Jamshedpur		Calicut		Mangalore		Goa		Aggregate	
	Students N=96	Staff N=40	Students N=89	Staff N=48	Students N=110	Staff N=53	Students N=101	Staff N=28	Students N=75	Staff N=22	Students N=471	Staff N=191
Mother	3.12	5.13	6.74	0.00	20.00	13.21	9.90	5.56	8.00	0.00	9.98	6.90
Sister	40.62	38.46	38.20	18.75	46.36	7.55	53.47	11.11	39.33	6.25	43.74	10.92
Daughter	0.00	5.13	0.00	39.58	0.00	22.64	0.00	22.22	0.00	18.75	0.00	28.74
None	56.25	51.28	51.69	41.67	33.64	54.72	34.65	61.11	37.33	75.00	42.46	52.87
Total	100	100	100	100	100	100	100	100	100	100	100	100

of the students in the schools. This is particularly characteristic of the Jamshedpur school that has the highest number of parents who are professionals. The children of the city schools show a high preference for the high-level occupations, while the student population of the two town schools are equally divided between high and middle level occupations. The students of the school in Calicut, show a greater desire for teaching than those of the other four schools. The students of the school in Goa are divided between the three categories with the majority aspiring to the middle-level occupations. The desire for upward mobility seen earlier, is confirmed strongly in the attitude manifested towards careers.

Attitudes and opinions about the School

The sentiments of the staff and students, towards the school, are indicative of the confidence and the pride they have in their school. Their image of the school with respect to certain aspects was ascertained by a set of questions, the responses are exhibited in Table 110. The staff and students of Jamshedpur, and Delhi express a greater sense of pride in their school, while those of Calicut and Mangalore, schools are moderate in their rating and the respondents of the school in Goa show a comparatively much lower degree of pride in their school. This reveals

TABLE: 110

ATTITUDES AND OPINIONS ABOUT SCHOOL - (Students and Staff Combined)

(4 Point Scale)

Shared Beliefs	Delhi		Jamshedpur		Calicut		Mangalore		Goa		Aggregate	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
School Stands among 1st five in City/Town/State	2.86	.78	3.12	.82	2.12	.81	2.05	.44	1.23	.23	2.28	.86
Readiness to send one's children to the school	2.94	.86	3.04	.77	2.86	.72	2.98	.86	1.32	.65	2.63	.94
Schools is outstanding for academic standards	2.52	.54	2.82	.62	2.74	.77	2.42	.72	1.98	.38	2.50	.76
School is outstanding for Extra-curricular activities	2.68	.46	3.12	.86	3.24	.65	2.86	.85	1.65	.52	2.17	.68
School is very Cosmopolitan	2.96	.58	2.48	.58	1.82	.58	1.02	.68	.95	.48	1.85	.59
School is elitist, caters to the rich	2.45	.67	3.26	.49	1.62	.47	1.23	.65	.45	.61	1.80	.77
School is westernised compared to other schools in the Locality	2.94	.71	3.32	.62	2.11	.82	2.06	.86	2.85	.72	2.66	.86

to some extent the degree of identification by the participants, with their school. The readiness to send their children to the same school corresponds to the attitude revealed earlier. However the schools seem to be valued by the participants more for their extra-curricular activities than academic standards.

The Jamshedpur school is viewed as most elitist, highly westernised and cosmopolitan to a large extent. The school in Delhi too is seen as projecting an image of being cosmopolitan, westernised and elitist, but to a lesser extent than the one in Jamshedpur. The Calicut school gives an impression of being local, catering to the rich to some extent, but mainly to the middle class and is least westernised. The Mangalore school while creating an image of being local and less elitist, appears to be more westernised than Calicut. The school in Goa stands out as being non-elitist, local and more westernised than the Mangalore school. The rank order correlation of attitudes and opinions between pairs of schools, is given in Table 111.

