

CHAPTER –IV

ANALYSIS AND INTERPRETATION OF DATA

4 INTRODUCTION

This chapter presents case studies of five sick secondary schools in Vadodara city. It provides comprehensive understanding of the process that contributed to their present status of consistent weak performance over the years. Various aspects such as access and extent of available infrastructural facilities at school, enrolment, and quality of education, profile of students and teachers, teaching-learning process, management practices and allied aspects that emerged during the study were studied in-depth to understand the process of decline of schools.

The chief purpose of conducting the study was to understand gradual process of development of sickness in the school from the time of inception till the date today. In most of the cases, almost a generation has passed, from time it had been established. Therefore the most authentic and available data was collected from all the available sources like, stakeholders of the school- both present and past, people associated with the school- community members, available official documents from SSC board office and DEO (District Education Office) Vadodara to develop understanding about the process of development of sickness in the school and is presented as under. The data have been presented as collected from multiple sources, the irrelevant data was discarded and the useful data was systematically organized and triangulated subsequently as per cases.

CASE-I

SCHOOL- A

4.1.1 INTRODUCTION

School-A was a secondary school in the Vadodara city of Gujarat state. It was an urban, non-residential, co-educational high school located in the central part of the city. The central part of the city was very congested area, dominated by many commercial buildings and shopping complexes with connecting roads having heavy traffic problem. Among all these was established a school. Small staircase of about 20 steps from the main gate of the school, leads to the first floor of the building, where the school office and Principal's office were located. Little away from the school office area was another old multistoried building in the same premise. It had several rooms which were used as secondary and higher secondary class rooms. The outer view of the building gave the appearance of the traditional old temple; it was only when one entered inside the temple premise, the existence of the school could be noticed.

4.1.2 VISION AND MISSION OF THE SCHOOL

The school aimed at accepting the students as they were and to contribute to the society by educating the mass especially the one coming from low socio economic class (according to the work procedure, manual-School A). The school fosters at character building among the students and believed in inculcating the value of national unity and integrity. The trust had special concern for the socially and economically weaker section of the society.

The school had the mission to enable students of weaker section of society to seek higher education and enhance their living standards.

4.1.3 HISTORY OF THE SCHOOL

The part of the city where the School-A building was established had been dominated by lower middle class people (as shared by the ex- principal and retired teachers of the school). The school was established by a high school teacher and four of his colleagues who wished to improvise the education system in Vadodara city. They wanted to establish a school with a new philosophy, with their own ideology. They wanted to provide opportunity to each and every child to seek education irrespective of their academic background and had vision to develop citizens with more independent thinking, who could lead the future generation with confidence. With this divine motive, School was established in 1968 as a secondary school, having classes for grade VIII to grade X. Gradually in the year 1971, the school developed up to grade XII (with general stream offering commerce subjects) within next two years. In those days, the school had been offering education in both the Gujarati medium and Marathi medium in parallel mode. The school initiated with only fifty students started performing well and within a short duration of time, the school started receiving grants from the Gujarat Secondary and Higher Secondary Education Board (GSHSEB). Year by year, the school enrolled more and more students to the extent that the management had to manage for one more school building in the nearby vicinity. The ex-Principal, ex- teachers and the trustee members reported that in the initial days of establishment, with the increase in enrolment number, there was gradual increase in students' achievement in the SSC Board Examination. In 1971, the first batch of class XI appeared in the Board Examination and the schools' overall performance was 45%. The school gradually started reporting rise in the number of the students each year.

The interaction with the ex- teachers, ex- principal and trustee members revealed the fact that gradually in the vicinity of the school, mushroomed several secondary schools of same board affiliation and same medium of instruction. The ex- students and the ex- teachers reported that these schools were with better infrastructure and better facilities for students. These schools had attractive infrastructure, Bus services, good canteen, and well equipped library and so on. Gradually the students coming to school-A got divided among the secondary schools developed in the nearby area of school-A. The Management and the Principal of the school could not capitalize on the good enrolment and good performance of students in the school.

The school gradually started reporting decrease in enrolment rate, year by year; the more and more students started leaving the school due to one or other reason. The school had a history of having good dedicated teachers as shared by the Principal of the school; however one of the trustee member reported that teachers with lots of enthusiasm could not sustain the students in the school. There initiated the problem of inadequate students in the school. The school therefore, developed the policy of enrolling all the students who approached the school, to maintain the minimum required number of students in the school 45 students per class as per Grant in Aid code, Government of Gujarat, 1964. Due to this policy the school had to enroll, students from low socioeconomic class of society and students with extremely weak academic base got enrolled in the school. The ex- teachers reported that most of these students were first generation learners. Such students in spite of quality efforts from the teachers could not perform well in the SSC Board examination. To revive the declining condition, efforts from teachers and management both were not adequate to enable the first generation learners score minimum required marks, shared the

officials from the District Education Office, Vadodara. Therefore the school developed the history of low enrolment rate, high dropout and consistent low performance at SSC Board examination in the years to come.

The facts regarding the Enrolment rate, Dropout rate, Students' performance in SSC Board examination and strength of Students in past few years is presented in the tables 4.1, 4.2 and 4.3 as below:

Table: 4.1 Enrolment, dropout and number of students in the school during academic year 2003-2013

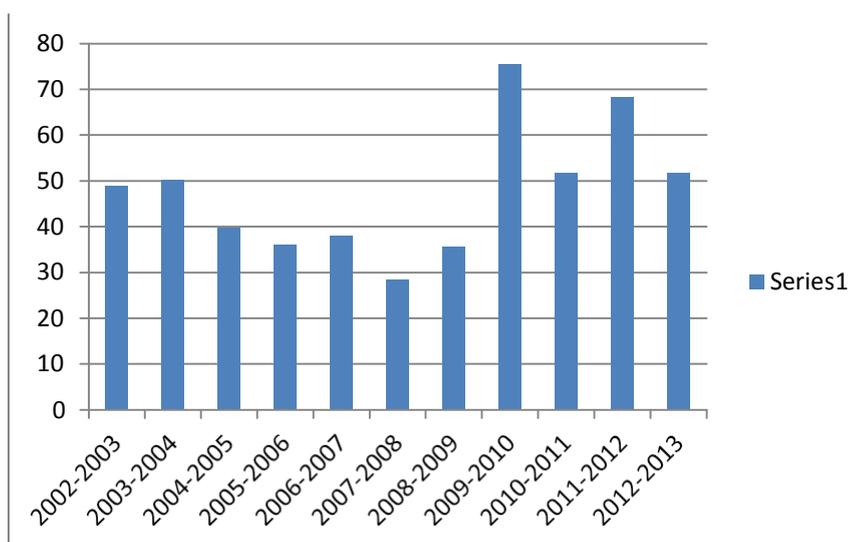
Academic Year	Total no of Student Enrolment	% of Student Enrolment	Total no of Student dropout	% of Student Dropout	Total no of the students in the secondary school
2002-2003	253	49.03	266	51.55	516
2003-2004	245	50.10	252	51.53	489
2004-2005	194	39.75	202	41.39	488
2005-2006	163	36.06	200	44.27	452
2006-2007	158	38.16	187	45.16	414
2007-2008	165	28.49	177	30.56	579
2008-2009	141	35.69	148	37.46	395
2009-2010	310	75.60	295	71.95	410
2010-2011	214	51.69	290	70.04	414
2011-2012	212	68.16	300	96.46	311
2012-2013	124	51.66	116	48.33	240
Average		47.67		53.51	

Source: School-A GR Register from year 2001-2010 and 2011-2013

* From the academic year 2012-2013 the secondary section of the school, included only grades IX and grade X. Therefore, Remarkable decrease in number of students was observed during the academic year 2012-2013.

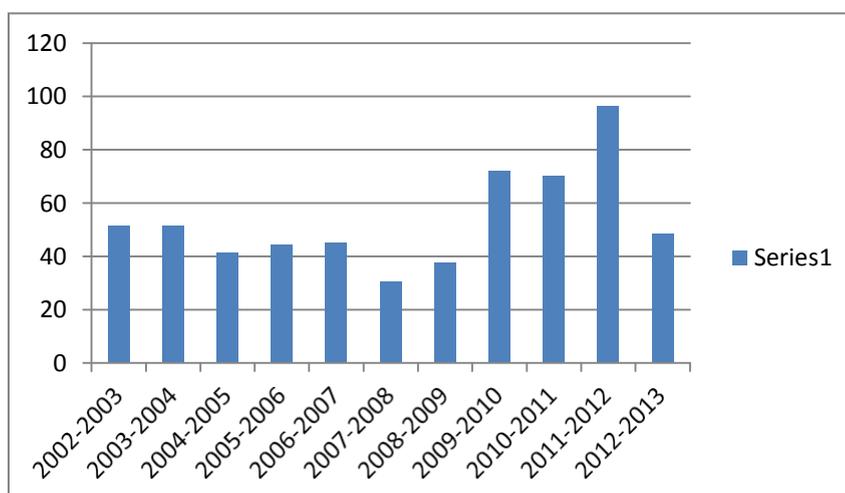
The table 4.1 reveals that the school had low enrolment rate and high dropout rate during 2003-2013.

Figure: 4.1 Enrolment Rate in School A



Source: School-A GR Register from year 2001-2010 and 2011-2013

Figure: 4.2 Dropout Rate in School A



Source: School-A GR Register from year 2001-2010 and 2011-2013

Table: 4.2 Academic Performance of Students during academic year 2003-2013

Academic Year	No of Students Appeared	No of students Passed	No of students Failed	% Result
2002-2003	127	26	101	20.47
2003-2004	85	27	58	31.76
2004-2005	85	8	77	09.41
2005-2006	98	42	56	42.85
2006-2007	105	33	72	27.61
2007-2008	94	27	67	28.72
2008-2009	92	28	64	30.43
2009-2010	90	23	67	25.56
2010-2011	115	47	68	41.0
2011-2012	99	40	59	40.40
2012-2013	120	31	89	25.83

Source: School-A SSC Board Examination Result file from the year 2001-2010 and 2011-2013.

The table 4.2 depicts that the school performance in SSC Board examination exceeded maximum up to 42.85 % during the academic years 2005-206. It was lowest during the academic year 2004-2005 up to 09.41%.

Table: 4.3 Class wise strength of Students during years 2003-2013

Grade/class	VIII	IX	X	Grand Total of number of students
2002-2003	202	183	131	516
2003-2004	243	148	98	489
2004-2005	192	205	98	495
2005-2006	206	146	100	452
2006-2007	171	148	110	429
2007-2008	173	174	94	441
2008-2009	155	138	99	392
2009-2010	143	141	91	375
2010-2011	154	145	115	414
2011-2012	067	145	99	311
2012-2013	*	119	121	240

Source: School-A GR Register from year 2001-2010 and 2011-2013

*Data not mentioned, because academic year 2012 and onwards secondary section comprise of only grades IX and grade X

The above table represents decreasing number of students during the year 2003-2013. The above table shows that the school has long history of consistent decrease in the student number.

4.1.4 SCHOOL PROFILE

The School-A was a grant in aid school, affiliated to Gujarat Secondary and Higher Secondary Education Board (GSHSEB). The school administration was composed of trustee members and the principal. Secondary section of the school comprised of two divisions for each, grade IX and grade X; while under higher secondary section (General stream) the school had one division for both, grade XI and grade XII. The school functions in the morning shift from 7:30 am – 12:30 pm. The details about its students, teachers, infrastructure facilities and curriculum organization are presented below.

4.1.4.1 STUDENT

In the year 2012-13, a total 240 students were studying in the secondary section and of them, 40 students were from General category, 15 from ST, 34 from SC , 105 from OBC and 46 from minority (according to the data available in the School Enrolment Register). According to the information available in the school GR register and as provided by the School office staff, over 83% students were from the families having annual income less than Rs 18,000; the other 16 % were from middle class families having annual income more than Rs. 18,000.

On critically studying the School Enrolment Register, the G.R register and the information provided by the office clerk, the details found were compiled in tabular form. An analysis of responses as shared by the students in the questionnaire presented in the Appendix IV- E administered by the researcher in the school showed that there were no graduate parents, 65 percent of the mothers had education up to primary level, while 35 percent of mothers were uneducated. 55 percent of the fathers had studied up to secondary level and 35 percent up to primary level, 10 percent fathers were illiterate. The above facts are presented in the table 4.4 A as given below:

Table: 4.4 A Economic and Educational Background of School-A Students' Parents

Average Parental Income of Students (Annual)		Educational Background of Parents of Students'							
		Graduate		SSC Pass		Primary School Pass		Illiterate	
Rs. 18,000 and below	Above Rs.18,000	Father	Mother	Father	Mother	Father	Mother	Father	Mother
200 students 83.33%	40 Students 16.66%	-	-	55%	-	35%	65%	10%	45%

Source: Students' School diary pages

Gender-wise break up of students and bifurcation of students according to various social groups for the academic year 2012-13 are summarized in table 4.4 B

Table: 4.4 B Social Back-ground of Students' of School-A

Sr.No	Social Group	Female	Male	Total	Percentage %
1	General	12	28	40	16.66
2	SC	13	21	34	14.16
3	ST	6	9	15	6.25
4	OBC	49	56	105	43.75
5	Minority	17	29	46	19.16

Source: Students' School diary pages

The table 4.4 shows gender- wise distribution of students from various social groups for the academic year 2012-13. The table depicts that the school had maximum students belonging to low socioeconomic class of the society. It also indicates the dominance of boys in all categories.

Parental occupation showed that 35 percent of the mothers were working as maids and laborers while most of them were unemployed or housewives. Fathers having their own small business-like cobbler, milk supplier, vegetable vendor, bag repairer were 60 percent, while 25 percent of them were casual laborer on daily wages and 15 percent of them were either unemployed or physically unwell. Students with single parent, many siblings and with poor residential facilities were 20 percent. There were almost 30 percent of students who were the earning members of their family; they also joined their parents in their work as laborers, cobblers, tailors, milk suppliers, maids and many more such tasks.

The data regarding parental education and occupation represented that parents were not adequately competent to play a constructive role in providing quality education to their child. The primary school background of the students indicated that 90 percent of the students had their primary education in corporation school and few had from government school, with very poor academic score.

On analyzing the data obtained by administering questionnaire IV D and IV E, it was found that about 40 percent of students were going to tuition classes, when asked about how they managed the fee; they reported that it was sponsored by some NGO or well-wishers. Though these students were going to tuitions, they were not found performing well in academics. The teachers of the school reported that 60- 65 % of students relied only on teachings at school; since they never found proper environment or time to open books at home. This shows that whatever learning the student developed was only based on teaching at school. The school teachers shared that the concept of homework or self-study was all the most lacking among these students. The researcher also perceived this during the interactions with the students and parents during different visits to the school. Absence of habit of doing regular home-work, self-study and revision of lessons learnt among the students was the root cause of poor academic performance.

The enrolment figures of students in the academic year 2004-2013 shows tremendous decline. The School principal shared that this was a major concern for the school teaching staff and the school management.

4.1.4.2 TEACHERS

The school had 15 trained teachers teaching in Secondary and Higher Secondary Section. Among these 15 trained teachers, 8 teachers were teaching different subjects in the Secondary Section of the school while the other teachers were associated with the teaching at Higher Secondary Section of the school. Among those, three teachers were with 20 years of teaching experience and other 5 teachers were with 15 years and more of teaching experience. The details of the qualification, experience and total teaching periods in a week by teachers are given in the table 4.5 presented below:

Table: 4.5 Details of School-A Teachers' Gender, Qualifications and Total Teaching periods in a week.

Teachers and subjects taught	Gender	Qualifications	Grades /Classes Taught	Professional experience in years	Total Period of teaching in a week
English Teacher	Female	B.A B.Ed.	8,9 & 10	18 years	30
Hindi Teacher and Sanskrit Teacher	Female	BA B.Ed.	8,9 & 10	17 years	30
Gujarati Teacher	Female	BA B.Ed.	8,9 &10	15 years	30
Social Science Teacher	Female	B.A B.Ed.	8, 9 & 10	20 years	30
Science and Technology Teacher	Female	M.Sc. B.Ed.	8,9& 10	20 years	36
Mathematics Teacher	Male	M.Sc. B.Ed.	8,9& 10	20 years	42
Computer Teacher	-	-	-	-	-
Music Teacher	-	-	-	-	-
Art Teacher	Female	BA	8,9& 10	16 years	24
PE Teacher (Physical Education)	Male	BP Ed	8,9& 10	15 years	24
Any Other		-	-	-	-

Source: School-A Teachers Service Books since 1973

Note: Above information was relevant for grade VIII for academic years 2003-2011. Since academic year 2012 onwards secondary section included grades IX and grade X

The above table depicts that all the teachers in the school were well qualified and professionally trained to perform the duties as secondary teachers. All of them were also highly experienced and were assigned the work in the school as per the norms of GSHSEB (Gujarat Secondary and Higher Secondary Education Board).

It can be seen that there was no computer teacher and music teacher in the school since the inception of the school therefore the school did not offer those subjects to the students.

(According to the norms of GSHSEB, students of grade X have five compulsory subjects and two optional subjects, where in the student has to make a choice among Computer, Music, Art and Physical Education [PE] and one between Hindi and Sanskrit).

If the students insisted on opting for the same, the students were made to opt for computer subject. Computer was taught by the Mathematics teacher, since he had professional training (Certificate course: CCC⁺) in computer teaching. Teachers' status of appointment and professional and in-service training during the academic year 2012-13 is presented in the following table.

Table: 4.6 Teachers' Status of appointment and trainings

Subject Teachers	Status of Appointment			Status of training	
	Permanent	Temporary	Contract	Professional	In service
English Teacher	√	-	-	B.Ed.,	1. Karma yogi Talim by GSHEB
Hindi Teacher	√	-	-	B. Ed	1. Karma yogi Talim by GSHEB 2. Computer course CCC ⁺
Gujarati Teacher	√	-	-	B. Ed	1. Karma yogi Talim by GSHEB 2. Computer course CCC ⁺
Science and Technology Teacher	√	-	-	B.Ed.	1. Karma yogi Talim by GSHEB 2. Computer course CCC ⁺
Mathematics Teacher	√	-	-	B.Ed.	1. Karma yogi Talim by GSHEB 2. Computer course CCC ⁺
Computer Teacher				-	-
Music Teacher				-	-
Art Teacher	√	-	-	-	-
PE Teacher	√	-	-	-	-
Any Other				-	-

Source: School-A Teacher's Service Books since year 1973

The facts presented in the table shows that the teachers of the school were competent to teach in the secondary school. Each one also had professional training in education and most of them also had training in the computer. Thus the teachers in the school were skilled and trained as per the requirement of Gujarat Secondary and Higher Secondary Education Board (GSHEB).

4.1.4.3 INFRASTRUCTURE

The School was established in two buildings, the first one, where the school started was the old building in the heart of the city and the second one, only a kilometer away from the old building. Both were reasonably well furnished. The school had 25 class rooms. Every class room had desks and benches for students and chair and table for the teacher, with a black board permanently fixed on the wall. The rooms had sufficient ventilation with every room having at least two windows and a door. Though the rooms were with proper electric connections, with working fans, at least one in each class and tube lights (in working condition), since the walls and doors were poorly painted it gave a gloomy look. The walls of the school hardly had any bulletin board or chart or display to inform the students. Congested corridors connected different classes. At the junctions of these corridors were poorly maintained wash rooms, separate for both girls and boys and also drinking water arrangements. The school lacked a big hall or auditorium where all students and entire teaching staff and principal could gather at a time. The school also lacked play a ground; however the building developed later had a basement parking area where students and teacher gathered in morning for assembly. The school had speakers, TV and tape recorder to mark the existence of audiovisuals which were rarely used in the schools. The staff room also showed presence of several charts, hanged in dusty cloth bags symbolizing being hardly in use. The infrastructural facilities available in the school are presented in the following table.

Table: 4.7 Infrastructure Facilities in School-A

Basic Facilities	Present/Absent	Adequate	Inadequate	In usable condition	Not at all usable	Remarks
School building	Present	-	√	√	-	With poorly painted walls, giving shabby look to the building
Class rooms	Present	√ 15 Rooms	-	√	-	Fairly well furnished
Electricity	Present	√	-	√	-	-
Furniture	Present	√	-	√	-	-
Laboratory	Absent	-	√	-	√	-
Library	Absent	-	√	-	√	-
Computers	Present	-	√	√	-	-
Telephone	Present	√	-	-	-	-
TV	Present	√	-	-	-	-
Staff Room	Present	√	-	-	-	-
Drinking Water	Present	√	-	-	-	-
Play Ground	Absent	-	-	-	-	-
Fans	Present	-	√	√	-	Few as compared to class size
Toilets	Present	√	-	√	-	-
Ladies toilets	Present	√	-	√	-	-
Bus/Vehicle	Absent	-	-	-	-	-

Source: School-A Dead stock Register year 2001-2010 and 2011-2013

It is depicted from the above table that school possessed the entire basic infrastructure required in the school; however the laboratory, library and reading rooms to do self-study were missing in the school premise which was a concern to the researcher.

There was a separate office room for the principal. The room was well equipped with all the modern amenities as required for the administrator. It had gadgets viz: telephone, computer, bell, fan, fax machine etc. The school also had fairly well maintained staff room for teachers. The staff room and all the classes of the school were connected with speakers to provide common instruction by the principal. The school had computer lab and poorly maintained science lab. The researcher could not find library in the school premise, though the principal reported they had one (when the researcher emphasized on showing the library, a room with several books kept unorganized on dust filled tables and platform was shown). Several books were observed by the researcher; they were locally collected books and were kept in a cupboard unorganized (as per the information given by the school peon,). These were hardly used by any one, as shared by the school peon. He added, _as teachers were unwilling to take up additional responsibilities of maintaining record of school books, the teachers did not motivate the students to read books. The school lacked transport facility though many students came to school from far off places in the city.

4.1.4.4 CURRICULUM ORGANIZATION AND TEACHING-LEARNING PROCESS

The researcher with the aim to understand the curriculum organization and teaching learning process in the school observed the school activities, interactions among the stakeholders and made critical observations of the class room teaching sessions using the class room observation form attached in the appendix IV-G. The pedagogical practices and co-curricular activities at the School were as follows:

4.1.4.4.1 PEDAGOGICAL PRACTICE

In order to understand the curriculum organization and teaching learning process, the researcher visited the school frequently. At times with prior intimation and appointment from the principal while some times without prior intimation. The school pedagogical practice was studied by the researcher by observing the teaching-learning sessions in the school using the 'class room observation form' (as presented in appendix IV-F) for about ten days at different time slots.

