

PRESENTATION, ANALYSIS AND INTERPRETATION  
OF DATA

P A R T   T H R E E

THE LINKAGES

Chapter XIII   :   THE SCHOOLS AND  
THEIR CONTEXTS

## CHAPTER XIII

### THE SCHOOLS AND THEIR CONTEXT

#### INTRODUCTION

The important features of the three contextual dimensions of the schools namely; the sponsors - the Apostolic Carmel, the supporters - the Indian education system and the beneficiaries - the local regional community in which the schools are situated, are outlined in part one of the study.

A detailed internal organizational analysis in terms of goals, structures and social base of each school was attempted in part two.

This section which constitutes part three tries to explore the linkages between the schools and their context, with the help of the analysis done earlier.

The study presented in the previous chapters has revealed very valuable findings. The five schools situated in widely varying regional and social contexts seem to have a striking resemblance with respect to the common emphasis on particular goals and structures.

Several points of similarity have surfaced very clearly throughout the study, these have been discussed in the analysis at different stages. In this chapter we consider the features that have a direct and very strong bearing on the contextual dimensions. This chapter tries to explore whether some of the similarities could be attributed to the common ethos of the sponsors, namely the Apostolic Carmel Institute, and whether some of them could be explained with the help of the characteristics of the common Indian Education System

The study so far has also highlighted some of the specific features of each school, as revealed in the emphasis given to particular goals in that school and the special characteristics of the student population of that school. To what extent these specific features reflect the characteristic of the locality, will be determined here.

The exploration of the linkages between the school and its three contextual dimensions has several educational as well as policy implications.

COMMON FEATURES

A. Features Reflecting the Apostolic Carmel Ethos:

i) Total Development of the Student:-

The Apostolic Carmel doctrine and philosophy of education as identified in chapter four, aims at giving an all round education to the child. It is concerned with the total development of the person; spiritual, moral, intellectual, emotional, and social. The main emphasis is on Christian formation and inculcating values.

The total development includes character formation which is ranked very high as a goal, in all the five schools and the corresponding structures of value education, moral instruction, value-oriented programmes for the staff and students, manifest the importance given to the character formation of students.

A religious orientation is identifiable from the ranking accorded to this goal, as also from the activities and programmes organized in the schools for the religious formation of the Christian students. The priority given to the students of the catholic community with regard to admissions is remarkable in all the five schools.

Intellectual formation and discipline appear as being characteristic of all the five schools as seen in the analysis of goals and structures, though there is a slight variation in the emphasis given in the schools. However, creativity and independent thinking seems to be lacking. Acquiring of knowledge is seen to be stressed in the intellectual formation. Discipline, as a means for creating an atmosphere conducive to learning is given a high priority in all the schools.

Emotional and social development and integration are facilitated by the various opportunities provided for self-discovery, self-expression, interaction, and personal guidance. These appear to exist, though in a limited manner in the schools, as the Apostolic Carmel education does not seem to reflect this aspect strongly.

The over-all common picture that emerges from the schools is one that emphasises religious and value education. Coupled with character formation, with an importance given to training of the intellect through learning and discipline, with a lesser concern for the human and social development of the student. This is evidently a strong reflection of the priorities of the management of the schools.

ii) Service of the Christian Community:-

One of the principal aims for which the Apostolic Carmel Institute was founded by Mother Veronica, was to educate the Catholic girls in their religion and strengthen their catholic faith.

Considering the Christian population of the place in which these schools are situated, a sizable proportion of the students studying in these schools are christians. The admission policies of the schools give preference to them. The schools give importance to the teaching of Christian religion and developing the Christian faith in the Christian students.

iii) Institutional Prestige:-

Maintaining high standards in academic and cultural activities in order to aim at excellence is motivated by dedication and commitment to education. This is evident all through the history of the Apostolic Carmel. This has earned a reputation for the Apostolic Carmel schools.