TABLE: 111

RANK ORDER CORRELATION OF ATTITUDES AND OPINIONS
BETWEEN SCHOOLS

Schools	Correlation R H O
Delhi - Jamshedpur	0.88
Delhi - Calicut	0.64
Delhi - Mangalore	0.71
Delhi - Goa	0.42
Jamshedpur - Calicut	0.62
Jamshedpur - Mangalore	0.68
Jamshedpur - Goa	0.32
Calicut - Mangalore	0.78
Calicut - Goa	0.62
Mangalore - Goa	0.58

TABLE: 112

RANK ORDER CORRELATION OF ATTITUDES AND OPINIONS
BETWEEN STAFF AND STUDENTS

Schools	Correlation R H o
Delhi	0.87
Jamshedpur	0.92
Calicut	0.84
Mangalore	0.76
Goa	0.72

TABLE: 113

INTEREST GROUPS - STUDENTS

Interest Groups	Delhi	Jamshedpur	Calicut	Mangalore	Goa	Aggregate
Locality Wise	2.86	2.92	2.45	2.95	2.55	2.64
SES Wise	3.62	3.55	3.15	3.03	2.85	3.35
Interests	2.56	2.85	2.75	2.66	2.35	2.65
Open	1.85	1.96	2.55	2.45	2.95	2.25

The Delhi and Jamshedpur schools exhibit a very strong correlation, as also Calicut and Mangalore. The correlation between Delhi-Calicut, Delhi-Mangalore and Jamshedpur-Mangalore is a fairly strong one. The Calicut-Goa, Jamshedpur-Mangalore correlation is a fairly strong one. Jamshedpur-Calicut and Mangalore-Goa correlation is seen as moderate, while Delhi-Goa and Jamshedpur-Goa exhibit a lower degree of relationship. Once again this differentiates the three sets of schools; the two city schools, the two town schools and the rural school.

The rank order correlation between the staff and students regarding the attitudes and opinions of their schools is shown in Table 112. This reveals a very strong correlation in all the schools. This strengthens the differentiation between the schools highlighted earlier.

CONCLUSIONS :

1. The picture of the socio-economic status of the five schools reflect strongly the features of the locality in which they are situated. They bring out particularly the city, town and rural contrast.

2. The phenomena of 'circular causality', explained earlier is affirmed very strongly in the SES of the students of the schools.

The schools with more prestige, attract students of the higher status group, while those with a lower prestige are associated with the lower socio-economic status sections of society. The school population in turn earns prestige for the school by its performance in competition with other schools. This circular causality works "virtuously" for those schools that are ahead and "viciously" for others behind, to keep both in their respective places.

3. Once a school is associated with a particular section of society, it is difficult to alter the position, particularly if it caters to the higher sections. These sections patronise the schools that serve their interest and clamour for admission into these schools, thereby the weaker sections get edged out, unless there is a very concerted and deliberate effort to include the disadvantaged.
4. The goals of social dimension and those that are society-oriented, find a better response and reflect more strongly the aspirations of the school population of the lower socio-economic status.

5. The status distinction is indicated as a strong factor of differentiation in forming interest groups among the students, as seen in Table 113.

6. The belief systems highlight the characteristics of the locality in which the schools are situated and these are distinctly revealed in the aspirations and attitudes of the students of each school.

7. The students of the city schools hail from families that are less authoritarian and modern in outlook, the town schools belong to moderately authoritarian and more orthodox families and the rural school children are seen to have parents who are authoritarian and orthodox regarding social customs.

8. A strong motivation for upward mobility is manifested in the desire for further studies and career aspirations of the students of each school. The city school students clamour for professional careers, the two town school students seem less ambitious, while the rural school students indicate a great desire for improving their status, through different careers.

9. The attitudes and sentiments expressed by the students help in identifying the distinct features of each school. The two city schools are seen as more elitist, cosmopolitan and westernised. The town schools are local and are less elitist, while they differ in being westernised. The school situated in the rural area is local and non-elitist, however it is westernised owing to the local setting.

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