The researcher observed about twenty classes in the school using the observation sheet (Designed by the researcher and approved from the experts in the field of education. Name and details of experts mentioned in appendix III); observing the classes the researcher came to diverse conclusions. some classes were interactive, some were only teacher dominated, lecture type class; while some classes were such, where teacher was trying hard to explain the concept to the students but students were sounding blank, passive learners. Some classes were such where there was no coordination between the teacher and taught. The observations made and conclusions drawn have been presented as follows.

Table: 4.8 Pedagogical Practices in the School-A

No	Subject	No. of Lessons observed	Details of lesson observed	Teaching methodology used	Type of teaching aid or activity used	No of time the teaching aid used	Remarks on the quality of lesson
1.	English	2	1. Ch-3 Piano 2. Essay writing – My Favorite game	Lecture method and verbal explanation	-	-	Average
2.	Hindi	2	3. Mitti ki mahima 4. Vyakran discussion-sandhi vichhed	Lecture method and verbal explanation	-	-	Average
3.	Gujarati	2	5. Ch-1 Bholi re bhavai 6. Ch-2 Rohini na Tire	Lecture method	BBW	-	Average
4.	Sanskrit	1	7. Geetamrutam – kavya vistar	Lecture method and verbal explanation	-	-	Average
5.	Social Science	2	8. Ch-22 Social Change 9. Ch-16 Economic development	Lecture method	Chart and maps	2	Good
6.	Science and Technology	4	10. Ch-1 Nanotechnology 11. Ch-2.Light – mirror formula	Lecture method	PPT	1	Not satisfactory
7.	Mathematics	3	12. Trigonometry 13. Trigonometry	Problem solving method	BBW	2	Not satisfactory
8.	Computer	-	14. -	-	-	-	-
9.	Music	-	15. -	-	-	-	-
10.	Art	1	16. Object drawing	Assignment	-	-	Average
11.	PE	1	17. Ch-7 Running 18.	Command and imitation method	-	2	Good
12.	Any Other: School Assembly	2	-	-	Prayer, News thought for the day.	-	Average

Details presented in the above table depict the quality of teaching learning practices in the school.

Most of the teachers in the school used traditional lecture method for most of the time. No innovative methods or interesting teaching aid were used by the teachers to generate interest and curiosity for knowledge among the students.

The researcher observed during the class room observations that students were with wandering looks. Few students were attentively listening to the explanation given by the teacher while some students were passive with disinteresting looks. Teachers were teaching in the class ignoring the passive attitude of students.

4.1.4.4.2 SYLLABUS COVERAGE

Coverage of syllabus was the most challenging task in the school (as shared by the teachers of the school). Most of the teachers reported that they could not finish the syllabus since the students don't come regularly to school, some said that they can't finish syllabus, since the students were of very weak academic background, it took long time to clear basics and teach the latest concepts, few teachers reported _it makes no sense in teaching and completing the syllabus on paper, since most of them don't follow the very basic language, don't follow the context of the lesson taught'. According to the teachers, the learners had a weak academic base, low motivation and poor attitude towards education, so even best of their efforts would be a waste and hence to plan something novel was meaningless. Contradictory to this, it was also found that few teachers irrespective of students' response delivered their lesson to the best and ensured that proper learning occurs.

The researcher observed that the completion of syllabus was a tedious task as can be seen from the teacher's school hand book-diary, which did not show syllabus completion in all of the subjects taught in both class IX and X by different teachers.

When students were enquired regarding the status of syllabus completion, few reported that in some subjects like Social Science and English the syllabus was completed while in other subjects it was left incomplete. They reported that syllabus was not completed since the teachers repeated the same concept several times; some students reported that teachers remain absent frequently so syllabus completion was difficult. Few said teachers do come to the class but do not teach, they remain busy in their own work so syllabus remained incomplete.

Parents of the school children also reported that teachers frequently remain absent in the school or go out in between the school hours for some work (not sure for which type of work, official or personal).

In contrast to all the above reflections, the principal reported that the syllabus was completed every year. In case it was left incomplete, teachers took special classes for few weeks and completed the uncovered lessons.

The school had serious problem of syllabus completion hence to conduct revision classes was even more challenging. However, the researcher observed that few teachers found time to take revision classes. Revising important lessons, solving old question papers, and discussions on concepts occurred in the some classes. Lack of adequate resources (in terms of good library having question banks, assignment books, reference books) and facilities in terms of well-equipped computer lab with internet facilities all the time, e- library and so on also added to the problem of poor student performance and weak school performance. The school had computer lab with functional computer sets but the teachers lacked the skill to make its best use in enhancing student's understanding (observations made by the researcher while observing the class of science teacher, social science teacher in grade IX and in grade X and as reported by some of the senior teachers of the school).

4.1.4.4.3 CO-CURRICULAR ACTIVITIES

Co-curricular activities also had some place in the school curriculum. The researcher observed during the visits in the school that the school principal and teachers organized daily assembly in the school, arranged celebrations of festivals like Independence Day, Republic day, Holi, Ganesh Chaturthi etc. The school did not possess a well-defined playground, however the students took active part in the interschool sports activities which were organized at city level, district level by the District Education Office and won laurels for the school (As shared by the school Principal and the Physical Education teacher).

4.1.5 TRACING THE PATH OF PERPETUATION OF SICKNESS IN THE SCHOOL

With the aim to understand the process of deterioration of the school and with the aim to trace the path of sickness in the school, the researcher during frequent visits to the school in the month of June 2012- June 2013 studied the views, and opinions of the stakeholders of the organization. The researcher also administered self-made questionnaire, unstructured interview and observation schedules, for seeking information to develop understanding about the series of events that led to the occurrence of existing situation of the school. The researcher gathered information from all available sources such as people associated with the school since long, people dwelling in the vicinity of school, retired teachers, District Education Office officials, 7 ex- students, and their parents and so on and ensured the authenticity of the information gathered.

4.1.5.1 DATA PRESENTATION:

1. PRINCIPAL

The principal while interacting with the researcher shared that the process that lead to the present sick situation was a gradual and complex process. The principal said that from the day of inception, the school was a secondary school. The school never had its own primary section; therefore, the school had to admit the students from other school to run its secondary section. The Principal shared that unfortunately the school has a long history of having students from poor families and with low academic base enrolled in the school; therefore the students coming to this school have been with poor motivation towards academics. They have been lacking the attitude for seeking knowledge. They lack wish and aspiration in life, have no time for study, no congenial atmosphere at home. The students have been more interested towards activities that could help them earn money and add to the family income rather than gain knowledge. The zeal to study was hardly found among the students. Over the years the school had no option but to admit the low motivated students in the school. This was done to ensure minimum required number of students in each class as per the rules of Board of Education (Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009).

The principal added that since most of the students coming to this school were from low socio -economic class of the society, there remained the problem of lack of parental support towards students' academics. Since the parents of most of the students' coming to school have been daily laborers, their priority always remained money and how to earn it, rather than child's education. Since most of the students belonged to families below poverty line and were first generation learners, they did not receive support from their parents, no motivation from home for seeking education; rather they looked forward towards their wards, to contribute towards family income.

Most of them come to the school, with a motive to get school uniform and books, which were provided by the school with the help of voluntary contributors or from NGOs and some Clubs. Few students come to the school because they were forced by their parents to come to school and very few were there who come to the school since they were really interested to get themselves educated.

The Principal further shared that the location of school building also had contributed substantially in the degradation process of school functioning. Both the buildings of the School being surrounded by commercial complexes and offices, always lacked the required serene atmosphere and environment to achieve quality teaching standards.

According to the Principal, the consistent poor performance of students of the School at SSC Board examination had remained a major problem with the school since long past. The main cause for low performance (securing less than 30% marks) of students in the public board examination had been students' consistent low achievement in school examinations at grade VIII, IX and X. It indicates students' weak base in academics. The Principal added that even the students of class IX were found devoid of basic knowledge of writing alphabets and basic mathematical operations. In such a scenario, learning complex concepts of secondary sections remained beyond their reach, so students gradually developed dislike towards studies and this had resulted in low performance. The students have reached class IX due to Non Detention policy, (RTE Act, 2009). The government in order to achieve Universalization of Primary / Elementary Education (1968) has been insisting on making all students go to next class, irrespective of the knowledge and the caliber the student possesses. Such practices had lead to the development of weak academic base, to the extent that students had permanently became weak learners.

2. TEACHER

According to the views and opinion shared by the eight teachers of the School in the questionnaire (Appendix- IV C) administered by the researcher and in the interview conducted by the researcher, the process of occurrence of sickness in the School was very complex and was the result of variety of events. The three senior most teachers of the School teaching Science, Mathematics and Social science, in the personnel interview conducted in the school, after school hours shared that it was not at once that the school has started performing low, the school showed deterioration in its performance over past several years. In the initial days of establishment of the school, one of the senior teacher shared that _the school had a trend of good student performance. The school was a blessing for the students from low socioeconomic class of the society. However, over the years, the teaching staff changed the pattern of examination changed (from only subjective assessment of subjects to equal weight age to both subjective and objective, 50 marks subjective and 50 marks objective in a 100 marks paper.), text books changed and the attitude of students towards seeking knowledge also changed. This amounted in the present situation where the school is struggling hard to sustain. The teachers added that this had happened due to the negligence towards the work procedures, internal staff and management conflicts, inefficiency of some of the staff members, lack of proper supervision by management, lack of proper attitude of some of the staff members, poor interest of parents in their wards academics and students' casual approach towards learning.

The Language teachers shared in an interaction with the researcher in the staff room, that over the years it had been the trend in our school that the students take admission here after completing their basic education from corporation schools, some from government schools, and some from private schools. The Mathematics and Science teachers reported that among the students securing admission in grade IX of the

School, most of them were such that though they had passed grade VIII examination, they were unable to read and write. This reflected that they were with weak academic base. Due to such weak academic base, the students were unable to cope up with complex studies at secondary school level. The Social Science, Science, Mathematics and English teachers in the group interview conducted in the staff room shared that –what was the meaning of nurturing the fruit without nurturing the roots?|| When the basic understanding about the concepts was lacking, it was meaningless making efforts to teach complex concepts; however teachers at the school had been teaching the concepts of secondary syllabus. But the efforts had hardly reached to only 10- 15 % of the students in the school over the years.

The Social Science teacher and the Physical Education teachers shared that teaching academically weak students was like talking to the walls. Concepts taught today were easily forgotten the next day. All the teachers of the school unanimously reported that it was a matter of discouragement for teachers of different era in the school to teach the students who were least interested in what was being taught. The Physical Education teacher reported that most of the students in the school were insensitive to the efforts and pains that their teachers took to enable them learn. Even then, the teachers shared that every next day, with new ray of hope they carried out their work, but were disappointed when, no major improvement was seen.

Further they added that many of these students' Social Background had been very weak. They came from disturbed families, no father in the family, having many siblings at home to take care of, parents were addicted to smoking and drinking, parents' very sick and no monetary help to treat them. Due to such background, students hardly had that mental peace to prioritize academics. They came to school with a motive to be with their friends, to get uniform, gifts at times –that were given by the trustee members and NGOs.

According to the senior teachers, teaching Mathematics and Science and as seen from the Annual academic performance of the students in the last two years, only 15% students were with the aptitude to learn concepts at the secondary school. The teachers shared that the school management had failed in making efforts to develop strategies to admit academically good performing students in the school. These days, the teachers said they were making two divisions of each class, class IX and class X based on learning ability of students. Those students who were exceptionally weak in one division and those with average performance ability and brighter one in another division. However, still they found that the present teaching system, has little scope for the improvement of students' performance.

They added that the present education system, which included CCE (Continuous Comprehensive Evaluation pattern) that had Formative Assessment (FA) and Summative Assessment method (SA) of evaluation, (as suggested by the GSHSEB, since June, 2012), it was near to impossible to improve the status of learning of students with long history of weak performance. With this new method, the teachers added, where there was provision to grade students on oral explanation, presentation skills along with reading and writing skill, had less scope to detain students in one class due to poor performance. In such method of assessment students are not able to read, write and compute sums perform well and score marks. They are able to perform well and score marks as many times the FA activities given to the students are group activities. In such group activities few good students perform well and the entire group gets good mark. Weak performing students' inability is not revealed. Due to such activities, the weak performing students, are unable to understand concepts well (shared the teachers based on their experience). They merely memorize the concepts without understanding and score marks. This results in degrading the standard of

education even more. On records, more and more students would be shown passed out and gone to the higher class, but with regard to knowledge, learning required to go to higher class- the students would be weaker and weaker. The student would lack more and more in required caliber to procure knowledge in the higher class.

3. MANAGEMENT

The researcher interacted with the management people- the trustee members, with the aim to reach to the root of the problem and to enhance the understanding of the process of development of sickness in the School. The trustee members were approached by taking prior appointment. The researcher conducted unstructured interview with two trustee members. One of them was interviewed in the school while the senior trustee member was approached at his residence by the researcher. During the interaction with the trustee members, the researcher observed that they were found to be apprehensive regarding the problem of their school and were looking forward to some feasible solution to improve the situation. With this basic concern, they shared all their experiences and expectations freely with the researcher and were desperate to formulate some strategy to overcome the daunting situation.

The trustee members explained in brief the circumstance under which there school was established. They shared that they never inducted staff expecting any monetary help. They believed in developing school – may it be infrastructure or building on their own merit. Most of the students, who approached the school for admissions in grade VIII, were the first generation learners; they had negligible motivation from the family for education. Hence, their performance in public board examination was very poor. To add to the problems, the trustee members said at times that they had to recruit the teachers from minority group abiding by the government rules, irrespective of the caliber of the teacher to get recruited. At times such

recruitment with less efficient teachers also affected school performance. The trustee members shared that when such teachers were recruited with less caliber, with poor attitude, they did not perform their duties well. This forced the principal and management to come in the picture and compel the teacher to improve his/her performance, change the teaching style and so on. Due to this, there was friction between School Management Committee and the weak performing teachers. Few teachers stretched the disputes to the court of law. This drew Management's attention for some time from student's academic performance and gradually the problem of students' poor performance occurred and lingered.

The trustee members shared that they took several measures to improve the deteriorating condition of their school but could not make major difference due to rigid government policies and quality of students coming to the school. The trustees shared that, government questions every time, why the school is not performing well, but is not providing any assistance to overcome the situation. The government is threatening to improve the performance or else the grants will be stopped, school will be closed and so on. The member shared that the government bodies should rather support such schools by being flexible. There should be policies safe guarding such low performing schools permitting enrolment of lesser no of students in each class rather than what Gujarat Secondary and Higher Secondary Education Board's present rules emphasize, of having minimum 45students in each class and now since 2009 minimum 60 students in a class (according to Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009) in order to continue its recognition given by the Board and in order to continue receive grants from government].

The trustee member strongly suggested that the government bodies should allow the school to detain students in particular class if his or her performance is not up to the required level. The trustee members said that they expected the government bodies to provide the special provision of detaining weak students in the same class because they were doing the most difficult task of the society, of educating the weaker ones, the students with minimum facilities; the weaker class of the society. Therefore government bodies in partnership with schools should form some special policies to help these academically weak students to perform well.

The senior trustee member suggested that for enabling such students to secure minimum passing marks, they should be taught in special way – a method different than the traditional method. According to them such weak student's school should not have traditional 7 to 8 period teaching in a day, rather they should have only 3 to 4 teaching period a day with duration of each period be 1 hour to 1 hour and 30 minutes where in teaching as well as enabling the student to learn and understand the concept can also be facilitated. For these students, study occurs only in the school. They don't have academic environment at home to do homework, or self-study; hence for such students' teaching, making them write notes, ascertaining learning it to some extent, all should be done in school. Such actions can enable the students to perform in the exam. All this cannot be carried out by the teacher in one period of 30 to 35 minute functional teaching periods as found in current teaching system emphasized by education board.

One of the trustee member shared that –In India, we are still abiding by the old British system of having 7 to 8 periods a day, which can never lead to comprehensive learning among weak students. If the Government is really concerned about the performance of the students of the weaker class of the society, they should modify the system, should come out with feasible practical, plans to help the weaker class of the

society to get educated and thereby achieve Universalization of education in its real sense and not merely on paper. They should give freedom to the school to have minimum number of students in each class, so that they can give quality time to academically weak students and help them score minimum required marks to pass and then gradually more, merely targeting schools – their management, teachers, cutting their grants, depriving them from desired staff cannot solve the ever creeping problem||.

One of the trustee members also suggested that the government should allow the weak performing school to adopt some corporation schools. By adopting corporation schools, the sick school teachers can teach their primary school students, which were otherwise deprived of quality teaching, due to lack of adequate and efficient staff (as observed by the researcher in few corporation schools of Vadodara and as reported by principals and teachers of corporation schools). The weak performing schools can in turn get students with better academic base and over the years to come may develop students gradually with better academic performance.

The trustee members had expectations from the government bodies, for reviving the sick condition of the school. The trustee member said that, ‘the government should give proper buildings away from commercial area, to such school, where teachers and management are trying hard to help weak students perform well’. According to one of the trustee members, there were so many unused corporation school buildings in the city and in many schools only a small part of school building is used by them. Moreover, in corporation schools, the students were deprived from quality teaching since their teachers are involved in administrative work and clerical work of government offices. Such schools and their buildings if provided to the schools having promising staff and able Management bodies then many of sick schools can be improved.

The trustee members also reported that the government bodies should provide such schools with quality counselors, who can frequently visit the school and talk to students, motivate them, listen to their problems and with their special skills can provoke them to put in sincere efforts and perform better even in challenging living conditions.

4. STUDENTS

The researcher spoke to the students on different occasions, sometimes officially with permission of school officials during proxy classes, sometimes unofficially in the recess time to the groups of five to six students, at the parking zone and outside the school to students in groups of two to three students and tried to understand their concern about not able to perform well, not able to score well and not able to come regularly to school and so on. The students were very cheerful, curious, fairly well behaved and helpful. The researcher explained to them the purpose of coming to their school; they were made aware about the concern the School Principal, teacher and the Management body, with regard to their performance. The researcher found the students listening very attentively to the explanation given by the researcher regarding the concern their teacher and Principal had regarding their school.

The researcher administered the self-made questionnaire as presented in the Appendix IV-E to understand the Socioeconomic Status of the students. The researcher also used the tools of unstructured interview with the students to derive their opinion and views regarding declining condition of the school. During the interview given by most of the students to the researcher, they shared diplomatically that they find academics boring, out of their world, don't follow most of the time, and find it very difficult and disinteresting. They shared that they rather find mingling

with peers joyful and relaxing and free from the stressful conditions at home. Many of the students confessed that they regularly go for work. Some work as maids, and some as helper at Messer's shop, at grosser's shop and some go to the road side hawker shops to wash dishes and so on.

The researcher administered the questionnaire (presented in the Appendix –IV D) among the students; through which they shared that their school was not able to perform well in SSC Board Examination, since they were not working hard. They confessed that they were provided remedial teaching, made to learn the concepts but they soon forgot the same. They also shared that the SSC board examination was a big obstacle in the way of their success; however they were making efforts to perform well in the same.

5. PARENTS

The researcher could hardly meet parents of students of the School. Verbal and written messages were sent to the parents several times to the parent for meeting with the researcher (arranged with the consent of school authorities and with the help of school teachers) at the School, which did not receive good response. Either the students never conveyed the message or the parents choose to ignore the message sent from school but very few (About 25 students' parents in all among the parents of students of both the grades; grade IX and grade X) parents came for the meeting with the researcher. However, the researcher could meet the few parents who came to the school and interacted with them and also administered the questionnaire (Appendix-F). The researcher could also meet eight students' parents on different days in the school premise, when they were personally called by the principal for some issues related to their ward, or when called by class teacher (fifteen students' parents) to

sign the board form or when parents had to share some issue with the school (five students' parents). Few students stayed in the near- by vicinity of the school, researcher personally visited to these parents (Six students' parents) with the school teachers and interacted with them. Researcher also tried to meet eleven students' parents of students of grade IX on their result day. From the school authorities' researcher got addresses of some ex -students who were now doing very well in their carrier and thereby could meet some ex-students and their parents as well. Teachers of the school shared that, when the school also announces PTA meeting in the school, the parents responded poorly. Such events were making the task of teachers and school authorities of improving student performance even more difficult.

On interacting with the parents and administering the questionnaire the researcher noted that the parents did not take active part in their children's learning process, as for most of them, their wards education was of least priority. Managing life and sustain things were the main issues in which they were involved for most of the part of the day. Many of them were hardly aware of their wards academic grade, and study details. They rather involved their child in their domestic work like cooking, taking care of sibling, taking care of ill parent, and helping in seasonal work like selling kites, selling Rakhi, colors and many such tasks. Child's academics were not their priority, it was considered as an act of least importance for them. Hence the researcher felt that there was a dire need to develop awareness about the importance of child's education among those parents.

According to the views shared by the parents in the personnel interview and questionnaire (Appendix-IV F) the performance of the school was degrading because the students' in the school were not able to perform well in the examination. They shared that the teachers' in the school were co- operative and concerned; however

their wards could not perform well in exam because they found the concepts in the SSC Board Examination very difficult. The parents' added that they understand the value of education and would like to keep away their wards from being work like daily _Laborers, but were helpless and had to force their children to help them in earning and adding to family income. According to one of the parents, the school was repeatedly performing weak since the school was not taking any actions against the inefficient teachers in the school. According to that parent, teachers teaching important subjects like Science, English and Social science, required to develop skills to enable low performing students secure minimum required marks. The same parent also reported that the school authorities need to devise some policies or rules to ensure strict discipline and quality efforts from both, the students and teachers to enhance the quality of school pedagogy.

6. SCHOOL DOCUMENTS

With the objective to develop comprehensive understanding about the weak functioning of the school, the researcher studied the official school documents viz:

1. Teacher's Daily Planning Book-Diary/ Log book,
2. School Enrolment Register-G.R. Register,
3. Student's Attendance Register,
4. Teacher's Attendance Register,
5. Annual Inspection Report,
6. Student's CW/HW (Class work / Home work) Note books
7. SSC Board Examination Result File
8. Teachers' Service Book
9. Students school diary

Many more similar documents were critically examined by the researcher. The facts revealed from the same are as follows:

- 1. Teacher's Planner/Diary:** The teacher's Planner/diary was well designed, month and day-wise. It was not appropriately documented by Teachers. In the initial pages, the yearly planning was missing in most of the dairies. The daily planning was written in brief without note of teaching aids being used. This made researcher interpret that either the teachers are doing planning of academic activities to be executed across the year, not writing systematically and not planning as per the Boards' instructions. The later might be one of the causes of poor academic activities in the school, resulting in poor academic interest of students and ending in to student's and school's low performance.
- 2. School G.R. Register:** The detailed examination of the School G.R. register- revealed the fact that over a period of eleven years the performance of students in the Public-Board examination repeatedly showed decline. Somehow the school maintains the overall result around 30% and even less at times.
- 3. Annual School Inspection Report:** On examining the annual school inspection report critically it was found that the inspections were hardly carried out in the school regularly and in its real sense. As shared by one of the non- teaching staff member of the school, the inspectors merely come for one day on prior intimation to the school and studied only the documents that were shown by the school Principal and Management. The actual facts of the organization were managed efficiently and fairly well reported. The facts regarding the teaching learning process of the school, management practices of the school affairs were presented such that there was proper teaching methods and fair administration.

