

A C K N O W L E D G E M E N T S

I acknowledge my sincere thanks to Prof. D.B. Desai, my Research Guide, for his valuable guidance in the preparation and carrying out of this Research work.

I am deeply indebted to Sister Mariella A.C., Superior General of the Apostolic Carmel Institute, for the opportunity to work on this thesis, for her sustained interest and encouragement, and for providing me with every facility for pursuing the study. I am grateful to Sister Carmelita A.C., the former Superior General, for inspiring me to undertake the study and to Sister Valeria A.C., for undertaking to go through the manuscript and for her suggestions. My thanks are due to the sisters of the Generalate Community, for their kind consideration and help in different ways.

I owe my gratitude to the Principals, Staff and Students of the schools selected for study, for sharing with me their experiences regarding education and their schools.

For the use of Library facilities, I am indebted to the Centre for Advanced studies in Education, Baroda; Hansa Mehta Library, Baroda; Indian Institute of Management, Ahmedabad; Indian Institute of Management, Bangalore; Apostolic Carmel Generalate, Bangalore.

I owe my thanks to Prof. S. Jagdish and those in the data processing unit, Indian Institute of Management, Bangalore, for their competent assistance; to Sister Marcia A.C., for her typing services; to Sister Madonna A.C., for the photo-copying; and to all those who in some way have made this Reserach Study a possibility.

Doris D'Souza
Doris D'Souza

Baroda
September, 1989

AN OVERVIEW

This thesis is an organizational study of a few select, representative Apostolic Carmel Secondary Schools for Girls, started at a particular time in history and situated in different parts of India. It seeks to explore some organizational characteristics that are common to these schools because of a common Apostolic Carmel Management that sponsors them and the common system of Indian Secondary School Education which supports them. Being a comparative study, it also tries to find out the distinctive features of each school due to the widely differing regional and local contexts in which they are situated.

This is a field study which is both descriptive and exploratory. It seeks to describe how the Apostolic Carmel school pursues its organizational purpose today, against the three important components of its external environment - namely the Apostolic Carmel Institute, the Indian Secondary Education system and the historical and socio-cultural setting of these schools. It tries to explore the inter-relations of these schools with the above mentioned contextual dimensions.

The preliminary part of the study contained in the first three chapters, outlines the approach to the study. Chapter one expatiates the problem, the procedure and the significance of the study. Chapter two tries to clarify the theoretical concepts and the theoretical frame work selected to guide the study. This is based on the Selznick model of conceptualizing an organization. An interrelation between the present study and other studies on educational institutions and other organizational studies that have utilized similar concepts, is established in chapter three.

The presentation analysis and interpretation of data consists of three parts. The first part contained in Chapters four to six, is a review of the three contextual dimensions of the external environment of the schools; the Sponsors - the Apostolic Carmel Institute, the Supporters - the Indian Secondary Education System, the Beneficiaries - the local communities in which these schools are situated in different historical, socio-cultural and political settings. Chapter four is a study of the sponsors namely the Apostolic Carmel Sisters; the ethos, the educational philosophy, and the structures of the Institute that has established the Apostolic Carmel school and gives these schools their special identity. The Indian

education system with its freedoms and constraints is the supporter of the secondary education. Chapter five tries to isolate the important characteristics of the system, whose influence will be felt in the functioning of the schools. The important features of women's education and Christian education which form part of the system are also discussed in this chapter. The special features of the local and regional settings of the school have a vital role to play in shaping the value systems of the school population and other factors. A brief study of the setting in which each of the five schools is situated, identifying a few special features, is attempted in chapter six.

The second part given in Chapters seven to twelve, is an organizational analysis of the school taken as a unit, both individually and comparatively in terms of its three important components : the Goals the school tries to pursue, the Structures it sets up to embody these goals and to orient its personnel towards the goals and the social-base formed by the student and staff population which it selects, to pursue and to internalize its goals and set up its structures. Chapter seven tries to explain the concept of organizational goals and classifies the goals on the basis of the Apostolic Carmel and national objectives of education, based on Gross's taxonomy of educational goals. The goal structure of each school with

respect to the perceived goals and preferred goals is drawn up in chapter eight. The important features of each school that emerges from an analysis of the 14 top ranking goals and the 14 lowest ranking goals are presented in this chapter. Areas of satisfactory performance and areas for improved performance in each school as also in the schools taken as whole are highlighted. A comparative analysis based on differential perception of school goals by the staff and students of each school and the relative emphasis in goal perceptions and goal preferences of the schools is presented in chapter nine.

The interpretations and findings arrived at through an analysis of the schools with the help of goals, is further explored and corroborated by an analysis of the structures corresponding to the output and support goals in chapter ten and eleven. The structures are identified with the help of specific organizational activities which serve as indicators. The internal analysis of the goals and structures of the schools is complemented by the detailed analysis of its social base in chapter twelve. The analysis is done with reference to interest groups based on language, place of origin, religious community, caste, parents' schooling and preferred type of entertainment, status groups based on; income, education and occupation, belief systems, attitudes and opinions.

The third part as seen in Chapter thirteen establishes linkages between the school and its context, the common characteristics due to a common ethos and philosophy of the Apostolic Carmel Management and Indian education system, and the differences due to the varying contextual dimensions.

The findings of this study enumerated in chapter fourteen have educational and practical significance. They provide an insight into the functioning of a school as a non-profit, service organization. They also point out the bearing that the Apostolic Carmel goals and objectives of education have on schools situated in different settings and milieu. They throw light on the factors that would facilitate the furtherance of these goals and reveal the relative emphasis given to different educational goals by different schools. This knowledge would prove beneficial to the Apostolic Carmel Institute in re-orienting its educational policies and making the secondary schools more relevant and responsive to the changing needs of the present day girls and society. The investigations also reveal important phenomena relating to educational organizations. These could be explored further and developed into a body of theory relating to educational institutions.