The high premium set on institutional prestige, and the reputation enjoyed by these schools as being ranked within the first few schools in the city or

locality is an indication of this striving for excellence. This enables to maintain its prestige in the face of competition and other challenges to its survival. Commitment to education is also revealed in this striving for excellence.

iv) Traditional individual-oriented education:-

Though the Apostolic Carmel is a pioneer in women's education in certain areas of the country and has devoted its energies towards this for over 115 years, the approach to education seems to be more traditional, laying greater stress on developing individual-oriented qualities in the students. The study of the history and educational policies and objectives of the Apostolic Carmel, right through the years has revealed strongly this traditional approach. Organizational change, innovation and training in social and vocational skills does not seem to figure strongly in the aims and objectives.

This aspect is strongly reflected in the organizational analysis of the schools, in the great importance given to preserving institutional character, a non-participative and rather authoritative management, the importance given to the English language, and a

westernized atmosphere in the schools. A low priority given to introducing educational reforms and developing creativity is also indicative of this approach.

v) Centralized Administration:-

An analysis of the support structures of management have shown that the Body that makes policies and decisions consists of the Apostolic Carmel sisters. The same group emerges as the most influential group in the institutions. In the analysis of the goals, the management stands out as inviting very little participation from the staff, students and parents. The finances and other material resources are allocated by this group. The sisters occupy the administrative positions and are responsible for the key functions. There is involvement in organizing and planning the activities of the school, with very little participation in decision making.

Education, is considered to have an instrumental value according to the aims of the Apostolic Carmel education. As seen in its history, most of the teachers in the institutions, in the early stages, were the Apostolic Carmel sisters or those trained in their institutions. The management and important functions of the institutions were directed entirely by the members

of the Insitute. This enabled the sisters to communicate their values. This same pattern of management seems to prevail in the schools.

vi) Adaptation to the Environment:-

The schools are seen to cater to children of all castes and creeds indicating a willingness to adapt itself to the needs of the population of the locality. The analysis of management goals shows that the schools maintain good public relations with political and other leaders.

The greatest adaptation however is to the education department, which finances the school in aided institutions, prescribes the courses of study and the rules and regulations for the recognition of the school.

From the very start, the Apostolic Carmel schools have relied heavily on government aid to run its institutions. This has established a very strong dependence on the validating Body and has resulted in a restricted functioning of the institutions, within the frame work of the rules and regulations of the education department.

B. Features that reflect the Characteristics of the Indian Education System:-

i) Examination-orientation:-

The Indian education system is characterized as a system of examinations. All other educational activities appear to be geared towards success in examinations and certification. The importance given to high examination results in the Apostolic Carmel schools, appears to be an outcome of this lop-sided approach to education.

ii) Financial Constraints:-

The Apostolic Carmel schools are seen as having financial constraints, as the schools aided by the government do not receive adequate finances for developmental activities. and the unaided schools are not able to meet the expenses, for staff salaries according to government scales and other institutional needs through the fees levied. The educational system itself has to face the problem of sudden expansion of educational opportunities which results in sacrificing quality for quantity and spreading the scarce resources over a much larger population.

iii) Academic orientation:-

The courses prescribed by the system are heavily academic-oriented with a very heavy syllabus which is not relevant to the interests, aptitudes and needs of the learner. This has resulted in a lack of creativity, low emphasis on job-oriented courses and special courses for girls, as seen in the analysis of the Apostolic Carmel schools. The courses prescribed are irrelevant in some cases and are not updated. They are not related to job opportunities and training in useful skills for gainful employment, that will raise the economy of the country.

SPECIFIC FEATURES OF EACH SCHOOL

A few specific characteristics of each school that are identified in the study are seen to reflect the special features of the local and regional contexts in which these schools are situated.

1. Carmel School - Delhi

Delhi being the capital city is the centre of political and national activity. The school in Delhi manifests greater national consciousness and patriotism, which differentiates it from the other four schools. It shows a greater appreciation for the national language and culture.

The cosmopolitan nature of the social base of the school, is a reflection of the composition of the city. The school projects a westernised image to some extent, as the city is a centre for international events and trade.

The city has a number of good educational institutions hence the school in Delhi shows a strong desire for institutional prestige.

The atmosphere of openness and modernisation in the city gives the school an openness to educational innovation and reform.

The several job opportunities that the city provides, gives the option to the students to aspire towards professional, administrative and business careers.