The annual inspection reports of eleven years (2003-2013) were studied critically by the researcher and it was found that the reports contained

monotonous similar feedback from the inspectors. The school inspection report emphasized that the school should have a playground for students to play and insisted on equipping the Science Laboratory well and to use it regularly for enhancing students' learning.

The fact that the schools students' academic performance is consistently deteriorating and needs strong actions were comfortably overlooked. Such practices from the inspecting bodies contribute in converting an average performing school to poor performing school.

- 4. Students' Class Work and Home Work note books:** Researcher talked to students in their class as well as to groups during recess time. The students very freely interacted with the researcher and shared their daily routine, how they come to school, what they do every day in the school, they showed their note books, text books received from school, their bag and other stationary material received from school. Observing critically students' notebooks, it was seen that students hardly document concepts systematically in their note books. Many of them had common note books for 2-3 subjects, very few had well covered note books systematically documented, different for different subjects. Few of them were without separate note books for all subjects; they merely had one note book acting as rough book to write, if a teacher insists. The status of the students' CW and HW note books enabled the researcher interpret the quality of teaching learning practices in the school. It was noted that most of the students were not having separate note books for each of the subjects, most of the note books were incompletely documented, uncovered and shabbily kept and this denoted that either the teachers never insisted the students to manage them in proper way or in spite of repeated teachers'

instructions the students never abided by the instructions. This reflected casual approach of teachers, students and management towards the teaching learning process in the school. When enquired about notebook status in the past to the ex-teachers, ex-students and parents, they shared that notebooks were never documented completely in the school and students also never believed in bringing all notebooks to school and there was no strategy to manage it. The long history of such weak academic practices in the school contributed to weak student-performance and in turn weak school performance.

- 5. Students' attendance registers:** A well bounded proper attendance register for students was missing in the school. All the class teachers had loose sheets showing attendance status of students for each month. These sheets were maintained well in a file, but could not seek answer from any school employee as to why the registers were not bound. Observing unbound students' attendance register in the school revealed the fact that students' attendance records if situations demanded (during school inspections) were manipulated or changed. The teachers were forced to do changes in the attendance register, as very often the students from the school went home without informing the teachers. When they were asked for the explanation for such behavior, the students gave the domestic excuses of job place commitments, parents very ill and need to attend or sibling alone at home and so on. To such excuses, the teachers shared that they had to consider such problems and grant the students' presence for the day on humanitarian grounds.
- 6. Teachers' attendance registers:** In the office area, the researcher could see the teacher's attendance register. The teachers' were required to sign as soon as they reach the school and while leaving the school premise at the end of the

day. The Register was fairly well maintained, glancing through the Register, it was found that the timings of coming and leaving were not written by the teachers. As informed by the supervisor of the school, all their teachers were regular to the school and particular in their duties, But across many teachers' name, their signature was missing for several days which reflected casual approach of the school employees in maintenance of the register.

- 7. SSC Board Examination file:** The researcher studied the SSC Board Examination file to develop understanding regarding the performance of students in SSC Board examination over the years. The SSC Board Examination files for the year 2001-2013 were critically studied to know the performance of the school in the Board examination. The result of the school in the Board examination was noted and presented in the tabular form.
- 8. Teachers' service books:** The researcher also studied the teachers' service books to develop understanding regarding professional details of teachers of school. The service books were studied to know the professional qualification of the teachers, their experience, the subjects taught and professional and personal training achieved.
- 9. Students' School diary:** During the interaction with the students researcher observed students school diary. Few students maintained it very well while few used it as a rough book. However most of the students had filled the personnel details page of the diary well. The study of this page enabled the researcher to collect the data to understand the socioeconomic status of the students.

4.1.6 TRIANGULATION OF THE DATA:

The data collected from multiple sources by using various tools such as questionnaire, unstructured interview, observations and document study was studied critically by the researcher several times. This enabled the researcher to identify and conceptualize the major themes and constructs underlying the process of development of sickness in the school. The understanding as developed by the researcher regarding the flourishing time in the school, regarding the process of development of sickness in the school and the process of perpetuation of sickness in the school is presented as follows:

4.1.6.1 FLOURISHING TIME OF THE SCHOOL

On enquiry with the officials of the District Education Board and on interacting with the ex-Principal, ex-teacher and ex-students of the school, the researcher noted that in the initial years of establishment of the school, the schools' functioning was good. Students' performance in SSC board examination as shared by the trustee members and Ex- Principal of the school was good. The Ex-Principal shared that in 1971-72 there was old SSC system, i.e. SSC Board exam being conducted for students in class XI. Due to the efforts of dedicated teachers, the school had at that time, fair SSC Board Result. The details of students' performance during the inception of school as reported by Ex- principal and as obtained from school-A GR register and presented below in the table 4.9

Table: 4.9 A Flourishing Time of School –A-SSC Board Result of Old SSC

Academic Year	No of Students Appeared	No of Students Passed	No of Students Failed	% Result
1971-1972	106	48	58	45.28
1972-1973	224	119	105	53
1973-1974	248	138	110	56

Source: School-A GR Register year 1971-1980 and as reported by Ex- Principal and Trustee members of the school

From the time of establishment till the year 1971, the past trustee members of the school reported that the school recorded fair performance of students. The ex-principal reported that the new SSC exam pattern initiated in the 1977-78, the performance of students in this pattern of exam where students appeared for SSC Board Examination in class X, was also good as presented in table 4.9 B

Table: 4.9 B Flourishing Time of School –A-SSC Board Exam Result of New SSC Exam

Academic Year	No of Students Appeared	No of Students Passed	No of Students Failed	% Result
1990-1991	76	50	26	65.78
1991-1992	94	58	36	61.60
1992-1993	122	56	66	45.90

Source: School-A GR Register, year 1990-2000 and as reported by Ex- Principal and Trustee members of the School.

It is noted that the students performed well in curricular and co-curricular activities held in the school. The Ex-Mathematics and Science teacher reported that the school motivated the students to participate in various competitive examination. The students appeared in the competitive examination such as NTSE and won laurels for the school and themselves. The students were also participated in the science fair organized by the DEO, Vadodara and their works presented in the state level science fair. The sports teacher and Principal shared that students won laurels in various sports activities such as Kho- Kho, Volley ball and Cricket for several years. They won prizes at zonal level and state level and added to the increasing fame of the school. Soon the school developed good name in the city. This motivated the management and teachers who were instrumental in making this happen.

With the increasing number of student enrolment, the school soon had one more building, a kilometer away from the initial one towards its south direction. The school strictly abided by all the rules and policies framed by the government bodies (GSHSEB). The School Management recruited teachers and admitted students in the school as per government policies and guidelines. The Ex- principal and the ex-teachers reported that there was congenial environment in the school. The interpersonal relations among all the stakeholders were really good. The entire staff worked as a unit and that was the key for the good performance of the school during that time. However, the trustee member reported that this good time in the school did not last long. Rigid government policies, mushrooming of schools in the vicinity of school and recruitment of some teachers from the District Education Office, Board gradually changed the performance of the school.

4.1.6.2 PROCESS OF DEVELOPMENT OF SICKNESS IN THE SCHOOL:

On Analyzing the data collected from diverse sources like interacting with the District Education Offices' Officials, stakeholder of the school like present and past teachers, parents, students, past trustee members, neighbors' of the school, conducting interviews and studying the school documents, the researcher developed the understanding regarding the Process of development of sickness in the school.

The school was performing well till 1990s in its initial stage of establishment; gradually in the vicinity of the school (during year 2000) many schools mushroomed. They developed rapidly into more promising organizations (as reported by the retired officials from District Education Office, Vadodara, ex- principal and retired teachers of the school) in terms of infrastructure, quality of education and management practices than those prevailing at the School- A. This resulted into a major challenge for the existence of the school. From the beginning of the academic year 1973- 74, the School started reporting conflicts among the teachers and management, court cases, with lack of attractive, innovative educational plans to ensure good student performance in the public examinations, lack of good infrastructure and with ordinary management practices, started facing the problem of extremely high dropout rate and low enrolment rate of students year by year (As shared by the ex-school teachers and nearby residents of the school)

The school never had its own primary section, due to lack of adequate space in the school premise; therefore in the available space the management started the secondary section – comprising of classes 8 to 10; which was the trustee member's and principal's area of expertise (class 8 was a part of secondary section before June 2012); but in doing so they had to enroll students coming from any school to fulfill Gujarat Secondary and Higher Secondary Education Board's requirement of having minimum 45student (Grant in aid code, 1964, Govt. of Gujarat, Rule 96.) in

order to continue Boards' recognition to receive further grants from government. Incidentally, the students coming to School to seek admission in class 8 were with extremely weak academic base. Most of them were from the corporation schools (Where most of the students, even today in class eight - are unable to identify the numbers and alphabets correctly, they are not able to write their name: as reported by almost all the teachers and principal of the school).Some students of the school were the rejected ones by most of the good schools for admission to class VIII, due to very poor academic score in primary section.

Thus due to the basic fact that the school had most of its students with academically weak background, the school being in heart of Vadodara city, in highly commercial area (Area surrounded by shops and offices) where the noise from nearby area was a frequent hindrances to academic activities, students with good academic background avoided taking admission in this school. Therefore, the performance of the school started deteriorating. Though the students coming to the school were academically weak, the teaching staff in those days was very efficient and enthusiastic (as reported by the ex- principal), hence during academic year 1969-1971, the school performed well both in Gujarati as well as Marathi medium (The SSC board result of initial years of establishment of school reflects the same);but gradually since academic year 1973 there was increase in the number of students performing low, which was not attended seriously by the school authorities, further, due to school's internal administrative problems(as shared by the trustees and the principal) it resulted in gradual rise in the number of academically weak students in the school. Moreover, the location of the school gradually became non supportive from academic point of view as the school got surrounded by commercial complexes, shops, no playground, vehicular noise and so on; hence, promising students and talented teachers opted to leave the school during 1990s.

Sequential happenings of such events as presented above contributed in gradual deterioration of school functioning and development of school into sick secondary school.

4.1.6.3 PERPETUATION OF SICKNESS IN THE SCHOOL

Consistent achievement of poor results of the students at SSC Board Examination, low Enrolment rate and high Dropout rate of the school had become a routine in the school. The school authorities could never ever achieve success in reviving this situation. This resulted into perpetuation of sickness in the school.

Years together the performance of the students in the school had remained weak. During few years in between from year 1989-1995, it did improve marginally due to efforts from teachers and students. The improvement was not capitalized. The school had not shown remarkable improvement. The sickness in overall performance of the school had sustained. The in-depth study of the school revealed that overall negligence of work procedures at school by all the stakeholders had resulted in such poor functioning state of the school.

1. Location of School building

The poor status of the school building revealed that the management remained passive regarding its maintenance. As it is situated in a market place, they never tried to shift it to an educationally conducive area. This reflected the casual approach of the Management towards the development of the school.

2. Casual Approach of Management bodies

The degrading situation of the school revealed lack of proper decisions taken by the Management at proper time in the past, even after seeing the gradually declining condition of it. Though the school was consistently performing low with regard to student performance at SSC Board examination and decrease in enrolment rate each year, the management remained passive. The study reveals that, immediate strong revitalizing steps were not taken. The study of school documents and the interactions with the experienced teachers revealed that there were no programs arranged by the management to ensure the high quality of school functioning across the years. The arrangement of work-shops or training sessions for teachers in the school to enhance their teaching skill and maintain good quality of teaching learning process was not found. The management took the declining rate of school performance casually (as shared by few retired concerned teachers and as revealed to the researcher and from study of past school documents.)

3. Lack of Coherence among the Stakeholders of the School

The study also reveals that over the years, the management and the teachers had lack of coherence among them. The teachers shared that though the Management was made repeatedly aware regarding the declining performance of school, yet strong remedial measures were not initiated by the School Management. On the other hand the Management body shared that teachers of the school could not rise to the need of the school and performed in the same old traditional way blaming the parents and weak academic base of students for poor performance and did not take the responsibility on themselves.

The study also revealed that the Management neglected the flaws in the work procedures in school functioning and gave more importance to the disputes the school was dealing with. This also contributed to the present sick condition of the school

4. Low academic base of students

To add to the problem, the school was having majority of students with long history of low performance in school examination. Most of the students were from low socio economic class of society and were first generation learners. Therefore, these students did not receive motivation from their parents, for improving their academic performance.

As a part of Governments' Non-detention Policy (RTE Act, 2009), students managed to go to higher class, as high as class X. However, they lacked the required knowledge and academic background to learn the concepts at higher grades such as grade IX and grade X. At this higher grade to improve the low academic base of students, to teach them from the very basic facts of the subjects, to develop interest towards learning and enable them to perform well, was extremely difficult for the teachers and school Management. Poor academic base, disinterest in academics, poor performance in examination, discontinuation in learning, dropout from school and all this chain of actions gradually contributed to perpetuation of sickness in the school.

5. Lack of innovation in pedagogy

On administering the questionnaire (as presented in Appendix IV-B, IV-C and IV-D) on Principal, teacher, students and on interacting with them in formal and non-formal ways the researcher observed and noted that regular teaching was carried out in the school but teachers were not found using interesting teaching aids or interesting

novel teaching methods in their classes. Teachers were using traditional methods like lecturing and explanation for teaching the students in secondary classes. As observed by the researcher, most of the teaching-learning sessions were monotonous, routine and teacher dominated. Consistent efforts from teachers in modifying the teaching strategy, using innovative teaching methods like project method, involving students in their own learning (chart making, doing simple experiment, taking to real life situations and so on) were found missing in the pedagogical practice.

The school was having long history of weak performance in the examination; in such a scenario, the teachers should have modified their teaching style. The management should have emphasized on the teaching staff periodically, to modify the teaching style, or should have emphasized on integrating innovative teaching style, technology in teaching. Such efforts from the School management and Principals were not observed were not reported by the present and past teachers. Neither did the researcher come across any document or any report showing arrangement of workshop or training sessions in the school to enhance quality of pedagogy in the school. Casual and passive approach of the stake holders towards the declining process of the school added to the process of perpetuation of sickness in the school.

6. Rigid Government policies

The researcher interacted with the officials of District Education office, interacted with the principals and senior teachers of the school. They shared that the District Education Board's rigid policies had also contributed into perpetuation on sickness in the school.

The Gujarat Secondary and Higher Secondary Education Board emphasized on having minimum 45students and now since 2009 minimum 60 students in a class

(According to Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009). The school authorities therefore made all efforts to enroll required number of students in school (irrespective of their caliber to get admitted in that grade in order to have adequate students in each class of secondary school), instead of emphasizing on improving the quality of the teaching learning process in the school.

According to Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009, student and teacher ratio in the school also should be maintained. According to this resolution, for 60 students in the school, there should be 1.5. With the increase in number of students in the school, the number of teachers should be increased and vice-versa. The teachers in the sick school therefore, became fazal (Teacher being shifted to other school where the teachers were in-adequate according to required teacher – student ratio) with the decrease in number of students in the school; since these schools had serious problem of high dropout rate or low enrolment rate. This contributed in the perpetuation of sickness in the school, since with the teachers becoming fazal from the school, there were not adequate number of teachers left in the school, to teach all the subjects taught at secondary school level. It further added in declining the quality of teaching- learning process in the school.

7. Lack of cooperation from parents

On studying the behavior, attitude, views of parents of school, the researchers found that the parents were having the desire to educate their child, but were helpless, they had to involve their children in their earning by serving as a maid or as sales-man or other such daily wages work due to very low economic condition and many individuals to feed at home.

The researcher observed and also the ex-teachers and present teachers shared, that whenever parents were having called in the school to make them aware with the poor performance of their wards, they narrated their challenges instead of assuring conducive environment at home for their ward to improve their academic performance. There were some parents who did not reacted to the suggestions and feedback given by the teachers on the result day in the school. The researcher observed that parents considered their wards education of less importance very often choose not to go to school to meet teachers since they will complain about their wards' poor academic status. Most of the parents were more concerned as to how their ward can be a help in adding to income of their family, while few were really concerned about their wards education but were helpless due to extremely poor economic condition.

The researcher would like to suggest the government bodies that just as the government is forming policies to provide free and compulsory education to all the students between the age group of 6 to 14 (RTE 2009) should also form laws to compel parents to educate their child. The parents not doing the same, forcing their wards to work at the cost of academics or not motivating their child to study should be given some punishment. When government is taking so much of efforts to ensure education of each and every citizen, it becomes the duty of each responsible parent as well to take all the required measures to educate their child. The researcher strongly emphasizes this as quality education can only be achieved for a learner with initial motivation and guidance from parents, without parents' involvement there are rare cases where the child excels' in education.

Thus lack of involvement of parents in the education of their child, due to lack of awareness among them regarding benefits of education, the sickness perpetuated in the school.

4.1.7 MEASURES TO REVIVE THE SCHOOL

With the objective to arrive at the measures that can revive the sick condition of the school, the researcher considered the views and opinion shared by the stakeholders during the personnel interview, group interviews and in the questionnaire and organized brainstorming sessions with all the stakeholders of the school sitting together across the tables, to discuss and come out with the feasible solution to the problem existed in the school. The individuals included in the sessions were the Principal, the senior teachers, ex-teacher, trustee-members of the school along with the researcher.

The researcher chaired the session and initiated the discussion, she explained the aim of organizing the brainstorming session.

According to the principal the major problem with the school was extremely poor performance of students in SSC Board examination and weak academic base of most of the students. Many teachers also agreed to this and added that the students lack basic urge to learn. The researcher being from the same teaching field shared the experience as to how the lessons can be made interesting. Different teachers suggested their ideas to make the teaching learning sessions interesting. Few teachers and the Principal shared the challenges that will be faced while implementing the ideas and suggestions given by the house. After a long brainstorming session for an hour and more, the major suggestions and feedbacks were summarized and the school principal made a comprehensive report of same.

1. The major suggestions and ideas that emerged from the discussions were that the students with weak base should be identified in the beginning of the year. They should be assigned a teacher who can teach them at personal level, one to one. This should be done periodically on regular bases. A special timetable should be made by the principal and should be strictly followed.

2. The teachers of all the subjects and those teaching important subjects such as Mathematics, Social Science and Science should integrate use of teaching aid in regular teaching. They should make use of power points in related topics, charts, models and so on to develop interest towards the subjects among the students.
3. The management can plan arrangement of motivating talk from eminent educationists to develop awareness regarding importance of proper learning in one's life. This should be done periodically. Such sessions should also be arranged for the parents so that they can perform a constructive role in their wards learning.
4. Suggestions also included talking to the students on regular basis, giving them real life experience by taking them to planetarium, Garden, to learn concepts related to Science, and so on. Teachers to extend their role as counselors and know what was depriving them from learning the concepts well.
5. The school principal was given the suggestion by the house to manage for special teachers who can provide remedial teaching to extremely weak learners after regular school hours on some selected days of week.
6. The principal with the aid of management should arrange training sessions and workshops (for teachers other than those organized by District Education Office); in the school to develop the skills and competencies of teachers to enable extremely weak performing students to improve their performance.
7. The principal was suggested that the internal evaluation system should be strengthened to improve the quality of teaching learning in the school.
8. Another suggestion that emerged from the discussion was that periodically once or twice in a month teachers from the schools doing well should be invited to acquaint the teachers of this school with the best teaching technique and help enhance students' performance.

9. Finally the house unanimously agreed to provide best of their services to the school. The school authorities- the trustee members, the principal and the teachers should work on improving the quality of interpersonal relationships among them, and redefine the roles of each one for the betterment of the school.

CASE-II

SCHOOL- B

4.2.1 INTRODUCTION

School-B was a secondary school in Vadodara city of Gujarat state. It was an urban, nonresidential co-educational school located in the eastern part of Vadodara. This part of the city was away from the old city of Vadodara, it was a serene area dominated by residential colonies. Among the tenement houses, one of the plot areas was developed into a school. From a distance the school appeared as one of the multi storied big house. When approached close to the building, it gave the appearance of a school, with poorly painted walls, and poorly painted board on the front wall of the School, displaying the name of the school. The School had two entrances in the same direction. One of the entrance gates leads to the office of the school which is located in the ground floor of the building, while the second gate leads to the actual school area. A small open space from the second gate, leads to the staircase which lead towards the first floor of the building where the secondary section class rooms were established.

4.2.2 VISION AND MISSION OF THE SCHOOL

The mission of the School was to provide education to the students of the society and to make them aware with the thoughts and ideas of missionary after whom the School

was named; there by to inculcate the values and morals in the students as suggested by the missionary. The school had the vision to educate the students of low socio-economic class of the society and provide them opportunity to enhance their living standards.

4.2.3 HISTORY OF THE SCHOOL

The school was established in 1984. It was initially established for classes from grade I to grade VII, later on was extended up to class X in the year 1985. The School was granted the permission for class X and it started receiving grants. In the initial days of its establishment, one of the trustee members of the school was also pursuing his duties as the Principal of the school. Soon that principal left the school in 1990 due to personal reasons. The Management body, in the year 1991 appointed one of the senior teachers of the school as the new Principal. Under his administration the School performed fairly well; however the student's performance at SSC Board examination was not satisfying. The Management and the teachers were required to focus on strategies that could enable students to perform well at public Board Examination; instead the Ex-Principal shared that the teaching staff remained indifferent towards the ever creeping problem of poor student -performance in SSC Board examination. The trustee members and Ex-Principal shared that the teachers enjoyed their permanent job in the grant in aid school. They choose to remain passive, in-spite of several instructions and reminders given by the principal for modifying teaching strategy to improve the school result. The researcher observed and noted from the data obtained in the form of questionnaire, observation schedules and interview reports from the interaction with Ex- Principal, Ex- Teachers and Ex Students of the school that most of the teaching staff were with casual approach towards their duties and they were leisure loving.

As shared by a senior trustee member of the School and an ex-teachers of the school, negative attitude towards school among the teaching staff and consistent weak student performance in the Board Examinations resulted in friction between the School Management and the staffs. Stable administration was lacking in the school. During this period June 2001, the principal appointed in the year 1991, had to resign from his post.

The trustee members and one of the retired ex-teacher shared that the school Management appointed another senior teacher of the school who had lot of influence on the staff as the next principal of the school. The Management approved him as Principal with the motive to improve the school functioning. However, as per the information obtained from the school official documents like old green sheets, GR register and according to the information shared by the ex- principals and ex- teachers of the school, the appointment of new Principal in the school could not bring improvement in performance of students in the SSC Board Examination and also in the attitude of teachers. The newly appointed Principal could not motivate teachers to provide their best services to the school. The school continued performing weak. As a result of which the trustee members shared that it led to friction among the staff and Management. The problem of non-coherence among the Staff and Management never got solved and students' weak performance in academics, decrease in enrolment number of students and increase in dropout number became even more critical. The Principal appointed in the academic year 2001 also left the school in the year 2010. Since then, the school was functioning without a Principal. All administrative work was governed by the in -charge principal.

The problem of weak student-performance was ignored by the management and teachers year after year. As a result of this the school was among the schools performing poorly in Board examination. The school's name was in the list generated by GSHSEB(Gujarat Secondary and Higher Secondary Education Board) having names of schools obtaining SSC Board examination result less than 30%. For a period of ten years and more the school was consistently performing poor and was not able to cope up with the critical situation of weak student -performance at SSC Board examination.

The problem of consistent 'weak student performance' invited several problems for the school. Some of these problems faced by the school were like the school was deprived from the educational grants from the Education Board (GSHSEB). The school reported increase in the number of drop-outs and decrease in the enrolment rate. This resulted in to gradual reduction in the number of students each year in grade IX and grade X. In order to do justice with the number of student - teacher ratio as per the norms of GSHSEB, according to which there should be 1.5 teachers per class of 45 students (Grant in aid code, 1964, Govt. of Gujarat, Rule 96.) and now 1.5 teachers per class of 60 students (according to Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009) the additional teachers were made fazal (getting transferred to other school where teachers were inadequate as compared to number of students) The teachers were made fazal due to consistent rise in the number of drop outs in the school. As a result of which year after year number of teachers teaching in school started becoming less and less and the school became deficit of minimum required teacher to teach all subjects taught at secondary school level.

Due to these problems quality of teaching learning process in the school got adversely affected and therefore, the students with good academic records and students from higher class of the society started leaving the school as shared by the ex-teachers and trustee members of the school. The tables 4.10 showing low enrolment rate, increase in drop- out rate, table 4.11 showing performance of school in the SSC Board examination and table 4.12 showing strength of the school are presented below :

Table: 4.10 Enrolment Rate, dropout rate and number of students in the school during academic year 2003-2013

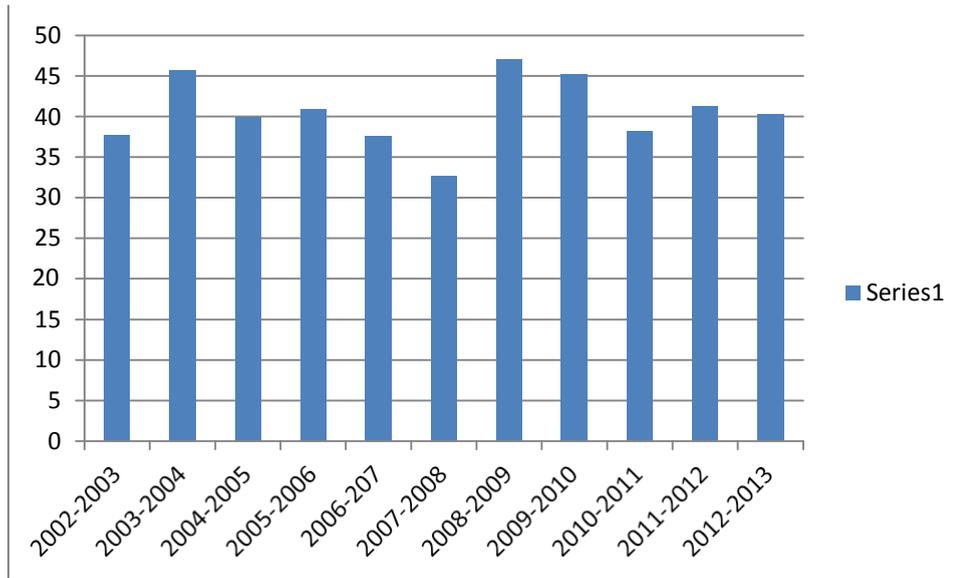
Academic year	Total no of Student enrolment	% of Student Enrolment	Total no of Student dropout	% of Student Dropout	Total no of the students in the secondary school
2002-2003	163	37.64	148	34.18	433
2003-2004	211	45.67	186	40.25	462
2004-2005	173	39.86	202	46.54	434
2005-2006	182	40.89	171	38.42	445
2006-207	170	37.61	163	36.06	452
2007-2008	133	32.67	178	43.73	407
2008-2009	147	46.96	241	76.99	313
2009-2010	144	45.14	138	43.26	319
2010-2011	112	38.09	142	48.29	294
2011-2012	99	41.25	153	63.75	240
2012-2013	58	40.27	144	93.50	*154
Average		40.55		51.36	

Source: School-B GR Register of year 2001-2010 and 2011-2013

* From the academic year 2012-2013 the secondary section of the school included only grades IX and grade X. Therefore, remarkable decrease in number of students was observed during the academic year 2012-2013.

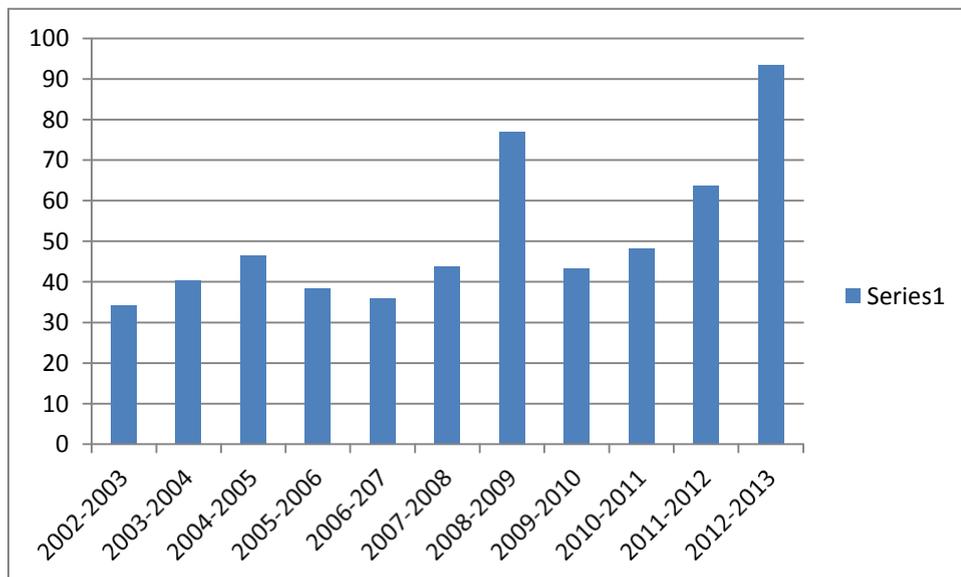
The table 4.10 shows fluctuations in the enrolment rate with lowest in academic year 2007-2008 up to 32.67. The table also shows the dropout rate with highest in the academic year 2012-2013 up to 93.50the table 4.10 reveals that the school had low enrolment rate and high dropout rate of students, during the academic year 2003-2013.The same has been represented in the graphical form as follows:

Figure: 4.3 Enrolment Rate in School B



Source: School-B GR Register of year 2001-2010 and 2011-2013.

Figure: 4.4 Dropout Rate in School B



Source: School-B GR Register of year 2001-2010 and 2011-2013

**Table: 4.11 Academic Performance of Students during the year 2003-2013 at
SSC Board examination**

Academic Year	No of Students Appeared	No of students Passed	No of students Failed	% Result
2003-2004	97	07	82	7.21
2004-2005	94	15	79	15.95
2005-2006	91	19	72	20.77
2006-2007	84	11	73	13.09
2007-2008	90	04	86	4.44
2008-2009	80	10	70	12.50
2009-2010	76	8	68	10.52
2010-2011	87	8	79	9.19
2011-2012	76	15	61	19.73
2012-2013	71	12	59	16.90

Source: School-B SSC Result File of year 2001-2010 and 2011 -2013.

The table 4.11 depicts that the performance of the school in the SSC Board Examination never exceeded beyond 20.77% during years 2003-2013. This is counted as poor result by Gujarat Secondary and Higher Secondary Education Board.

Table: 4.12 Class-wise strength of Students in last 10 Years

Grade/class	VIII	IX	X	Grand Total of number of students
2003-2004	133	120	101	354
2004-2005	103	99	89	291
2005-2006	114	102	94	310
2006-2007	111	93	72	276
2007-2008	114	88	73	275
2008-2009	103	75	86	264
2009-2010	#	88	70	158
2010-2011	#	80	76	156
2011-2012	-	80	87	167
2012-2013	-	83	71	154

Note: #Data not available for grade VIII for academic years 2010 and 2011.

*Since academic year 2012 and onwards secondary sections comprise of only grades IX and grade X. The above table represents decreasing number of students during 2003-2013it also shows that the school has long history of consistent decrease in the student number.

4.2.4 SCHOOL PROFILE:

The school was a Gujarati medium grant-in aid school, affiliated to the Gujarat Secondary and Higher Secondary Education Board (GSHSEB). It had classes from grade I to grade X. The primary section of the school had classes from grade I to VIII. This section functioned in the afternoon shift from 12:30 pm to 5:30 pm and secondary section having classes for grade IX and X functions in the morning shift between 7:30 am to 12:00 Noon. The detail of the school profile is presented here as under.

4.2.4.1 STUDENTS

In the year 2012-13, of the total 154 students were studying in the secondary section. Out of that 13 students were from General category, 18 from ST, 61 from SC, 48 from OBC and 14 from minority group (According to the data available in the School GR register). According to the GR register of the School, over 86.36% students were from the families having annual income less than Rs. 18,000; the other 13.63% were from middle class families having annual income more than Rs. 18,000.

On critically studying the School GR register and as per the information provided by School office, following details were revealed. Gender-wise break up of students from various social groups for the academic year 2012-13 indicated the dominance of boys in all categories. The detail about students' Caste and economic background is presented in table 4.13.

Table: 4.13A Economic and Educational Background of School-B Students' Parents

Average Parental Income of Students (Annual)		Educational Background of Parents of Students'							
		Graduate		SSC Pass		Primary School Pass		Illiterate	
Rs. 18,000 and below	Above Rs.18,000	Father	Mother	Father	Mother	Father	Mother	Father	Mother
133 Students 86.33%	21 Students 13.63%	1 %	1 %	14%	17%	86%	83%	-	-

Source: Students' School diary pages

Gender-wise break up of students and bifurcation of students according to various social groups for the academic year 2012-13 are summarized in table 4.4 B

Table: 4.13 B Social Back-ground of Students' of School-B

Sr.No	Social Group	Female	Male	Total	Percentage %
1	General	03	05	08	5.19
2	SC	19	22	41	26.62
3	ST	02	06	08	5.19
4	OBC	09	19	28	18.18
5	Minority	-	01	01	0.64

Source: Students' School diary pages

The above table shows gender- wise distribution of students from various social groups for the academic year 2012-13. The table 4.13 depicts that the school had maximum students belonging to low socioeconomic class of the society. It also indicates that majority of students were boys in all categories.

An analysis of responses in the questionnaire as presented in Appendix IV-E in the school showed that there were two percent parents who were graduate, the parents having education below graduation were almost 98 percent. Among these, 83 percent of the mothers had education up to primary level, while 17 percent of the mothers had studied up to secondary level. The qualification of 86 percent father was up to primary school and 14 percent father had studied up to secondary school. Parental occupation showed that 65 percent of the mothers were working as maids, laborers while the remaining of them were unemployed or housewives. Fifty eight percent of fathers were having their own small business-like cobbler, milk supplier, vegetable vendor, bag repairer, 20 percent were casual laborer on daily wages basis and 22 percent of them were either unemployed or physically unwell. About 20 percent of students were with single parents, many siblings and with poor residential facility. About 45 percent of students were part of earning members of their family; they also joined their parents in their work as laborers, cobblers, tailors, milk suppliers, maids and many more such tasks.

Parental education and occupation data represented that parents were not adequately competent to play a constructive role in the improvement of the quality of their child's education. The primary school background of the students for the academic year 2003-13 indicates that 90 percent of the students had their primary education in corporation school; few were from government school, with very poor academic score.

About 23 percent of students were found going to tuition classes, when asked about how they managed the fee, they reported that it was managed by their parents, few said they managed them self, while for few it was managed by some well-wishers (parent's boss or some teachers managed). Though these students were going to tuitions, they were not found performing well in academics. 77-78 % of students studied only in school, they never found proper environment or time to open books at home. This shows that whatever learning the student developed was only based on teaching at school. The concept of homework or self-study was all the most lacking among these students, which is the root cause of poor academic performance.

Enrolments: The enrolment figures of students in the school during academic year 2004-2013 revealed fluctuations. In the duration of ten years, the enrolment figures had shown remarkable decrease in number.

4.2.4.2 TEACHERS

The school had three trained teachers teaching in secondary section. All three trained teachers taught different subjects in the secondary section of the School. They had 20 years and more of teaching experience. For all the subjects taught in the secondary section, there were not adequate teachers in the school. The facts revealing the qualifications, experience and total teaching periods in a week are given in the table 4.14 below:

Table: 4.14 Details of School-B Teachers' Gender, Qualifications and Total Teaching periods in a week.

Teachers and subjects taught	Gender	Qualifications	Grades /Classes Taught	Professional experience in years	Total Period of teaching in a week
English Teacher	No Teacher				
Hindi, Gujarati, and Sanskrit Teacher	Female	BA B.Ed.	8,9,10	27	5
Social Science Teacher	Not in School				
Science Technology and Maths Teacher	Male	M.Sc. B.Ed.	8,9,10	20	7
Computer Teacher	No Teacher				
Music Teacher	No Teacher				
Art Teacher	No Teacher				
Physical Education(PE) Teacher	Male	C.P.Ed	8,9,10	22	4

Source: School-B Teachers' Service Books from year 1985 on wards

The data presented in the above table hold true for class IX and X for the academic year 2003-2012 and for academic year 2013 and onwards only classes 9 and 10 included in secondary section.

There were no teachers in the school to teach the subjects like English, Computer and Music. Languages (Hindi, Sanskrit and Gujarati) and Social Science were taught by the same teacher. Mathematics and Science and Technology were taught by another teacher. The teacher mastered in physical education, taught drawing, PE (Physical Education) and some part of social science. The principal shared that, the language teacher was assigned the duty of teaching English subject by the government bodies,

but the teacher denied the execution of the extra task assigned by the Board. As a result of this the students were deprived from the teaching in the subject of English.

While communicating with the researcher, the teachers expressed views regarding the teacher's training programme-Karma Yogi Talim conducted by GSHSEB. Their views were not very encouraging. They did not find the workshop helpful in solving the problems existed in the school. The details of the teachers status of appointment and both professional and in-service training are presented below,

Table: 4.15: School –B Teachers and their Status of Appointment and Training

Subject teachers	Status of Appointment			Status of training	
	Permanent	Temporary	Contract	Professional	In service
English Teacher	-	-	-	-	-
Hindi, Gujarati and Sanskrit Teacher	√	-	-	B.Ed.	1. Karma yogi Talim by GSHSEB 2. Computer course CCC ⁺
Science and Maths Teacher	√	-	-	B.Ed.	1. Karma yogi Talim by GSHSEB
Computer Teacher	-	-	-	-	-
Music Teacher	-	-	-	-	-
Art Teacher	-	-	-	-	-
PE Teacher and in charge Principal	√	-	-	C. P. Ed	Karma yogi Talim by GSHSEB
Any Other	-	-	-	-	-

Source: School-B Teachers' Service Books from year 1985 on wards

The facts presented in the table shows that the teachers of the school were competent to teach in the secondary school. Each one had professional training in education and most of them also had training in the computer.

4.2.4.3 INFRASTRUCTURE

The school building was a multistoried building with 10 class rooms. Three class rooms were on the first floor. The staircase from ground floor lead to a room which could be called as common passage connecting three classes on that floor. This passage also leads to the staircase for second floor. One corner of the common passage was addressed as staff room. The staff room was in between and on either side were the class rooms. Six class rooms were on the second floor of the building. The class rooms on second floor were hardly in use. In one of the class rooms on the second floor poorly maintained computer were housed, while in one of the class room , lab-equipments were kept. The equipments along with some teaching aids like charts broken models, some books with lot of dust were kept unorganized. The rooms which functioned as class room had desk and benches enough to enable 60 students to sit comfortably, It also had two windows, one fan, one tube light, duster, blackboard, teacher's table and chair. The walls of the classes were poorly painted and that gave sad look to the premise. Some classes had shared entrance gate. To enter in class IX, one had to go through class X. The privacy of classes was not maintained. The dealings in one class could easily be heard in the other class. The staff room was very poorly maintained with broken furniture and poorly ventilated room. The status of infrastructure at School B, is presented in the table 4.16.

Table 4.16 Infrastructure Facilities in the School B

Basic Facilities	Present/Absent	Adequate	Inadequate	In usable condition	Not at all usable	Remarks
School building	Present	√	-	√	-	Poorly maintained
Class rooms	Present	√	-	√	-	Very close to each other, congested, with common entrance
Electricity	Present	√	-	√	-	-
Furniture	Present	√	-	√	-	Very old and of poor quality
Laboratory	Absent	-	-	-	-	-
Library	Absent	-	-	-	-	-
Computers	Present	-	√		√	Lying dusted in poorly maintained computer lab
Telephone	Present		√	√		Only in the office area. No intercom to enable communication between staff room and office.
TV	Present	-	-	-	-	Hardly in use
Staff Room	Present		√	-	-	With broken chairs, poor ventilation and unpleasant.
Drinking Water	Present	√	-	√	-	-
Play Ground	Absent	-	-	-	-	-
Fans	Present	-	√	√	-	-
Toilets	Present	√		√	-	-
Ladies toilets	Present	√	-	-	-	-
Bus/Vehicle	Absent	-	-	-	-	-

Source: School-B Dead stock Register: Year 2001-2010 and Year2011-2013

The above table reveals that the infrastructural facilities at the school were of poor quality. Most of the furniture were of very poor quality. However the school had the entire basic infrastructure for facilitating quality academics.

There was no well-ventilated hall in the school. The ground floor of the school building was occupied by the school office. The cabin of the managing trustees was also in the office premise. There was no playground, assembly hall and garden in the school.

4.2.4.4 CURRICULUM ORGANIZATION AND TEACHING-LEARNING PROCESS

The researcher with the aim to understand the curriculum organization and teaching learning process in the school observed the school activities, interactions among the stakeholders and made critical observations of the class room teaching sessions using the class room observation form attached in the appendix IV-G. The pedagogical practices and co-curricular activities at the School were as follows:

4.2.4.4.1 PEDAGOGICAL PRACTICES

Consistent fall in performance of the school in the Public Board examination was the major concern to the researcher. In order to understand the process of the development of the same, the researcher observed several class rooms when learning session was going on. Most of the time the school was approached after prior permission; however at times the researcher also had certain surprise visits to the school. The lessons delivered by each of the teachers in the school were observed and interpretations were made regarding the quality of teaching, attitude of teachers, attitude and aptitude of students and all the events that occurred during the lessons delivered by the teacher. The researcher observed in all 20 classes other than school assembly on different days and derived following interpretations.

Table: 4.17 Pedagogical Practices in the School-B

Sr. No	Subject	No. of Lessons observed	Details of lesson observed	Teaching methodology used	Type of teaching aid or activity used	No of time the teaching aid used	Remarks on the quality of lesson
1.	English	-	-	-	-	-	-
2.	Hindi	2	1. Ch-4 Mitti ki Mahima 2. Exercise discussion	Lecture method	-	-	Average
3.	Gujarati	3	1. Ch-3 Mane Chakar Rakho ji. 2. Same continued 3. Vyakaran discussion	Lecture method	-	-	Average
4.	Sanskrit	2	1. Swasthavruttsmachra 2. Gunavati Kanya	Lecture method and verbal explanation	-	-	Average
5.	Social Science	2	1. Ch-6 Cultural Heritage 2. Same continued	Lecture method	-	2	Average
6.	Science and Technology	4	1. Ch- Metals 2. Same chapter continued	Lecture method	-	1	Not satisfactory
7.	Mathematics	5	1.Ch-5 Circle 2.Same continued (3 classes)	Problem solving method	BBW	2	Not satisfactory
8.	Computer	-	-	-	-	-	-
9.	Music	-	-	-	-	-	-
10.	Art	-	-	-	-	-	-
11.	PE	2	1. Ch-1 Dharana 2. Practical class on running	Command and imitation method	-	2	Good
12.	Any Other: School Assembly	5	-	-	Prayer, News and thought for the day.	-	Good

The above table 4.17 about classroom observation presents the status of teaching learning practices in the school. The summary of all the classroom observations reveals that the teaching learning process in the school was of average quality. No use of teaching aid was recorded in the lessons observed by the researcher. All the teachers used traditional lecture method to teach. There was absence of innovations in teaching method in the school.

The teaching learning sessions in most of the classes at the School were one way communications only i.e. by lecture method. Interactions with the Ex- Principal, retired teachers and ex- students revealed that it had been a tradition in the school to teach students with chalk and talk and with lecture method. As observed by the researcher, in most of the classes the students were passive listeners. In one of the class the researcher observed that the students were not with the teacher teaching, they were involved with their peers playing with some bits of paper, pencil or bullying some other peer. These acts of students could be easily seen by the researcher. However the teacher comfortably ignored this behavior of the students. The teachers were found emphasizing on students to write the concepts written on the black board in their note books; But the researcher observed that only few of the students were abiding by the instruction of the teachers. In most of the classrooms it was found that most of the students were without required note books, text books and compass box.

Since there were not many teachers to teach all subjects in the school, one teacher taught two –three subjects to the students. The students shared that they felt monotonous way of teaching learning by same teacher and boring. Though the subjects taught by the same teachers were different, yet the style of teaching was largely the same and hence after two periods they felt the deliberations to be highly disinteresting. This provoked them to do mischief in the class. Few students shared that although same teachers were teaching more than one subjects, still they found the

teaching interesting, But it was observed that most of their peers were not interested in studies and hence they created nuisance in the class and diverted other students' attention.

4.2.4.4.2 Co-curricular Activities in the School

The researcher did not come across arrangement of any co-curricular activities in the school. The Managing trustee however mentioned that they do arrange annual function for the students to show case their talent. There was no play ground in the school and hence quality sports activities were almost missing in the school pedagogy. The people living in the vicinity of the school however shared that celebrations of national festivals such as Independence Day and Republic Day were organized in the school.