As the school is situated in a locality where the more privileged sections of society reside, it is considered to be rather elitist by the students. In accordance with one of the specific aims for which it was established, it has a considerable number<sup>of</sup> students of the poorer section of society, particularly catholics, studying in the school.

2. Sacred Heart School - Jamshedpur

Jamshedpur being a predominantly industrial city, almost the entire student group aspires towards professional careers, mainly engineering.

The parents of the students being highly educated and in high-salaried professional jobs in the Tata Company, the students are ambitious regarding their careers and show a desire for an education with academic excellence which fosters a high degree of intellectual development.

The cosmopolitan feature of the city is reflected in the social base of the school. The school population shows a greater inclination towards the western than the Indian culture and entertainment.

The school is seen as being elitist and the school population is desirous of preserving the elitist and westernised image.

Being a small city with very few English medium schools, there seems to be an absence of competition. The school maintains its prestige through its various co-curricular activities. Institutional prestige is of very great importance to the staff and students of

the schools.

Having enjoyed the benefits of welfare services that the city provides to its citizens, the students clamour for greater facilities and courses not prescribed in the syllabus.

### 3. Providence School - Calicut

The student and staff population of the school in Calicut is purely localite and indianized in culture and outlook. Their entertainment tastes are Indian. This potrays the importance given to preserve traditional culutre, develop the local language and art forms in Calicut town.

A great sense of social awareness, justice, solidarity and co-operation is seen in the school personnel. This because of the respect for the dignity and right of the individual, particularly the labourer, that is fostered in the locality.

Students consider their families to be orthodox and traditional with regard to religious and social customs. This is responsible for the religious mendedness of the staff and students.

Calicut being a small town has not been affected by industrialisation and modernization to a large extent. There is somewhat of a closed atmosphere which is seen in the low degree of proneness to educational innovation and reform in the school.

Owing to the high rate of female literacy, there is a strong desire for higher studies among the students. The limited scope for specialised professional jobs makes the students eager for teaching and other careers.

#### 4. St. Mary's School - Mangalore

The high rate of literacy of women as compared to the other states in Karnataka, makes the students more keen in their desire for further studies. Mangalore being a small town is in the process of developing into a more commercial city. The students have a limited scope for the choice of careers that are highly technical and professional. Many of the students have indicated their preference for business careers, as the school is situated close to a business centre.

English education was started by the missionaries in Mangalore in the 19th century. Though the school is less westernised, elitist and prestigious than the city schools, the strong influence of the English language

and culture is evident in the attitudes and choices indicated by the students. The school has a large number of catholics and reflects an image of being religious. The school population is localite and less modernised in social customs, which gives the school a low degree of openness to change.

##### 5. Holy Rosary School - Nuvem, Goa

This school which is situated in a rural area, emerges as totally non-elitist.

There is a strong desire for job-oriented courses and vocationalised education, immediately after school studies. This could be explained by the fact that most of the people of the locality are engaged in unskilled labour and suffer from under-employment.

The effect of the composite culture of Goa shows itself in the identification with western culture, while the local language is mostly spoken by the students.

The religious atmosphere of Goa is responsible for the religious orientation of the school, since Nuvem village has a majority of Christian population, this composition is reflected in the school.

The traditional and orthodox family and religious customs are because of the rather sheltered and traditional atmosphere of a rural locality. The school population is entirely localite unkeeping with the population of the locality.

The students seem to favour social change, very strongly as they belong mostly to the lower income group. A strong desire for upward mobility is manifested in the students, with a view to improving their social position.

### CONCLUSIONS

1. Though the five schools are situated in widely differing regional and local settings, they exhibit certain common features, which reflect the ethos and characteristics of the sponsors, the Apostolic Carmel. This partly delineates a distinct profile of an Apostolic Carmel School.
2. Some of the specific features of the regional and local settings are related to the uniqueness of each school. These give each school a special identity.
3. The local settings differentiate the schools into three categories :-

- i) The city schools that project a cosmopolitan, westernised, non-traditional, more modernized and prestigious image.
- ii) The town schools reflect a localite, less westernised and elitist, more traditional and religious and moderately prestigious image.
- iii) The rural school which is non-elitist, traditional, less modernised, and non-prestigious.

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