4.2.5 TRACING THE PATH OF PERPETUATION OF SICKNESS IN THE SCHOOL

With the aim to trace the series of event that led to development of School as Sick School, the researcher during frequent visits to the school studied the views, and opinions of the stakeholders of the organization. The researcher administered self-made questionnaire, unstructured interview and observation schedules for seeking information to develop understanding about the series of events that led to the occurrence of existing situation of the School. The researcher gathered information from all available sources such as people associated with the school since long, people dwelling in the vicinity of school, retired teachers, District Education Office officials, 11 ex- students, and their parents and so on and ensured the authenticity of the information gathered. The keen observations made and conclusions drawn are presented as follows:

There was no Principal in the school since the academic year 2010. The school administration was managed by the In-charge Principal.

4.2.5.1 DATA PRESENTATION

The in-charge principal was approached with the prior appointment. The principal also shared information regarding the development of the school during several informal interactions with the researcher. The views and experiences as shared by the principal and various stakeholders are presented as follows.

1. In charge Principal

According to the views of in-charge principal the process that led to the development of the School as sick was very complex. The in-charge principal shared that the history of development of school suggests that the school never had long, good and effective leadership. The records suggest that the school had frequent change in the post of the Principal and also the one who secured the post of Principal was not much liked by the staff. The school therefore always faced the negative effects of friction between the Principal and teaching staff, friction between Management and teaching staff. The authorities always remained involved in solving the disputes between the staff and principals. There were court cases filed by the staff, this diverted the attention of the school authorities from monitoring the quality of teaching learning process. Such events reoccurred in the school for a long period and resulted in poor student performance, decrease in enrolment rate and increase in students' drop outs. All these led to perpetuation of sickness in the school.

The school as such was having students from low socio economic class of the society from the time of inception. Most of the students of this school were from the slum areas of Vadodara City. This very fact revealed that they came from low socio economic class of the society and had very less motivation to study. However, few of them had inclination towards knowing new thing, they had positive attitude towards study, but it was not nurtured well. Their concerns, quarries regarding the concepts

were attended by their teachers at school, and this resulted in to learning. But learning could not be internalized, as students hardly received favorable environment beyond school premise to rethink on the concepts taught to them. Away from the school at home the students were mostly involved in family business or in some daily wages work or bothered due to shattered family, bothered due to monetary or emotional crises in the family. The concept of homework did not occur among those students. This was reflected in their consistent low achievement in examination. They did not possess the aptitude for academic activities rather had keen interest in contributing to family earning.

The in-charge principal added _that _the children coming to the school do not get parents' guidance in their studies and hence they had poor motivation towards academics'. He said that _Since the parents of most of the students coming to school were daily wages workers, their priority was to ensure earning rather than child's education. Since most of the students were first generation learners, they had least interest in academics. Most of them came to the school with a motive to get good uniform, good books which were provided by teachers by voluntary contributions or by NGOs and some private organizations. Few came to the school because they were forced by their parents to come to the school'.

The in-charge principal also shared views regarding the rigid government policies that _The GSHSEB (Gujarat Secondary and Higher Secondary Education Board) was emphasizing the schools affiliated to their Board to enhance the quality of School education and in turn to enhance the quality of student performance and school performance. He added, that _The schools affiliated with GSHSEB had to manage school result at least 30% in the SSC Board examination, in order to continue receive grants. The schools failing in the same were deprived from the grants (Grant in aid

code, 1964, Govt. of Gujarat,). If such poor school performance continued further, initially the principal and latter even the teachers were penalized by stopping their increments for the academic year in which the school result was less than 30% (Grant in aid code, 1964, rule no. 96-1106-2138-c1, Govt. of Gujarat). The in-charge principal said that, ‘this policy of government was very rigid’.

It was observed by the in-charge Principal that the teachers could not play special role in enhancing weak students’ performance, as most of them had extremely weak academic base. Most of them seek admission in the school in grade IX. At such a higher grade like grade IX, the students were found lacking the basic knowledge of alphabets and numbers. Tables and basic mathematics was quite far from expectations. Most of the students were children of worker class people and hence their motivation towards education was least. Their priority was bread and butter. Daily earning was their priority. They therefore remained frequently absent in order to help their parents in their domestic work. Even if they came to school, they came with absolutely blank frame of mind. Lessons taught in the past were not the part of their memory; therefore new concepts taught did not interest them and therefore they added to the nuisance of the class.

These students with least parental support discontinued their learning very easily’. Since most of the students getting admitted to the school were of this kind, the school was reporting high dropout rate every year and school was facing stern problem of maintaining minimum required students in the school. The school required at least 45 students (according to the Grant in aid code, 1964, Govt. of Gujarat) and now, 60 students (according to Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009) in each class to receive grants and continue with the affiliation to GSHSEB (Grant in aid code, 1964, Govt. of Gujarat). The number of

teachers recruited in a GSHSEB school also depended on the number of students in the school. When the students' number dropped every year, the school had to reduce the number of teachers teaching them. In this way each year with reduction in number of students each year, teachers of the school were also made fazal (the extra teacher in the school were transferred to other school where the teacher number was not adequate) according to Grant in aid code, 1964, Govt. of Gujarat. The teacher becoming fazal was based on the seniority of the teachers and subject taught by the teachers. Since every year one by one the teachers were becoming fazal, there was lot of displeasure among the teachers. They were not teaching with full enthusiasm. They were made to teach the subject they were not mastered in to compensate the absence of teachers who had left the school being fazal. This was affecting the quality of teaching learning process in the school. On the whole, the series of events as discussed above was shared by in-charge principal.

2. Teacher

The three teachers in the school were approached by the researcher during all her visits to school. The researcher administered upon them the questionnaire (Appendix IV-C) and shared their opinions regarding the sickness in the school. They also shared their view during the personal and group interviews conducted by the researcher. According to the teachers, the sickness was perpetuated in the school due to multitude of sequential events. One of the hard realities of the school was that the school always had the students coming from low socioeconomic class of the society. To add to this hard fact, the school over the period of ten to fifteen years was surrounded by several new schools with modern amenities and attractive infrastructure. Therefore, the students performing well and those coming from rich families choose to go to such schools rather than seek admission in this school. This in turn resulted into lack of

adequate students in the school. The school therefore was always forced to admit almost any student who approached the school to seek admission irrespective to what academic background he/she had.

Most of such aspirants were the students from the slum areas. They were admitted in the school in grade VIII or IX completing their basic education in corporation school, where they had hardly learnt to read and write. With such weak base they were not able to cope up with complex studies of secondary school level.

Further they added that many of these students' family background was very weak, they came from bifurcated families, no father in the family or having many sibling at home to take care of, or parents were addicted to smoking, drinking, parents were very ill and no monetary help to treat them. Due to such background, students hardly had that mental makeup to prioritize academics. They came to the school with a motive to be with their friends, to get uniform, gifts at times –that were given to them by the trustee members or NGOs.

The teachers also added that since they were made to teach the subjects other than what they were mastered in, it became challenging for them to teach and at times it was monotonous to teach the same set of students (May it be different subjects) throughout the day. The teachers shared that it was very difficult and taxing for them to teach the students with very poor academic base, remaining frequently absent and to teach them every day from basics to connect them to the current day lesson. They found their effort went in vain teaching the students with least interest in academics. The teachers further added that their work became even more difficult, when they don't receive any support from the parents. The parents of most of the students being less educated don't motivate their wards to study or to go regularly to school. Few of

them avoided sending their ward to school. They wanted them to help them in their work at home or wanted them to help them in their profession. The parents never attended the parent's meeting arranged by the school and when called forcibly and explained about their child's poor performance in academics, they took it casually or many times were not ready to agree. They argued that their child performed well in studies, since they sent their child to the school daily and hence will surely perform well. In the higher class like grade IX and grade X the child was required to do self-study, required to revise and practice the concept at home. Such practices was almost lacking among the parents. They don't understand the importance of self-study, homework and argued in unpleasing manner. This demotivated them from calling them and addressing them. They said it was of no use counseling the parents who did not understand the importance of education in their child's life.

3. MANAGEMENT / TRUSTEE MEMBERS

The trustee members showed genuine concern towards the problem of consistent low performance in the school. The researcher perceived this through the views as expressed in the unstructured interview, and as observed and perceived by the researcher through number of interactions with them.

The researcher received very good response from the management of the school. The trustee members were personally present in the school during most of the time when the researcher visited the School. In the absence of the principal, the person from the management committee personally looked in to each and every matter of the school functioning. Showed deep concern regarding degrading situation of the school; seemed helpless and showed keen interest in doing almost anything to improve the situation of the school. One of the trustee members was the ex-principal of the school. He shared that the process that lead to the school's consistent weak performance was

school having long history of extremely demotivated teachers. He shared that management had made several efforts to motivate them, facilitate them in all possible ways by giving them freedom in executing their duties, relaxation in school timings, leave as and when they require; but instead of being obliged by this and providing best of their services, the trustee member said the teachers had misused the liberty given. He further added that the teachers of this school had been having the attitude of earning without putting in quality efforts.

The management was aware of the poor teacher attitude in the school, yet could not take any strict action against them due to rigid government policies. Gujarat Secondary Education Act 1972 was put forward by Government of Gujarat, under which dismissing the teacher or discontinuing the teacher from the services, in case of flaws in duties had become extremely difficult. The school tried doing that with the ex-principal, who violated school rules, provoked the staff against the management and failed in his duties as Principal. The management filed a complaint was filed against him, the matter went to court, an inquiry committee was appointed to sort out the matter. The result was that the Ex- Principal was declared innocent. Later it was revealed that Ex- Principal could manage the decision in his favour. Therefore, they gave the verdict favoring the Principal and the school had to bear heavy financial loss. Most of the teachers in this school, even today, follow the word of that Ex. Principal. They don't do the assigned work and if punished with memo, they simply showed passive response. The management person further added that the teachers don't address parents meeting organized in the school properly. They don't attend parents' meetings and allege that school is performing badly due to students with poor attitude and weak academic base. The management person said that the school authorities accept the fact that the students were with weak base, but situation could be gradually

improved by regular counseling and teaching students with more personal care. The managing trustee said that he found the school situation is very critical and complex and difficult to improve, since he had neither support from teacher nor parents.

4. STUDENT

The process of gradual weak performance of the school was further understood by studying the views and opinion of students studying in the secondary section of the school. Several students of the school were interviewed on different occasions. Sometime the students were consulted with prior notice, while some time they were spontaneously approached in the recess time in the school compound, or during proxy classes in an unplanned manner. A semi structured interview schedule was used to collect the data. Some students were requested to share their views regarding the deteriorating situation of the school by responding to the questionnaire made by the researcher (Appendix IV-D), while some students shared their views in the form of both unstructured interview as well as by responding to the questionnaires of the researcher. The researcher critically studied the views and suggestions put forward by the students and developed understanding regarding the process of perpetuation of sickness in the school, which is presented as follows:

Students were very affectionate and polite. They were surprised and curious to know the reason why the researcher was there in their school. According to Students the School was consistently failing in performing well due to lack of efforts from most of the Students. Most of them said that _We do follow the lessons taught in the school, but we forget the same soon. They added that -we also go with our parents to work with them, therefore we don't find time to study at home. We don't do the home work and that bothers our teachers. They scold us for the same and we don't like that. We therefore choose to remain at home and not to come to school. When we don't come

to school for several days, the teachers send message through other students and when we come to school, obeying them, they scold us. We don't like this'. The students said that they would like to come to school, if the school often took them to Pravas' (picnic). Few students shared that -the teachers in the school were really good; they take lots of efforts to make us understand the lessons, but since most of us don't pay attention in the class, don't do homework and revision, we perform badly in exams||. Few students also shared that Since most of students don't bring required study materials don't do homework, don't come regularly to school, they remained annoyed on us and it affects our study'.

The students also shared that many times teachers come to the class, and with us but they don't teach new lesson. If one of us asks the teacher some questions from the lesson taught, they will answer that query and again will do their own work. However, if the lessons were not taught in the school or if we miss out the lesson in the school due to our absence in the school, we learn the lessons in the tuition classes'. But by interacting with students, parents and teachers, the researcher came to know that all the students do not afford going to the tuition classes and such students also don't pay attention in the school, don't come regularly to school and hence they were not able to perform well and such students failed in the exams'. The ex- students of the school, who met the researcher during one of the visits to the school and shared that the school had long history of many students who were irregular to the school and were with poor understanding of concepts. The sickness therefore perpetuated in the school.

5. PARENTS

The researcher had to struggle a lot to meet the parents of school. After several messages sent through the students to the parents, the researcher could meet few parents during one of the visit. On studying critically the responses of the parents on the questionnaire administered by the researcher (Appendix IV-F) and from the views shared during unstructured interview with the researcher, the views for weak school performance as presented by the parents were as follows:

The parents shared that they were happy with the school and had full trust on the teachers and trustee members of the school. They said that school was not performing well because these students were not able to score good marks. They said, -it was really painful to know that our children don't perform well in the exam. Our children go to the school daily even than they fail. This was really surprising||. One of the parents said, that _ my child was really hard working, he helped me at home in making packets of bhoongli (type of vafour) and also helped in the house hold work till late night and again in the morning gets ready to go to the school'. Yes he was not scoring well, but he has promised me and will soon do well'. Another parent said that he does send his child daily to the school, but could not send her regularly to the school in the marriage season (November- February). The reason was that the parent needed the child to accompany them at work place to cope up with heavy work load at work place (wadi- wedding hall). When the researcher asked, _don't you emphasize your ward to study at home? The parents replied, that, _Madam, at home, we have only one room with six of us to live in. I send him to school and he studies there, if he studies also at home than who will work? My husband remains unwell all the time, my father in law is very old and ill as well and the younger two kids are very small still. I need to go for work. So after school hours, the child (Coming to the School)

does all the domestic work at home. When asked why you don't come to school in the parents meeting, they replied –Madam, what to do coming to the meeting, the teachers will scold us and our children for not scoring well. We already know this and then for half an hour meeting, we will have to take leave from work place and that costs our one day salary||. Few parents also suggested that instead of calling us, they could call us in the evening|| One of the parents said.

Studying critically the reflexes of parents revealed that the parents were not aware with depth of problem existed in the school. Most of the parents associated with the school, being less educated and from economically low class society, were not really instrumental in the Childs' education. This added to sickness in the school.

6. SCHOOL DOCUMENTS

With the objective to develop comprehensive understanding about the weak functioning of the organization, the researcher studied the following official documents –

1. Teacher's daily planning book-diary,
2. Teacher's attendance register,
3. School Enrolment Register-G.R. register,
4. Student's Attendance Register,
5. Student's CW/HW Note books
6. Annual Inspection Report,
7. SSC Board Exam file
8. Teachers' Service Book
9. Students' School Diary

Many more similar documents were critically examined by the researcher. The facts revealed from the same were as follows:

1. Teacher's planning book/log book/planner:

The detailed observation of teachers log book revealed that teachers plan the concepts well; however the execution of the planned lesson was not as planned. This was concluded by observing several teaching-learning sessions in the school at different day and time slots. Most of the lessons in subject like social science, science and technology were planned without use of teaching aid and most of the planning was not signed by the in -charge principal.

It reflected unmonitored teaching learning activities in the school, lack of special efforts to enhance quality of teaching. It also revealed lack of conscious efforts from the teachers and governing bodies towards students' learning.

2. Teacher's Daily Attendance Registers

Researcher got the opportunity to observe the teacher's attendance register several times and found fairly well maintained. The facts from the teacher's attendance register reflected teacher's good attendance in the school in the academic year 2012-13.

3. G R Register:

On critically studying the school enrolment register following facts were revealed. The school was facing the serious problem of increasing trend of dropout of students from the school in contrast to the enrolment rate. The facts revealing the same were presented in the table-4.10.

4. **Student's Attendance Register:** The Attendance register of each class of secondary section of the school was critically examined by the researcher. The facts revealed that the data was well compiled for the first six month of each academic year. The facts in the students' attendance register in the term II revealed some manipulation in the attendance of students of class X. This was

noted by the researcher during the days of her visit, she found that the attendance register did not match with the number of students actually present in the class. This occurrence was observed by the researcher on more than three occasions.

5. **The Annual School Inspection Report:** The researcher studied the annual inspection report of almost ten years till August 2010. Since then the inspectors had not visited the school. The school had no inspection since last three years. When asked to the in-charge Principal as to why inspection was not held in the school? He replied ‘There was no definite reason for the same. We had enquired several times with the DEO office, when will they be visiting the school for the same. They always reply shortly but still had not come. The available annual inspection report of past years available in the school showed that the school had consistently received the feedback regarding need of improvement in the performance of students in the SSC board examination. Teachers should put in more efforts to improve the result. The school also consistently received the feedback regarding need to improve the quality of science laboratory in school and to develop proper playground for students to play. When asked the in-charge principal as to ‘What steps were taken by the school in response to these suggestions?’ the in-charge principal replied that ‘The school had made arrangement of remedial classes in each subject for weak students on every working Saturday after school for one hour’. He added ‘however the students don’t come regularly to school. Hence coming for remedial class was even more difficult. He said that ‘students don’t make use of available facility in the school and performed miserably in the board exam and put both the teachers and the school in problem’.
6. **Students Class work and Homework note book:** The researcher had to struggle for several days to see students note books. When requested the students to show their note books every time the answer received was ‘sorry we had not brought

today next time you come we will definitely show'. This was the reply obtained from most of the students. Finally during one visit, Researcher could see students' note books, they were fairly found well maintained, all concepts written in the science and Gujarati note books seen by the researcher appeared as if were directly copied from the text book. The matter written in most of the note books were clear, without cutting cancelling, well written. On observing such well written note books researcher doubted the authenticity of the note books as to whether they were regular school notebooks or were specially developed to show to the researcher.

7. **SSC Board Examination file:** The researcher studied the SSC Board Examination file to develop understanding regarding the performance of students in SSC Board examination over the years. The SSC Board Examination files for the year 2001-2013 were critically studied to know the performance of the school in the Board examination. The result of the school in the Board examination was noted and presented in the tabular form as presented in the table 4.11.
8. **Teachers' service books:** The researcher also studied the teachers' service books to develop understanding regarding professional details of teachers of school. The service books were studied to know the professional qualification of the teachers, their teaching experience, the subjects taught and professional and personal training achieved.
9. **Students' School diary:** A well bounded proper attendance register for students was missing in the school. All the class teachers had loose sheets showing attendance status of students for each month. These sheets were maintained well in a file, but could not seek answer from any school employee as to why the registers were not bound.

4.2.6 TRIANGULATION OF THE DATA:

The data collected from multiple sources by using various tools such as questionnaire, unstructured interview, observations, and critical document study, the data were triangulated. This enabled the researcher to identify and understand the major themes and constructs underlying the process of development of sickness in the school. The understanding as developed by the researcher regarding the flourishing time of the school, process of development of sickness in the school and perpetuation of sickness in the school is presented as follows:

4.2.6.1 FLOURISHING TIMES OF THE SCHOOL

As mentioned earlier, the school was established in the year 1984. Under the direction of efficient Principal (as addressed by the trustee members), the school was gradually progressing. The Trustee members, Ex-Principal, few ex-teachers and the people living in the vicinity of the school shared that the school had good strength of students (Table 4.18). The teachers were with good attitude and were executing their duties with enthusiasm. (as shared by few ex-students, ex-teachers and Ex- Principal of the school). The students' performance in the SSC Board examination was also good, (reported the Ex. District Education Office officials, Ex Principal and retired teachers of the school). They also reported that there was increase in the number of students each year. The facts revealing the same are presented in the table below:

Table: 4.18Flouring Time of School B

Academic Year	No of Students in the school	Performance of Students' in SSC board examination
1986-1987	36	37%
1987-1988	47	42%
1988-1989	52	41%
1989-1990	162	43%
1990-1991	128	38%

Source: School-B GR Register, Year 1986-1995

The table 4.18 presents the increasing strength of students in the initial years of establishment of the school.

Co- curricular activities such as celebration of Independence Day, Republic Day, children's, day and so on were organized in the school. The school also organized annually once the annual day to showcase students' talents where in students used to participate enthusiastically (shared the old teachers and people staying in the vicinity of the school). The Ex Principal shared that students used to participate in sports activities such as Volley ball and Kho-Kho and used to participate in sports competitions organized at Zonal level and State level and had won laurels for the Schools. Due to good performance of the students in academic and co-curricular activities school had earned good reputation.

4.2.6.2 PROCESS OF DEVELOPMENT OF SICKNESS IN THE SCHOOL:

On Analyzing the data collected from diverse sources like interacting with the District Education Offices' Officials, stakeholder of the school like present and past teachers, parents, students, past trustee members, neighbors' of the school, conducting interviews, studying the school documents, the researcher developed the understanding regarding the process of development of sickness in the school.

The process of development of sickness in school was very slow and dynamic process. In the initial year of establishment, one of the senior trustee member shared that the school performed well. The school was established to spread the ideology of the missionary, behind whom the school was named and to provide education to the society. Under the leadership of able Principal, all the staff members executed their duties efficiently. One of the retired teacher, senior citizens living in the neighborhood of the school and as per the DEO Office Vadodara records the school recorded gradual increase in the number of students each year (Table 4.18). The school was showing slow but steady development.

The dynamic Principal under the leadership of whom the school was trying to achieve new horizons of success soon had to quiet the school due to personal reasons. The Management under this situation had to appoint a new principal. The newly appointed principal was one of the senior staff members and also the trustee member. One of the ex- teacher of the school reported that, many of the teachers in the staff who were also equally senior and with good caliber in the school did not like this move of the Management. They expressed displeasure towards the appointment of new Principal in the school. The instructions given by the Principal were not followed effectively. This affected the teaching learning process in the school and gradually the school started showing decline in the process of development.

The school Principal further shared that, to add to the problems in the school, gradually in the vicinity of the school, developed several schools of same Board affiliation, same medium of instruction and with better infrastructure. The students from the near vicinity of the School therefore opted to seek admission in those schools. This school therefore started facing the problem of lack of enough students in the school. The school started reporting a trend of high dropout rate and low enrolment rate year after year.

To all such happenings, the School Management remained a quiet spectator. They were involved in solving the dispute among the staff members and the principal. The teachers monotonously executed their duties without trying something innovative to improve the school performance. They were only interested in safe-guarding their job. They showed least concern towards declining student performance and student enrolment in the school. They were well versed with the laws and policies to safe-guarding their jobs and hence comfortably neglected the corrective instructions given by the principal and the Management. The principal who was liked the least by the staff members retired in the year 2001.

In order to revive the declining school situation, the school management soon appointed one of the most popular senior teacher as the Principal. This move of the management also did not contribute in improving the declining situation of the school. The newly appointed principal instead of working with positive attitude performed his duties against the instruction of the Management. Provoked the staff members to work monotonously and made the situation even more critical. The School Management warned the principal several times for taking some strict actions for improving the situation of the school. He was told several times that strict actions will be taken if the corrective plans were not made and executed. The Principal took all the warnings very casually and one fine day filed a case against the School Management. The school authorities remained involved in attending all such disputes and the school's teaching learning process progressively showed decline. The student's enrolment decreased; and those which were enrolled were from low socioeconomic class of society. Most of these students were with poor motivation from parents, very weak academic base and low intellectual abilities.

All these events aggravated the problem of consistent weak performance of the school and the school became a sick secondary school. The Principal who filed the case against the Management won the case and the school had to bear heavy financial loss in resolving the matter. The Principal soon left the school in June 2010 and since then there was no principal in the school. The school activities were managed by the Management and the in-charge Principal. Every year the school was reporting reduction in required number of students in the school and hence one by one the teachers were becoming falter. The school along with having problem of inadequate students in the school was also facing the problem of inadequate teachers to teach all the subjects at secondary level in the school. Since the school was not having required number of students in the school the GSHSEB did not provide permission to recruit new teachers in the School. All such happening in the school for a long period had made the school a sick secondary school.

4.2.6.3 PERPETUATION OF SICKNESS IN THE SCHOOL

The school was established to spread the message and views of Missionary on education. The school was established to provide education to the students from the weaker class of the society. The school established with such divine motive should reach the heights of success, rather was struggling for existence. Triangulation of data collected for the study revealed the following.

Casual Approach of Principal towards the work procedures in school

On studying critically the views of the in-charge Principal and on observing the work pattern at different occasions during the visit of the researcher to the school, the researcher observed that the in-charge Principal was holding the government bodies and government policies responsible for the pathetic situation of the school. The in-

charge Principal was hiding the inefficiency of the administration and the staff to cope up with the situation of weak students' performance and was holding the students' weak academic base and low socio economic status responsible for the School's poor performance.

The researcher during the visit to the school hardly found the in-charge Principal getting involved in the teaching learning process of the school. On most of the occasions the researcher visited the school, the in-charge Principal was found absent from the school due to the official work like meeting at DEO office or some personal work(as reported by the school officials). The in-charge Principal should rather shoulder the responsibility of weak school performance and develop some strategy to over

3. Attitude of teachers

The teachers of the school were also found with lot of negative attitude towards the school and towards their work. On most of the occasions the researcher visited the school, the teachers were found in the staff room, doing some personal work. They were not happy to receive the researcher. They said repeatedly pointing towards the class and students that such is the situation of the school; we could not do anything about this. When the researcher reflected that no one is holding the teachers responsible for poor school situation, they in some way got ready to speak to the researcher. The teachers shared that they find no hope of betterment of the present status of school. The situation was very complex; there were multiple factors responsible for school decline.

4. Lack of innovations in teaching style

The researcher observed that whenever the teachers were teaching in the classes, they were teaching with the monotonous chalk and talk method. They choose not to react to the students who were not attentive in the class. Passively they delivered their lessons. In most of the situations they were found grumbling about the strict Management, rigid government policies, non-cooperative parents and extremely weak students. When asked about the use of charts and models in the school, the teachers reacted that ‘_since the students were with so weak academic base, use of technology was also not making major difference in their learning; however we do use it frequently’. Looking at the charts kept in dusty cloth bag and dust filled models, it can be said that they were hardly used any time. The same was also reported by the Managing trustee to the researcher. The researcher was of the view that teachers of such weak students should be rather proactive. The teachers were rewarded by the government with attractive thick salary; therefore to provide best of their services, to develop some special strategy to enable extremely weak students to perform well should become their moral duty. The situation found here in the school was contrasting. The teachers had given up and holding the government bodies, management bodies and students responsible for the situation.

5. Casual approach of Management bodies

The management bodies on the other hand blamed the teachers for the pathetic school condition of the school. The management people instead should have timely taken apt steps; Strict actions against non-performing teachers. They should have frame strict rules forcing the teachers to enhance the quality of their teaching and dealings with the students by, keeping the DEO in confidence. The Management remained involved

in solving the dispute with the principal who had already left the organization, instead could have planned some work –shops or training sessions to enhance the quality of pedagogy in the school. To develop coherence among the stakeholders, to motivate the students for securing good marks in academics and to develop awareness among the parents to educate their ward the management could have taken some efforts periodically by arranging talk by some social reformist, eminent educationists and so on. Such efforts from the management were found missing in the school work procedures.

6. Weak academic base of most of students

The interactions with the students and on studying the responses given by the them in the questionnaire revealed that most of the students had the urge to learn, had the urge to study but, due to the limitation of weak basics, low memory, and poor social status, they were not able to perform well. Many of them confessed that they felt extremely bad about their not able to learn and understand the concept. They said that they wanted to make their teachers ‘proud’. They wanted to receive good education, and have better life style, but they found the academics very -very difficult. They felt that the researcher was from the GSHSEB and therefore kept on requesting the researcher ‘Mam please make the stuff in our text books simpler’ please make ‘Ganit’ (Mathematics) and ‘Vigyan’ (Science) easy’. They added that they want to become Engineers, Officers and help everyone. This showed that the students were not with negative attitude towards academics. They had the desire to learn, to do something for their school, their teachers but they were helpless. They were in need of special teaching method. Special teaching method in the form of one to one teaching, counseling and consistent guidance which was found missing in the organization.

7. Breach of work ethics

On observing the school documents like teachers' planning diary, it revealed that there was no systematic planning of the lessons delivered in the school. The teacher's diary of both the teachers showed absence of annual planning. The daily lesson planning was also not documented well for each day. The in-charge Principal's signature was missing at many places which reflected the least involvement of the in-charge Principal in every day's teaching learning process of the school. The study of GR register shows that the school related data is maintained well. The facts in the GR register showed periodic decrease in the number of students getting enrolled in the organization each year; however the school authorities, the in-charge Principal or the management personals were not found developing any special strategy to overcome that serious condition.

The researcher could not find from the interactions with the school authorities any strong steps taken by the school to overcome the degrading situation. The interactions with the school authorities (The trustee members and the in charge Principal) and the detailed study of the school documents also did not reveal the arrangement of workshops or training programs for teachers to motivate them and enable them to develop the skills to deal with weak performing students. The researcher also during the document study did not ever come across any document which explained the plans to improve the declining situation of the school. The study of school documents viz, annual school inspection report revealed that in the last five years the school had not faced inspection. This matter was really serious. The management should have reacted to this. If they were really concerned about the declining situation of the school, the in-charge Principal or the managing trustee could have approached the DEO to find the reasons for the same and could had arranged inspections in the school. This matter reflected that the school authorities did not want

feedback and suggestions from the government bodies and at the same time wanted to escape the corrections that would be provided by the inspecting bodies. Inspections not happening in the particular school for about five year also reflected careless management of inspection schedules in the Vadodara city by the District Education Office. This showed that overall the attitude of the managing trustees, in-charge Principal and teachers was very casual. Their body language communicated that the school was functioning weak and would remain so. They have accepted the situation and are not ready to try something different or novel.

The researcher observed that the stakeholders of the school, particularly, the teachers, Principal and Management bodies played a blame game. They all allege each other and none of them were ready to shoulder the responsibility of improving the poor school performance. Due to prevalence of negative attitude, indifferent approach towards the development process among the stakeholders of the school, sickness perpetuated and school became a sick secondary school.

4.2.7 MEASURES TO REVIVE THE SCHOOL

With the motive to revive, the school, the researcher considered the views and opinion of the stakeholders for revival of school during personnel and group interview with them, as shared in the questionnaire administered on them and organized a core group meeting (comprising of the school Principal, Teachers, Management people, researcher and a retired official from DEO office Vadodara who agreed to participate in the meeting on special request of the researcher) for a brainstorming session to discuss the strategies for reviving the sick condition of the school. The school had a long history of non-congenial interpersonal relations among the stakeholders. Out of the three teachers in the school, two teachers were highly experienced and were at the verge of retirement and therefore were not much interested in the revival process of

the school. They had given up the hope of improvement of the school. Therefore the researcher had to undergo long exercise, convincing each of the stakeholders, the Principal, the teacher and the Management for the brainstorming session aiming at arriving at decisions which can help the school to revive.

The session was chaired by the researcher who appealed all the stakeholders of the school to execute their duties on a basis of Win – Win approach. The Official from the DEO office, reminded the experienced stakeholders of the school that the success of the employee is in the success of organization therefore each employee should make every effort to take it to new heights of success.

The discussion extended further with the teachers presenting the major challenges faced by them during the teaching learning session and possible strategy that can be employed to revive the same. All the teachers unanimously agreed that the school's major problem was students with very weak academic base, low motivation and from low socioeconomic class of the society. 1. To revive this condition, the following points emerged,.

1. As most of the students had weak academic base, this can be improved by providing special coaching to the students wherein teaching of fundamental concepts of each subjects like Mathematics tables and basic mathematics calculations, identification of alphabets, spellings and so on can be done by appointing special teachers who can teach students in the evening hours when students are done with their earning part of their families, or after regular school hours or on Sundays and holidays. The teacher appealed the trust to make arrangements for the same at priority bases if they really aimed at reviving the condition of the school.

2. One of the teacher shared that the Students drop out can be checked by improving the infrastructure facilities at the school. The infrastructure facilities existed in the school was very poor and hence needs to attend it.
3. The teacher aided that even the staffroom in the school was very poorly marinated and needs kind on attention of the trust in this regard. To this the trustee member reacted that the trust was ready to do the needful however the assurance for proper maintenance of the same in the future should be given. The researcher was a patient listener to this conversation. The researcher appreciated the proactive reply by the trust and enthusiastic participation of the teacher in the discussion.
4. The personnel from the DEO suggested the school trust that for enhancing the quality of teaching learning sessions in the school and for developing good interpersonal relations among the stakeholders of the school, they should plan workshops (other than those organized by the DEO, Vadodara), motivating talk by eminent educationists of the town to develop the skill and competences to enable the teachers to help students secure minimum required marks. This will gradually reduce the school dropouts and will surely improve the quality of school pedagogy. It will also help in developing positive work environment in the school.
- 5 The Principal shared his idea of reviving the school. According to him with regular counseling and motivating students for their performance is needed. He said that the parents also need to be informed on regular basis regarding the students' performance. Holding the students' low socioeconomic condition and parent's negligence is responsible for pathetic condition of the school. Updating the parents with students' performance and taking their feedback regarding their child's progress is essential and it will make the parent to participate in students' academics and this will motivate children to perform well.

CASE-III

SCHOOL -C

4.3.1 INTRODUCTION

School C was a co-educational Secondary School located in the eastern part of Vadodara city. The school was located on the main road connecting the Vadodara city. This part of the Vadodara city was surrounded by the people with mixed socioeconomic class. In the vicinity of the school, there were residential colonies as well as slum areas. The school was located above a shopping complex. It occupied the first, second and third floor of the multi storied shopping complex. On the either side of the school building were the commercial units like multispecialty hospital, small restaurant and small shopping complexes. The school being located on the main road, surrounded by commercial units, hardly appeared as a school. The windows of the school easily provided the view of main road, where every now and then processions and rallies go along. Further to add to the problem, traffic horns and hawkers passing by the road attract the attention of the individuals in the school. The front view of the building gave the appearance of a shopping complex. It was only a huge board in front of well painted building displaying the name of the school, revealed that the building occupied entire school in itself. The school had a long history of low performance in the SSC Board examination.

4.3.2 VISION AND MISSION OF THE SCHOOL

This school was established, with the motive to provide good education to the people living in the near vicinity of the school and thereby to contribute in developing quality citizens. As shared by the Principal of the school and Trustee member of the school,

the school had the vision to develop the school as one of the good educational organization and to enable students of society to become good citizens of the society. The school had the mission to provide education to the mass and contribute to the welfare of the society

4.3.3 HISTORY OF THE SCHOOL

The School was established in 1968, in a small rented building and later the school was shifted to the building which was owed by the school management. The Ex-Principal of the school reported that in the initial years of establishment the school performed well. Due to good performance of the school in the year 1986, it started receiving grants and the school received permission for initiating class X. The school had young and dynamic teaching staff that ensured quality teaching-learning process in the school, reported the senior most Trustee member and some of the retired teachers. The document study and interaction with the senior teachers revealed that the school had good enrolment rate and good student performance in SSC Board examination till 1993. The school was enjoying good reputation in society.

Soon in the vicinity of the school, mushroomed few more schools with same GSHSEB affiliation and same medium of instruction with better infrastructure and good facilities for students. This started affecting the enrolment rate in the school. Gradually the enrolment rate at this school started declining from the year 1995. The school being affiliated to GSHSEB had to maintain at least 45 students per class (Grant in aid code, 1964, Govt. of Gujarat, Rule 96) and now since academic year 2009, 60 students per class (Department of Education, Government of Gujarat, Resolution No. 1106-2138, and Gandhinagar, 2009) to receive grants from government. To fulfill this requirement, the school started enrolling all the students that approached the school. Most of the students approaching the school were with

extremely weak academic base and those who failed to secure admission in other schools of Vadodara city due to their poor academic background. The facts regarding the Enrolment rate, Dropout rate, Students' performance in SSC Board examination and strength of Students in past few years is presented in the tables 4.17, 4.18 and 4.19 as below:

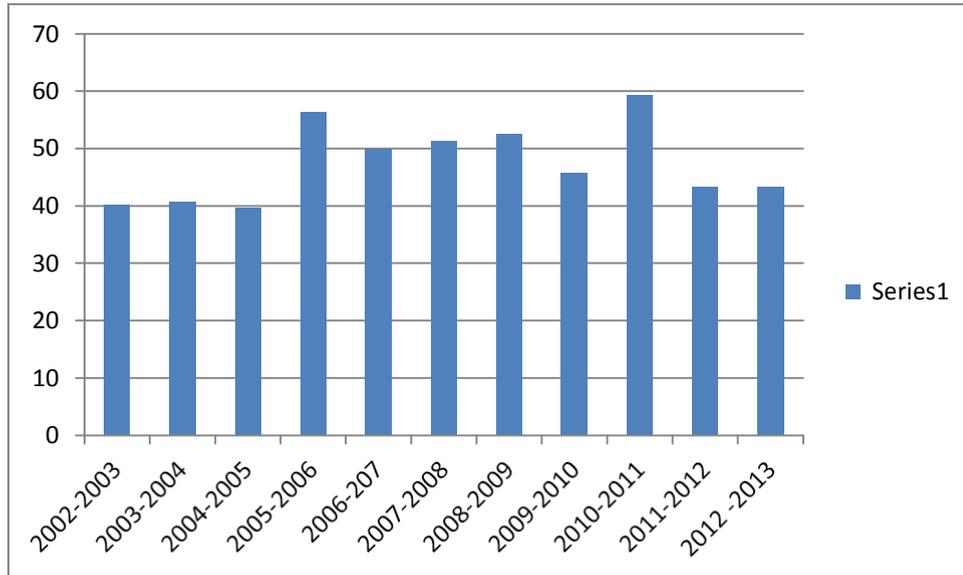
Table: 4.19 Enrolment Rate, Dropout Rate and Total strength of students in the school during the year 2004-2013.

Academic year	Total no of Student enrolment	% of Student Enrolment	Total no of Student dropout	% of Student Dropout	Total no of the students in the Secondary School
2002-2003	241	40.16	200	33.33	600
2003-2004	247	40.69	237	39.04	607
2004-2005	203	39.57	299	58.28	513
2005-2006	328	56.35	259	44.50	582
2006-207	217	50.00	315	72.58	434
2007-2008	243	51.30	245	51.79	473
2008-2009	264	52.58	235	46.81	502
2009-2010	222	45.83	214	44.58	480
2010-2011	179	59.27	233	77.15	302
2011-2012	139	43.30	228	71.02	321
2012 -2013	132	43.27	269	88.19	271
Average		47.48		57.02	

Source: School-C GR Register, Year 2001-2010 and Year 2011-2013

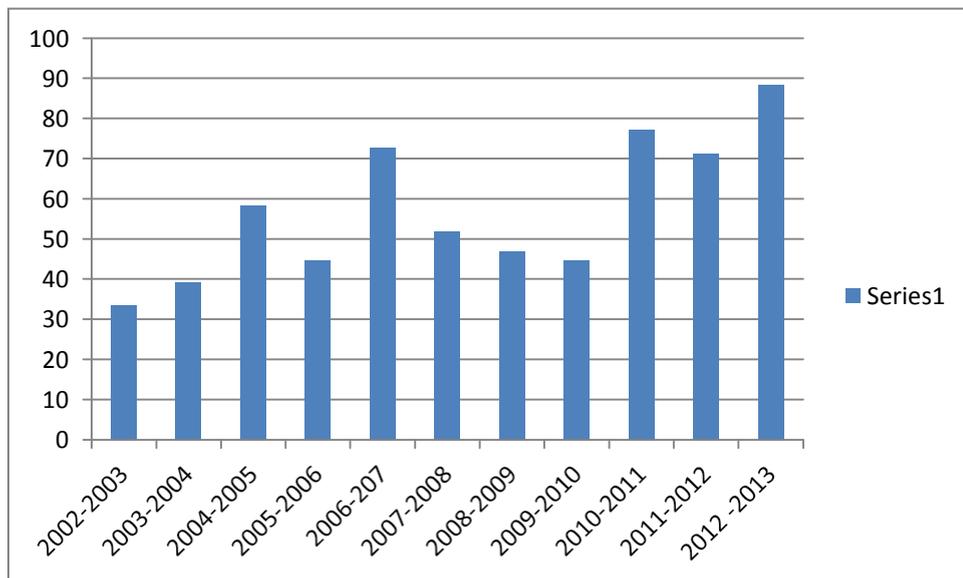
The table 4.17 reveals that the school had low enrolment rate and high dropout rate of students, during the academic year 2004-2013. The same can be represented in the graphical form as follows:

Figure: 4.5 Enrolment Rate in School C



Source: School-C GR Register, Year 2001-2010 and Year 2011-2013

Figure: 4.6 Dropout Rate in School C



Source: School-C –GR Register 2001-2010 and 2011-2013

Table: 4.20 Academic Performance of Students during academic year 2003-2013 at SSC Board Examination

Academic Year	No of Students Appeared	No of Students Passed	No of Students Failed	% Result
2002-2003	181	33	148	18.23
2003-2004	158	38	120	24.40
2004-2005	165	46	119	27.89
2005-2006	163	26	137	15.95
2006-2007	177	26	151	14.93
2007-2008	128	14	114	10.93
2008-2009	156	15	141	9.61
2009-2010	125	21	104	16.08
2010-2011	139	12	127	8.63
2011-2012	153	16	137	10.46
2012-2013	123	20	103	16.26

Source: School SSC Board Examination File, Year 2001-2010 and 2011-2013

The table 4.18 depicts that the school performance in SSC Board examination has not exceeded maximum up to 27.89 % during the academic years 2003-2013.

Table 4.21 Class wise strength of Students in last 11 Years

Grade/class	VIII	IX	X	Grand Total of number of students
2002-2003	213	208	181	602
2003-2004	210	180	206	596
2004-2005	151	191	160	502
2005-2006	148	174	177	499
2006-2007	165	160	136	461
2007-2008	154	150	156	460
2008-2009	180	143	130	453
2009-2010	154	168	140	462
2010-2011	103	152	154	409
2011-2012	65	133	123	321
2012-2013	*	153	118	271

Source: School-C GR Register, Year 2001-2010 and Year 2011-2013

The above table depicts the decreasing strength of the students in the school during academic year 2004-2013.

The ex-teachers of the school reported that the practice of enrolling students with weak academic background continued in the school for few years. As a result of which the performance of the school in the Public Board examination started declining. The teachers gradually started losing interest in teaching students with extremely weak academic base and year after year the problem became even more critical. To revive such happenings in the school, there was dearth of efforts from the Managing bodies.

The study of school documents and interaction with the Ex- Principal, ex-teachers, ex-students, and Trustee members of the school suggests that the Administration and Management of the school remained docile, silent spectator to all the happenings at school. They could not develop any strategy to ensure admission of academically good performing students in the school. Neither could the Administrating body of the school frame rules to enhance the quality of teaching-learning at school to ensure proper learning of students with extremely weak academic base students. The ex-teachers' of the school reported that the teaching learning process in the school was also not revived with introduction of innovations in teaching to enable weak learners perform well. Therefore, the performance of students declined each year, school dropouts increased every year. The senior Trustee members of the school shared that since the school was grant in aid school teachers' remuneration of teachers was managed by the GSHSEB, Gandhinagar. The school Management and Administration therefore had least hold on the teaching staff. The consistent poor result of the school at SSC Board examination reveal weak teaching-learning process for years together and therefore the school started reporting very low result in SSC Board examination and became sick secondary school. The school

developed a long history of consistent weak performance of the students in the Board examination year after year and low enrolment rate. The school gradually developed the trend of enrolling students from low socioeconomic class of society with extremely poor academic base. The document study and interactions with the stakeholders did not reveal any noteworthy steps taken by the Management to revive the situation.

4.3.4. SCHOOL PROFILE:

The school was a Gujarati medium, Grant in Aid School, affiliated to GSHSEB from grade I to grade XII. The school functioned in two shifts, the primary section of the school comprising of classes from grade I to grade VIII functioned in the morning from 7:30 am to 12: 30 pm and the secondary section comprised of grades IX and X and the Higher Secondary Section (General stream) comprised of grades XI and XII of the school functioned in the noon shift, from 12:30 pm to 5: 15 pm.

4.3.4.1 STUDENTS:

According to the information provided by school office- from the students' admission forms, over 93% students were from the families having annual income less than Rs 18000; the other 7 % were from middle class families having annual income more than Rs. 18000 annually.

On critically studying the school enrolment register and as per the information provided by school office from the school G R register, following details were revealed. Gender-wise break up of students and bifurcation of students according to various social groups for the academic year 2012-13 are summarized in the table 4.22 as below:

Table: 4.22 A Economic and Educational Background of School-C Students'**Parents**

Average Parental Income of Students (Annual)		Educational Background of Parents of Students'							
		Graduate		SSC Pass		Primary School Pass		Illiterate	
Rs. 18,000 and below									
Above Rs.18,000									
252 students	19 Students	Father	Mother	Father	Mother	Father	Mother	Father	Mother
93%	7%	-	-	17%	11	79%	80%	4%	9%

Source: Students' School diary pages

Gender-wise break up of students and bifurcation of students according to various social groups for the academic year 2012-13 are summarized in table 4.22 B

Table: 4.22 B Social Back-ground of Students' of School-C

Sr.No	Social Group	Female	Male	Total	Percentage %
1	General	15	32	47	17.37
2	SC	12	30	42	15.49
3	ST	20	54	74	27.30
4	OBC	22	64	86	31.73
5	Minority	1	177	18	6.64

Source: Source: Students' School diary pages

The above table depicts that most of the students coming to the school were from very low socioeconomic class of the society and the social profile of the students reveal that socioeconomic class of society, there was dominance of boys.

An analysis of responses as shared by the students in the questionnaire presented in the Appendix IV -E in the school showed that there were there were no graduate

parents, the parents having education below graduation were almost 100 percent. Among these, 89 percent of the mothers had education up to primary level, while 11 percent of the mothers had studied up to secondary level. 83 percent father had primary education and 17 percent father had studied in the secondary school. Parental occupation shows that 77 percent of the mothers were working as maids, laborers while the remaining of them were unemployed or housewives. Fifty six percent of fathers were having their own small business-like cobbler, milk supplier, vegetable vendor, bag repairer, 18 percent of them were laborer on daily basis and 26 percent of them were either unemployed or physically unwell. About 29 percent of students were with single parent, many siblings and with poor residential facility. About 76 percent of students were part of earning members of their family; they also joined their parents in their work as laborers, cobblers, tailors, milk suppliers, maids and many more such tasks.

Parental education and occupation data represents that parents were not adequately competent to play a constructive role in the improvement of the quality of the school. The primary school background of the students for the academic year 2012-13 indicated that 82 percent of the students had their primary education in corporation school few were form government school, with very poor academic score.

The enrolment figures of students in the school during academic year 2002-2013 reveal fluctuations. In the duration of ten years, the enrolment figures have shown remarkable decrease in number and are the major concern for the management body.

4.3.4.2 Teachers

The school had a total of seven teachers teaching in the secondary section. There were teachers to teach all the important subjects in the school; however there were no teachers to teach computer, art and music in the school. All the teachers teaching in the school were with more than 15 years of teaching experience. The data about qualification, experience and total teaching periods in a week are given in the table 4.21 below:

Table 4.23 Details of Teachers' Gender, Qualification & Total Period of Teaching in a week

Teachers and subjects taught	Gender	Qualifications	Grades /Classes Taught	Professional experience in years	Total Period of teaching in a week
English Teacher	Female	B.A B.Ed.	8,9 & 10	19 years	30
Hindi Teacher	Female	BA B.Ed.	8,9 & 10	21 years	30
Gujarati Teacher	Female	BA B.Ed.	8,9 &10	17 years	30
Social Science Teacher	Male	B.A B.Ed.	8, 9 & 10	20 years	30
Science and Technology Teacher	Female	M.Sc.B.Ed.	8,9& 10	20 years	30
Mathematics Teacher					36
Computer Teacher	-	-	-	-	24
Music Teacher	-	-	-	-	24
Art Teacher	Female	BA	8,9& 10	16 years	24
PE Teacher	Male	BP Ed.	8,9& 10	15 years	24
Any Other		-			-

Source: School-C Teachers' Service book from year 1986

No computer teacher and music teacher were there in the school. The Maths teacher was only assigned the task of teaching science in the school. The school Principal taught Gujarati language. The teacher teaching Social science, English, Sanskrit taught one subject each. Among the seven teachers teaching in the school, there were only three female teachers. All the teachers were qualified and professionally trained, with more than 15 years of experience. To ensure updating with regard to content and pedagogy, the GSHSEB has periodically organized teachers' training programme. The teachers of the School had been regularly attending these programs organized by the government bodies, but most of the teachers shared that such training program were of least benefit to them. They added that these talim (Training programs

organized by GSHSEB) do not provide any information that can enable them to make extremely low performing students to perform well. How to divert the attention of weak performers towards academics is not addressed? Thus their views regarding the teacher's training programme-Karma Yogi Talim conducted by GSHSEB were not very encouraging. Teachers' status of appointment and professional and in-service training during the academic year 2012-13 is presented in the following table.

Table: 4.24 Schools- C Teachers' Status of Appointment and Training

Teachers and subjects taught	Status of Appointment			Status of training	
	Permanent	Temporary	Contract	Professional	In service
English Teacher	√	-	-	B.Ed.,	1. Karma yogi Talim by GSHEB
Hindi Teacher	√	-	-	B. Ed	1. Karma Yogi Talim by GSHEB 2. Computer course CCC ⁺
Gujarati Teacher	√	-	-	B. Ed	1. Karma Yogi Talim by GSHEB 2. Computer course CCC ⁺
Science and Technology Teacher	√	-	-	B.Ed.	1. Karma Yogi Talim by GSHEB 2. Computer course CCC ⁺
Mathematics Teacher	√	-	-		
Social Science Teacher	√	-	-	B. Ed, M. Ed	1. Karma Yogi Talim by GSHEB 2. Computer course CCC
Computer Teacher				-	-
Music Teacher				-	-
Art Teacher	√	-	-	-	-
PE Teacher	√	-	-	-	-
Any Other				-	-

Source: School-C Teacher Service Book from the year 1986

The data presented in the table shows that the teachers of the school were competent to teach in the secondary school. Each one also had professional training in education and most of them also had training in the computer. Thus the teachers in the school were skilled and trained.

4.3.4.1.3 INFRASTRUCTURE

The building of School was located on the main road. It was a multistoried building, above the shopping complex, with almost 21-22 classrooms but the premise was congested, with extremely narrow corridors connecting the class rooms. There was no assembly hall, auditorium, garden and play ground in the school. The class rooms in the school were well ventilated with all basic infrastructures required. Each class room had benches, desk (enough to accommodate 60 students), blackboard, and table and chair for teacher. Tub tube light and fan were enough but the walls were poorly painted, bare, without charts, notice board giving very gloomy look to the premise. One of the class rooms was utilized as the office premise. The office area was fairly well maintained, accommodating three tables, 2 for the clerks and one for the Principal. The cupboards were arranged with several files haphazardly kept. The school had three staff rooms, one on each floor. The staff rooms were well maintained, with huge round table in center and chairs around. The room was well ventilated with adequate space for teachers to keep books and separated shelf for each teacher. The adequacy of infrastructural facilities available in the school is presented in the following table.

Table: 4.25 Infrastructure Facilities

Basic Facilities	Present/Absent	Adequate	Inadequate	In usable condition	Not at all usable	Remarks
1 School building	Present	√	-	√	-	Multistoried and congested
22 Class rooms	Present	√	-	√	-	-
Electricity	Present	√	-	√	-	-
Furniture	Present	√	-	√	-	-
2- Laboratory	Present	-	√	-	√	The equipments in the lab are inadequate to show experiments to class X students
1-Library	Present	-	-	-	√	With old books and kept in unorganized way. The place not sound for effective reading
1- Computers	Present	√	-	-	-	All the computer sets were not in working condition
Telephone Facility	Present	√	-	√	-	-
1- TV	Present	√	-	√	-	-
3-Staff Room	Present	√	-	-	-	-
Drinking Water	Present	√	-	√	-	With cooler facility
Play Ground	Absent	-	-	-	-	-
Fans	Present	√	-	√	-	-
3-Gents Toilets	Present	√	-	√	-	Not properly located
3-Ladies toilets	Present	√	-	√	-	Not properly located
Bus/Vehicle	Absent	-	-	-	-	-

Source: School-C Dead Stock Register, Year 2001-2010 and 2011-2013.

The school premise was not very clean. There was a gallery, just next to the staff room and it was dumped with lot of broken furniture and waste material. This also added to unpleasant ambience of the school. Two special rooms which were used as managing Trustees' rooms were very well maintained. They were with all the modern amenities, like telephone, fax, computer, AC and so on, required for a room to be called as office. The school had entrance from the back side of the shopping complex. The entrance space was also utilized as parking space and a metal staircase of about 8-10 stairs lead to the first floor of the school. Just near the staircase at entrance the school has wash rooms, separate for both boys and girls. This odd location of the wash room made the entrance to the school unpleasant. The school had wash rooms one on each floor. They were fairly well maintained. The school also had facility of clean drinking water with cooler facility. The audiovisual aids were there in the schools, but were kept in the manner that suggested that they were not in the use since long. All the class rooms in the schools were connected with common mike system. Communication of the common instructions for the students and the assembly were through microphone system. The school had good computer lab but very poorly maintained science lab and library. Many charts were found hung on the walls of the staff room which revealed that they were used by the teachers.

4.3.4.4 CURRICULUM ORGANIZATION AND TEACHING-LEARNING PROCESS

4.3.4.4.1 Pedagogical Practices

The teaching learning process of the school was observed by the researcher. She observed 20 teaching-learning sessions other than the assembly time. Most of the sessions were observed by the researcher with prior intimation to the teachers, and few were also observed without intimating the teacher about researchers visit. The observations made and conclusions drawn have been presented as follows. The pedagogical practices was studied by the researcher by observing the teaching learning sessions in the school using the 'class room observation form' (as presented in appendix IV-G) for about ten days at different time slots. The researcher observed

about twenty classes in the school using the observation sheet. The observations are presented in a tabular form in table 4.24. It was observed that some classes were interactive, some were only teacher dominated, lecture type class; while some classes were such, where teacher was trying hard to explain the concept to the students but students were sounding blank, passive learners. Some classes were with no coordination between the teacher and the taught.

Table: 4.26 Pedagogical Practices in the School-C

Sr. No	Subject	No. of Lessons observed	Details of Lessons Observed	Teaching methodology used	Type of teaching aid or activity used	No of time the teaching aid used	Remarks/comments on the quality of lesson
1.	English	1	1. Ch-2 More than Make believe	Lecture method	-	-	Average
2.	Hindi	2	1. Ch-6 Shahid Bhagat singh 2. Ch-3 Vyakaran-Samas	Lecture method	-	-	Average
3.	Gujarati	4	1. Ch-2 Rohini na tire 2. Continued same (for 3 classes)	Lecture method		-	Average
4.	Sanskrit	2	1. Ch-1 Geetamrutam 2. Continued same.	Lecture method	-	-	Average
5.	Social Science	4	3. Ch-16 Social Change 4. Same Continued (2 Periods) 5. Map work	Lecture method	Chart and maps		Good
6.	Science and Technology	3	6. Ch-2 Light 7. Ch-2 Light sums 8. Continued same as above	Lecture method	PPT		Not satisfactory
7.	Mathematics	3	9. Ch-12 Constructions 10. Same topic continued 11. Same topic continued.	Problem solving method	BBW		Not satisfactory
8.	Computer	-		-	-	-	-
9.	Music	-		-	-	-	-
10.	Art	-		Assignment	-	-	Average
11.	PE	1	1. Yogasan- and its types.	Command and imitation method	-		Good
12.	Any Other: School Assembly	-		-	-	-	-

Source: Observations of class room teachings at school-C

Details presented in the above table depict the quality of teaching learning practices in the school. Most of the teachers in the school used traditional lecture method (chalk and talk) most of time. No innovative methods or interesting teaching aid were used by the teachers to generate interest and curiosity for knowledge among the students.

The teaching learning sessions in the schools were regular by lecture method. Few students were with text book and note book and all required studying materials for most of the time; while many of the students were only with one note books which was uncovered and in shabby condition . In the name of compass box they were only with pen. When the teachers were teaching, the students pretended to be attentive during the class. The researcher could perceive this because at the end of most of the classes the researcher asked the questions related to the concept taught by the teacher to the students. For most of times the students were blank at the questions, wandering how to react and reply to the researcher? The teachers also while teaching in the class, monotonously delivered lectures, Most of the teachers never carried a chart or teaching aid to the class.

On one of the occasion, the researcher observed in a class during lesson observation that some students were without text books. Those who were with the textbooks were found working on some other page than were told by the teacher. When one of the students drew teacher's attention to such happening, the teacher scolded the un-attentive students and then left the class with the excuse of being called in the staff room for some official work. Researcher used this time to talk with the students and asked the same students, as to why they had opened different lesson than what was told by the teacher? After being asked several times one of the students replied, 'Mam, this concept of the chapter was taught several times by the teacher and I already know it'. The researcher was really shocked to hear that; the incident also forced the researcher to wander about the quality of teaching learning process that is going on in the school. on in the school.

4.3.4.4.2 Co-Curricular Activities in the School

Co-curricular activities were not seen arranged in the school during the visit of the researcher to the school. However the Principal and the office staff did share that they arrange Annual day for the students and periodically do arrange Mehendi, Rangoli, Painting, Essay and other competitions across the year. The Management acknowledged students' performance by giving prizes and certificates for same in the Annual day to motivate students. When asked about the same to the students they reacted passively to this. The school was located on the main road and on all the other three sides were commercial buildings or residential colonies. Hence there was no playground for the students. The physical education activity or any sports activity therefore had hardly any place in the school curriculum.

4.3.5 TRACING THE PATH OF PERPETUATION OF SICKNESS IN THE SCHOOL

With the aim to trace the series of events that led to development of this School as Sick School the researcher studied the behavior, attitude and efforts of stakeholders of the organization by conducting unstructured interview with them and administering the self-made questionnaire. The researcher also studied the official documents and noted specific behavior through observations made during frequent visit to the school. This enabled the researcher to understand the sequence of events that led to the development of sickness in the school. The reflections given and the views shared by the School Principal, parents, teachers are presented below:

After the data presentation, it will be triangulated to derive the conclusions about the path of perpetuation of sickness of the school.

4.3.5.1 DATA PRESENTATION:

1. Principal

Principal had genuine concern towards the problem (as perceived by the researcher during interactions with the Principal) which was expressed in the unstructured interview to the researcher and through the opinions presented in the Questionnaire (Appendix-IV-B). According to the Principal of the School, the process of development of sickness in the school was a gradual and slow process. The sickness with regard to school functioning developed in the school since the school had a trend of students admitted in school with very low socio economic base and low academic base. The Principal said that for the learning to occur, it was very important that the learner was in a state of healthy mind. It was very important that learners' family was at peace and basic life requirements like food, shelter, and clothing were satisfied. If any of the above were not met with, the child while at school would not be at ease. The child would experience stress and under such condition learning could not occur. The Principal added that, _since most of the students coming to school were from very low socio economic class of the society, quality learning could not be organized and that contributed in perpetuation of sickness in the school.

The Principal shared that, when the students came to school, teachers taught them, counseled them but teachers could not solve their social problems. Teachers could not force them to come to school, when their parents force them to go to work or when they insisted them to be at home to take care of their siblings. The Principal observed that when teachers counseled them' _the students often reported their domestic problems and our effort to counsel them to improve on academics, proved to be less important'. _It was not that in extreme life conditions that the students don't study', the school Principal shared, even in difficult situations learning can occur, provided the students have that attitude and aptitude. The school Principal said, _unfortunately

the aptitude of most of the students coming to this school towards academics was very poor. This may be due to the family background they possess; most of them were first generation learners. For them to come to school was a matter of convenience and not compulsion. If no other engagements were there, then they choose to go to school. If they were invited for any small scale jobs, like to work as caterer in wedding parties, to help the shopkeeper during festive time in the city and many other such work, they choose to go there leaving the school, because they were given wages gifts and good food. Such practices among the students of the school, contributed in perpetuation of sickness in the school.

The Principal reported that, _the concept of homework never occurred among these students. The fear of being scolded or being punished in the school on not doing homework resulted in their frequent absence in the school and also withdrawal from school. This gets reflected in their consistent low achievement in examination. They did not possess the aptitude for academic activities rather developed keen interest in contributing to family earning. According to the Principal, it was very difficult for them to sustain the students in the school for all eight periods, since they gave one or other genuine reasons like sibling alone at home, mother not well, message received parents are fighting, need to attend Seth (person who employed the child for small scale work), Seth asked to report immediately or else will remove the child from job (which the child goes for after school hours normally) and many more such reasons. Most of the time the students were counseled and forced to stay back and complete the entire schooling hours; but students request for attending their genuine needs made the teachers speechless. The teachers often took a humanitarian approach since the school had students with such poor background being enrolled, sickness perpetuated.

The school Principal shared, that sickness of the school was also due to having enrolled the students with poor parental support. Since most of the students studying in the School were coming from low socioeconomic class of the society, had parents working as laborer. They were working on daily wages, most of them were with only primary school education, few were uneducated with no knowledge to read and write. For such individuals, their priority was to ensure earning bread, rather than child's education. Since most of the students belonged to families below poverty line, they did not receive support from their parents, no motivation from home for seeking education; rather the parents looked forward towards their wards to contribute towards family income. They motivated their wards to get employed somewhere to add to their family income. Since the school had students whose parents were with poor involvement in their wards education, the students did not perform well and the sickness perpetuated in the school.

The Principal shared facts that location of school building is also responsible for contributing to poor school performance. School was located on the main road in one of the well-known areas of the city. The school building was a three storied congested buildings and it was a part of a shopping complex. Below the school was the commercial area, with several shops and multispecialty hospital. The school building was very big with 22 classes adjusted in all three floors. Any happening in the vicinity of the school created hindrance in academic activities. The Principal said that, 'as such the students were with low interest towards education and, their attention span was very poor and then such hindrance from outside definitely made the job of teachers even more challenging'. This affects the teaching-learning activities of the school.

The Principal also shared a critical issue regarding occurrence of so many secondary schools of same medium and with nearly same facilities in nearby area of the school. This developed competition among schools and divided the students. The students coming to the school from a definite area are of fixed number. If the number of schools in that area were more, each school would get limited no of students and rather no school would get adequate number students. This has affected the students' enrolment in the school.

The Principal strongly felt that the government bodies must study the need of schools in a particular area, should study the ratio of school going students in particular area and no of already existing schools before giving sanction to a new school. If the schools were given sanction without such survey, on every next corner of the city there would be a school with no school doing really well. Lack of such survey made by the governing body before giving permission for establishing a new school, contributed into perpetuation of sickness in the school.

The Principal added over and above all these happenings, frequent change in examination pattern of GSHSEB also performed a major role in students' weak performance and in turn school's poor performance. For the students with weak academic base it was always very difficult to cope up with the complex and ever changing examination pattern.

2. Teachers

According to the views and opinion shared by the seven teachers of the School in the questionnaire (Appendix- IV C) administered by the researcher and in the interview conducted by the researcher, the process of occurrence of sickness in the school was very complex and was the result of a variety of events.

The teachers showed deep concern regarding the poor performance of the students of their school. They shared that they were taking lot of remedial classes to enable weak learners to perform, but they were not able to perform well. They added that _most of the time students were also making effort to learn and understand the concept, they worked hard but the very next time when they meet us, they are found absolutely blank. This demotivated the students and teachers as well'. Social science teacher shared further _that the basic problem was that students had very weak memory and poor intelligence. Many of the students being form very poor family were deprived from nutritious food to eat. At times they had to sleep without food (as reported to the teachers by the students and parents). With such physical state when they come to school, they try hard to concentrate but they could not concentrate and they fail to learn. The Mathematics teachers added that _about 25% students were from good families, with good intellect. They were also doing well in academics but when they observe their peers behaving casually, the good performing students also starts imitating them and were found performing below their caliber. This resulted in perpetuation of the sickness in the school.

The teachers also shared that from lower classes, they identify students with good intellect and work hard on them, help them perform the very best but when these students come to class X they choose to change the school. There isa great diversity in the reasons they gave for the same. Some students gradually learn that school is not enjoying good reputation in society, some feel they may get even better attention and teaching in other popular school, some feel lack of competition and many more such reasons. The teachers added that due to such happenings their efforts taken to enhance the performance of the students went in vain.

The school over a period of ten to fifteen years of establishment was surrounded by several new schools with modern amenities and attractive infrastructure, So the students performing well, and coming from good families choose to go to such schools. This in turn resulted in to lack of adequate students in the school. The school was therefore forced to admit almost any student approaching the school to seek admission irrespective to what academic background student had. Most of such aspirants were the students from the slum areas. They were coming to the School in class VIII or IX completing their basic education in corporation school where they had hardly learnt to read and write. The English, Gujarati and Science teachers reported that most of them coming from corporation school were with extremely weak academic base. Such weak base of students was not able to cope up with complex studies of secondary school. Such pattern of enrolment of students in the school also resulted in to perpetuation of the sickness in the school.

The teachers with lots of displeasure on their face, added, that _such happening were going on in the school, since past 8 to 10 years. We are not finding any solution to this. Now the matters has worsened so much that our existence in the school has become uncertain. This disturbs us the most. We have spent entire life working in this school. Now, in the last few years of our teaching carrier we are made fazal (extra) and forced to work for some other organization.

3. Management

The researcher got an opportunity to interact with two of the members of managing body. The Management of this school was running almost four schools in Vadodara city with the motive to provide quality education to the children dwelling in different parts of the city. The researcher noted during the interaction with the Managing bodies- the Trustee members that they were very much concerned about the deteriorating condition of the school. They were ready to try almost everything

possible to enhance the quality of students' performance and improve the performance of school in turn. The Trustee members were personally present in the school during most of the visits by a researcher. The Management committee personally looked in to each and every matter of the school functioning. They showed deep concern regarding degrading situation of the school. They were finding them self-helpless regarding the pathetic performance of the school and showed keen interest in doing almost anything to improve the situation of the school. They were ready to go to the very root of the problem and attend it. The management members were feeling powerless, as they had very less control over the teaching- learning process carried out in the school.

One of the Trustee member shared that they were aware with the poor quality of teaching learning practices in their school but were unable to take any strict actions against the teachers performing below expectation, since the teachers were employed by the government bodies and the management has no power to control them. The teacher's salaries are managed by the government bodies. Therefore, the teachers reacted very casually to the feedback given by the Trustee members regarding their performance. The warning given by the Trustee member or the school Principal had least effect on the teachers (who were government employed and performing less than expected). The teachers of the school were well versed with the laws for safe guarding their job (Teachers' protection Act 1971) and hence reacted casually to the instructions provided by the Principal and the Trustee members regarding enhancing their efforts to improve the degrading school situation'. This added to perpetuation of sickness in the school. The Trustee member shared, that the government requires a strong evidence to take action against any teacher performing their duties below the expectations. The government bodies hardly visits the school to check the quality of teaching learning practiced in the school. The Trustee member reported that the

government body (DEO, GSHSEB) holds the trust responsible for low performance of the school. The trust strongly suggests that the Government should delegate some authority to the Trust to ensure good quality of teaching-learning process in the school and only then should held the school Trust responsible for the school's performance. The Trustee members reported that due to lack of such policies and law empowering the Management to take decisions in favor of organization, contributed to sickness in the School.

The Management of school also strongly suggested that the government bodies - the Board of education (GSHSEB) and the District Education Offices (DEO) should treat the school performing consistently low as special schools and should frame special rules to ensure improvement in their performance. One of the Trustee members suggested that the teachers of such schools should be deprived from the board duties like being called for question paper making, as examiner for paper corrections, as squad member to ensure quality of invigilation during board exams and so on. The Trustee member shared that when teachers are called for such board duties they have to be relived from the school duties and in doing so the teaching learning process in the school gets severely affected. The low performing students were deprived from their teachers in the crucial time (the time when the board exams and for class IX annual exams were approaching). Moreover, these schools, performing low, along with poor student performance at SSC Board examination were also struggling with the problem of inadequate teachers in the school, due to fewer students in the school. In such condition among the few teachers in the school, if two or more teachers were called for board duties, it severely affected the quality of teaching learning process in the school. One of the Trustee member shared that such practices by the Board of Education also contributed in the weak performance of the school.

4. Students

With the objective to understand the gradual process of development of sickness in the School, several students of the school were interviewed on different occasions. Sometimes the students were interviewed with prior permission of the Principal and sometime they were approached casually during a proxy classes or when children were in the recess time in the school premise or walking through the corridor. The semi structured interview were organized. Some students were requested to share their views regarding the deteriorating situation of the school by responding to the questionnaire made by the researcher (as attached in Appendix-IV- D), while some students shared their views through unstructured interview as well as by responding to the questionnaire. The researcher critically studied the views and suggestions put forward by the students and derived certain conclusions which are presented as follows:

The students shared that they liked to come to the school. They liked being taught by all the teachers but were not able to learn the vast concept at a stretch and so were not able do well in examination. They shared that ‘_since most of us don’t secure minimum required marks in Board examination, the school was earning bad name and we really feel bad about it.’ Many of them shared that they help their parents in earning. Few said their mothers work as maids and they helped her in cleaning people’s houses. Few said they go to shops after school hours. They added that they were not able to score minimum required marks because they found Science, Mathematics and Social science very difficult. They hardly followed it, though sir (their social science teacher) tried to explain the same in different ways. They said, these subjects were major hurdles in their way to pass SSC Board examination. Most

of them wanted to clear the examination and wanted to go for further studies but were finding class X as very difficult. According to the students, complex syllabus of class X deprived them from scoring minimum required marks in Board examination and that resulted into perpetuation of sickness in the school.

5. Parents

The researcher with the consent of Management and Principal interacted with the parents of the school. The researcher had to wait a lot to meet the parents of this school. The researcher had arranged ‘parents meet’ in the school to interact with the parents. The parents were invited for the ‘parents meet’ by sending note in their wards note book. This exercise was done three times. All the times the parents’ attendance was thin. Out of some more than 100 parents, hardly 3 came, at times 10 and once 5. Fortunately, all the time the variety of parents were different and researcher had the opportunity to meet different parents and know their concern and their views about school’s present condition and how it can be improved. With the help of teachers of the school the researcher could also interact with the parents of 3 ex-students. At their convenience, the researcher personally met these parents and requested them to share their opinion and views regarding declining condition of the school. Among these 21 parents whom the researcher met, 17 of them were only primary school pass and 4 of them were class 12 pass. The researcher administered the questionnaire (as presented in Appendix IV-F) and interacted with the parents individually holding personal and group interviews to understand the process of development of sickness in the school.

When asked by the researcher, ‘Why the school in which your ward is studying, is not performing well?’ One of the parents answered, that ‘how will we know Mam? May be since, our children were not able to perform well.’ The researcher further asked,

“what do you think should be done to improve students’ performance?” The parents replied, the students should be encouraged to work hard in academics. When the researcher asked them whether they motivated their ward to study hard? The parents had no work. They explained their difficult life situation and explained how it was just impossible for them to monitor their wards academics. They also explained that how difficult it was for them to come to school for parents’ meeting as well. Less involvement of the parents in the child’s education resulted in to perpetuation of sickness in the school.

6. School Documents

With the objective to develop comprehensive understanding about the weak functioning of the organization, the researcher studied the official school documents like

1. Teacher’s Daily Planning Book-diary,
2. Teacher’s Attendance Register,
3. School Enrolment Register-G.R. register,
4. Student’s Attendance Register,
5. Annual Inspection Report,
6. Student’s CW/HW Note books
7. SSC Board Exam Result file
8. Teachers’ service book
9. Student’s School Diary

Many more similar documents were critically examined by the researcher. The facts revealed from the same are as follows:

1. Teacher's Planning Book/Log book/Planner:

The detailed observation of teachers log book revealed that teacher's daily class-wise lesson plan was written but very casually without mention of any teaching aid, even in the subjects like Social science, Mathematics and Science and Technology. For months together the log book was not signed by the supervisor or the Principal. The Annual Planning subject wise was also found missing in two log books. The researcher also observed in few instances that there was a difference in the lesson planned in the log book and lesson actually taught in the class on the given date.

2. Teacher's daily Attendance Registers: The teacher's attendance register was fairly well maintained. The distinct feature of the teachers attendance register was with frequent red mark, symbolizing teacher's leave.

3. School's Enrolment Register/ G R Register:

On critically studying the school enrolment register following facts were revealed. The school faced the serious problem of increasing trend of dropout of students from the school in contrast to the enrolment rate the details of same are presented in the table 4.17.

4. Students' Attendance Register: The student's attendance register was well maintained. The details were compiled in the loose sheets. Well bound register was absent. When asked to the Principal why the student's attendance is compiled in loose sheets, the answer received was, "To keep provision open for making changes in the attendance, since on some days the attendance is very less and the

actual status is not advisable to disclose, therefore, we had to do that'. The government bodies don't understand the practical problems, they need proper data, if data is not as per requirement, and we need to produce explanation. So we prefer manipulation, in the interest of the organization. Attendance in the loose sheets enables us to do that'.

- 5. Annual Inspection Report:**The annual inspections were organized by the DEO (District education Office) of the city as per the directions from the GSHSEB. The researcher studied the annual inspection report of almost ten years. The school consistently received the feedback regarding developing some strategies to improve the performance of students at SSC Board examination. The school consistently received the feedback regarding Need to improve the quality of science laboratory in school and to have proper playground for students to play. The report also showed consistent remark of low performance of the school in the SSC Board examination and needs special efforts to be taken by the organization to improve the same on priority basis. The researcher however did not come across any document advocating implementation of any such special plan or project undertaken by the school to meet the critical situation.
- 6. Students Class work, Homework note book:** Among the students of class X, the concept of maintaining subject wise books was found missing. The teachers however admitted that they do emphasize students to maintain and write question answer and show them, but students, where their existence in school is doubtful it is too much that class-work and note books are maintained. However among the students of class IX, subject wise individual books were made by few students and were fairly well maintained.

- 7. SSC Board Examination file:** The researcher studied the SSC Board Examination file to develop understanding regarding the performance of students in SSC Board examination over the years. The SSC Board Examination files for the year 2001-2013 were critically studied to know the performance of the school in the Board examination. The result of the school in the Board examination was noted and presented in the tabular form in table 4.18
- 8. Teachers' service books:** The researcher also studied the teachers' service books to develop understanding regarding professional details of teachers of school. The service books were studied to know the professional qualification of the teachers, their teaching experience, the subjects taught and professional and personal training achieved.
- 9. Students' School Diary:** The researcher observed and studied students' school diary. During most of the visits that researcher made very few students brought the diary to school. the few students having the same showed it to the researcher. On studying the same teacher could understand the socio-economic status of the students.

4.3.6 TRIANGULATION OF THE DATA:

The data collected from multiple sources by using various tools such as questionnaire, unstructured interview, observations and document study were studied critically by the researcher for several times. This enabled the researcher to identify and conceptualize the major themes and constructs underlying the process of development of sickness in the school. The understanding as developed by the researcher regarding the flourishing time in the school, regarding the process of development of sickness in the school and the process of perpetuation of sickness in the school is presented as follows:

4.3.6.1 FLOURISHING TIMES OF THE SCHOOL

According to the information provided by the Trustee members, ex- teachers, ex – students and Ex- Principal of the school, the school performed well in the initial years of establishment till year 1994. The school in those initial days was in a rented building as mentioned before. In the small school premise, year after year the school reported gradual progress. The retired teachers and Trustee members of the school shared that in the initial days, there was increase in the number of students each year and good performance of students in the Board examination. The school office staff and Ex-Principal shared that with the increasing trend of student enrolment, the School Management soon owned a building with many class rooms (a place where the researcher conducted in-depth study) and shifted the school there in the year. In the new place also, as reported by the school Principal, the school performed well for few years till the year 1993. In the academic year 1989 the school received permission from the Board to initiate standard X. Student’s performance was good in the standard X Board examination. The facts revealing the same are as follows:

Table: 4.27 Flouring Time of School C

Academic Year	No of Students Appeared	No of Students Passed	No of Students Failed	% Result
1989-1990	263	137	123	51.90
1990-1991	*	*	*	60.59
1991-1992	*	*	*	68.18
1992-1993	*	*	*	56.33
1993-1994	*	*	*	38.99

Source: School-C GR Register, Year 1985-1995

*Data Not Available

But after few years of establishment of school in the new premise, the school was soon surrounded by many schools of same Board- GSHSEB affiliation in its nearby area. This development in the near vicinity of the school affected the further progress of the school.

4.3.6.2 PROCESS OF DEVELOPMENT OF SICKNESS IN THE SCHOOL

On Analyzing the data collected from diverse sources like interacting with the District Education Offices' Officials, present and past stakeholder of the school viz; parents, students, old Trustee members of the school, conducting interviews, studying the school documents, the researcher developed the understanding regarding the process of development of sickness in the school. School was established with the objective to provide good education in the society.

In the initial years of establishments, the school performed well. Efficient administration and enthusiastic teaching through talented teachers enabled the School to report good result. Gradual success in the performance of the school, motivated the management to develop the school further and within the small duration of time, the Management shifted the school to a larger building, where the school is presently situated.

The school Principal and senior teachers further shared that as an acknowledgement of good practices of the school management; the school received permission from GSHSEB to initiate standard X and started receiving grants. In the initial years of enrolment of the school with the Board, the Students' performance in the SSC Board examination was good (Table 4.25). The school Principal and the people from Managing bodies reported that year by year school was reporting rise in the enrolment figures and increase in students' performance in the SSC Board examination. The school Principal reported, that in due course of time many new schools were started. in the vicinity of newly shifted school.

The shifting of the school to a new location did not prove very beneficial for further development. The new schools established in the vicinity of the school, the Principal reported were with same medium of instruction and same Board affiliation. These new schools established later were with more attractive infrastructure, attractive co- curricular activities and were providing facilities to the students for commuting to school, like school bus, van and Rickshaw. They had good canteen, well equipped library, labs and so on . The ex- teachers of the school shared that, due to these facilities, the parents of students‘ living in the nearby area choose to seek admission for their wards in those schools. This resulted in decrease in the number of students in school.

This development in the surrounding area of school created several challenges for the school. Gradually year after year, student enrolment in different classes reduced. To meet the requirement of GSHSEB, of enrolling at least 45 students in each class (According to Grant in aid code, 1964, Govt. of Gujarat, Rule 96), the school started enrolling all the students that approached the school. Students merit was not taken into consideration while enrolling the students.

Unfortunately the students which approached school were with weak academic base and with poor motivation towards education. This trend of weaker class of society being admitted to school followed year after year and soon the school became the school of academically poor students, the school of the students from low socio-economic class of society. These students in spite of quality efforts from the teachers of school (as reported by the Principal and Managing Trustees of the school) performed miserably in the SSC Board examination. As a result of consistent weak performance of the school at SSC Board examination, it was included in the list of schools (generated by the DEO and GSHSEB) which were consistently performing less than 30% in SSC Board examination.

Consistent decrease in enrolment rate in the school also affected the required number of teachers in the school. With the decrease in number of students, the teachers of the school also year after year became fazal (according to Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009).

The school started facing critical problem of very weak student performance at SSC Board examination, lack of required number of students in the school and inadequate teachers to teach all the required subjects. These problems invited series of problems in the school, to the extent that the existence of the school came to threat.

One of the trustee members shared that the school with most of its teachers with long experience in the field of education and permanent teaching job, receiving salary from government bodies reacted very casually to such happenings in the school.

The ex- teachers and ex- students who are now perusing good positions in the society, shared that Systematic planned efforts from the teachers to improve students' performance were missing. Periodic systematic strategies from the Management to meet the crises of low enrolment rate and weak students' performance year after year were lacking.

Consequently, year after year the quality of educational practices in the school declined. All the stakeholders of the school comfortably shifted owners' of poor performance of students on each other (Management on teachers and parents, teachers on students, parents and Management, parents on school). Neither the management nor the teachers of the school shouldered the responsibility of school's poor performance, high dropout rate and low enrolments each year. The school gradually became a sick secondary school with the trend of consistent poor performance at SSC Board examination, decrease in enrolment rate and high dropout rate. These resulted in to development of the school as sick school.

4.3.6.3 PERPETUATION OF SICKNESS IN THE SCHOOL

The casual approach of the stakeholders of the school resulted in to persistent sickness in the Performance of the school. To make the matters worse, majority of the students enrolled each year into the school were from the weaker class of the society. The students were with extremely weak academic base, low motivation towards education and were with challenging living conditions.

On interacting with the Principal of the school, the teachers and the management people, the researcher could find that all the stakeholders together held students' weak academic base responsible for sickness of the school. Even if that was the root cause for School's poor performance, some special efforts from all the stakeholders were found missing. The series of events that contributed to perpetuation of sickness in the school can be presented as follows:

1. Casual Approach of Principal towards the Work Procedures in School

The Principal was found genuine and sincere and was looking forward for any suggestion to bring up the level of the school; however was found lacking in initiating good strategies and implementing strict rules to ensure efficient functioning of the school. The Principal should have taken strong decisions like issuing memo to the teachers not performing up to satisfaction, should have implemented proper strategies like arranging special workshops for the teachers in the school that can enable them to deal in effective way with the low performing students, from very initial days of the problem. Such steps were found missing in the school.

With weak academic base students, the school cannot have extra ordinary results at SSC Board examination, but the school can surely have a strategy that can enable students to secure minimum required marks. The planning of such strategy by the Principal or the Managing body was found missing in the organization. The

teachers shared the amount of effort they put in to enable the low performing students to score. The teachers shared that they conducted remedial classes; took frequent tests but consistently students performed low. Quality remedial classes ensuring attending basic concept in each subject (taught in the secondary school) with periodic counseling by education experts and counselors could have made difference. The arrangement of such special counseling sessions, strict monitoring of remedial classes by the Principal was found missing in the school. Therefore the teachers dominated the administration on the grounds of conducting the remedial classes, teaching the students, but the quality of remedial classes, quality of learning developed was not ensured by the school Principal, such blind trust kept by the Principal on the staff contributed in to sickness in the school.

2. Lack of Strategy to Enhance students' Learning skills

The students were with low motivation towards education, to develop their interest in learning, to satisfy their urge to know, special teaching strategy was found missing in the school pedagogy. Most of the students coming to these schools were at the threshold of dropouts. To overcome this problem, the School had to plan with association of NGO or some social organizations or some donors (who want to spend on education of the poor) from the society, arrangement of some nutritious food and medications on regular basis. The arrangement of such programs were found missing in the school agenda. Periodically, the weak learners were enrolled in the school and performance in turn reported decline to the extent that the school became a sick secondary school.

3. Lack of innovations in teaching style

During the field visit in the school the teachers reported the researcher that each one of them worked very hard to enable students perform well. However formulation of

different teaching style to meet the need of extremely weak learner was ignored. Two teachers teaching important subjects like Mathematics and Social Science reported that they tried to incorporate use of technology in teaching of Mathematics and Social Science, But students did not enjoy and was discontinued. The researcher observed that effective use of technology was missing in the teaching-learning process. The researcher also observed that the teachers lacked the skill to develop love for the subject among the learners. They executed their task of teaching in routine manner, ignoring the dire need to enhance the teaching style to ensure good performance of students. Such disingenuous behavior of teachers resulted into perpetuation of sickness in the school.

4. Pretentious behavior of teachers in the school

During the in-depth study of the school, the researcher noted that the all the teachers were taking remedial classes to enable weak learners perform well. The students coming to the school were extremely weak learners, therefore miraculous rise in the performance would surely be not seen in their performance. It however, sincere efforts from teachers in the form of correct guidance, teaching from basics repeatedly, with counseling, with motivation could enable weak learner to score minimum required marks. The researcher observed that such genuine efforts were lacking among the teachers. The school administration and management were convinced by the teachers that all the efforts were taken by the teachers to strengthen academics in school, it was only due to extremely low intellect of students and that the school performed low. Due to such pretentious behavior of teachers, sickness perpetuated in the school.

5. Lack of parental involvement in child's education

During the in-depth study of the school, while interacting with the parents, the researcher observed that the parents did not take the responsibility of their child's poor performance. They put all the blame of their child's poor performance on their poor life conditions, fate, school, on their ward's passive attitude and so on. Such escapist attitude of parents of the school contributed in sickness in the school.

6. Casual approach of Management bodies

The management bodies on the other hand blamed the low socio economic condition of students, their weak academic base, government policies, extremely complex secondary school syllabus and so on for the pathetic school condition of the school. The management people instead should have timely taken apt steps; Strict actions against non performing teachers. They should have arranged counseling sessions, workshops, and training programs for teachers to develop skills to teach extremely weak learners. It should have framed strict rules forcing the teachers to enhance the quality of their teaching and dealings with the students by keeping the DEO in confidence. Negligence towards the process of decline in the school by the managing bodies resulted in perpetuation on sickness in the school.

4.3.7 MEASURES TO REVIVE THE SCHOOL

With the objective to arrive at the measures that can revive the sick condition of the school, the researcher considered the views and opinions of the stakeholders as shared during the personnel and group interview and as shared in the questionnaire administered on them for revival of the school and organized brainstorming sessions with all the stakeholders of the school sitting together across the tables to discuss and come out with the feasible solution to the problem existed in the school. The researcher after several interactions with the Trustee members and the school Principal convinced them regarding the dire need to arrange a brainstorming session

among the stakeholders of the school to arrive at measures to revive the declining condition of the school. Individuals included in the sessions were the Principal, the senior teachers, ex-teacher and Trustee-members of the school along with the researcher.

The School Principal chaired the session and initiated the discussion. The suggestions given and the strategies suggested are presented below:

1. To develop awareness about importance of education among the students and parents.
2. To teach basics in each subject during the vacation period or across the year, along with the regular syllabus in the proxy class or after school hours arranging special remedial classes.
3. They further added that, the students requiring this should be identified in the beginning of the academic year on the basis of their performance in the previous class. This idea was supported by another teacher in the school, He added by suggesting that for such teaching, special teachers should be appointed by the school management. Such teachers can be teachers who have been retired, have passion towards teaching and have least personal commitments and can give quality time to students. The entire house including the Trustee members agreed to this measure for reviving low achievement among students and enhancing their learning skills.
4. The Mathematics teacher shared that to enable students with consistent poor result, government should formulate different syllabus, and the present syllabus was too difficult for students with extremely weak base to understand. There should be two parallel textbooks of both level students as it used to be years ago. A diagnostic test should be arranged in the beginning of the session to decide the level of the students and respective treatment should be given.

5. One of the Trustee members shared that the major problem that contributed towards sickness of the school was unavailability of teachers to the students during crucial time of examination due to appointment of school teachers in Education Board's duties such as working as squad member, examiner, and paper setter and so on. To meet this problem the house suggested the Trustee member to share the problem with a written application to the members of District Education Office Vadodara and request the DEO to exempt the teachers from such duties. Such efforts will provide opportunity to the school teachers to interact personally with the students in school during crucial days of examination and contribute in enhancing students' performance.
6. Another problem that was presented in the house during the discussion was that the students were with least interest towards academics. To this problem the researcher being from the same teaching field suggested incorporation of real life experiences to the students while teaching, taking them to the field to teach concept. For eg. to teach them Plant classification, take them for a visit to a garden, to teach the concept of Universe, arrange a visit to planetarium, and so on. Such actions will help students to understand the concept easily and will contribute in developing interest and love for the subject.
7. The researcher also suggested that the teachers of the school to counsel the students on regular basis. The researcher appealed the teacher in the school to plan for use of at least one teaching aid effectively in a week in each class. This will enhance students learning.
8. The researcher also appealed the house to develop the culture of care, share, and freedom to express and exercise in the school. Instead of looking at problem as limiting factor, should take that as given and should formulate strategies which can work with this given fact- the given fact of School was the dominance of students' with weak academic base.

9. The School Principal appealed the teachers to enhance the quality of teaching learning process in the school. There is a famous saying in Gujarati _ Je Bhane Te Bhanave‘ (One who acquires knowledge can only give or one who learns can teach.) in the context of this popular words, the researcher requested the teachers to strengthen the quality of class room deliberations. The researcher emphasized that teachers should update daily with the latest in the subject and then go for the class. The quality of lessons should be the best irrespective of the level of students.
10. The researcher suggested the house that the students can be periodically taken to field visits; can be shown real life situations. Management should look for efficient donors for the same from the society. There are people in the society who want to spend on education of the poor, but don‘t find right plat-form, school authorities should propagate the need and should manage this. This will retain the child in school; will be forced to come to school. During the interaction with the students in the school, the researcher revealed that they like _Pravas‘ - picnic. The school can organize educational picnic, field trip and study tour. It can also take students to museum, zoo, and planetarium to provoke them to question. To attend their weak memory, they can arrange memory camps in school, daily Omkar chanting in school along with prayer, talk by expert on enhancing memory. If all these are periodically organized it will make a difference in the children and school.
11. The session was summarized by the most active and dynamic Trustee member who confessed that the chief reason for schools consistent poor performance was the gap between the students‘ and teachers‘ understanding. The teachers are teaching but they are not received by the students. The researcher counseled the teachers to develop the technique to reach the heart of students. To love students and counsel those on regular basis, to strive hard to ensure that they love learning, enable them to enjoy learning by designing lots of learning activity.

CASE-IV

SCHOOL- D

4.4.1 INTRODUCTION

School-D was a Gujarati medium, non-residential, co-educational high school in the western part of Vadodara City. It was located in the area that was away from the main old city of Vadodara. The school had a huge premise with a vast three storied building. In the initial years of establishment, the school had a big slum area in its neighborhood. Later the same was replaced by residential and commercial complexes. The school was surrounded by many schools of similar affiliation and same medium of instruction in its vicinity. The school had a long history of consistent weak performance at SSC Board examination.

4.4.2 VISION AND MISSION OF THE SCHOOL

The School Management had the vision to educate the children belonging to the low socioeconomic class of the society; specifically those students who were living in the close vicinity of the school. The Management had the mission to provide opportunity to children coming from lower class of society to improve their economic status by providing quality education. The Management aimed at providing education to all the students who approached the school for admission without distinction of caste and caliber.

4.4.3 HISTORY OF THE SCHOOL

The trust of the School managed many schools in the Vadodara city. The school was established in 1987 with classes form grade VIII – grade X (secondary section) providing education in Gujarati medium. Later in 1989, the school was extended to grades XI and XII with general stream. The School performed well in the initial years

of establishment till 1991. It reported increasing number of student enrolment each year and very less dropouts. The senior trustee members and Ex-Principal of the school shared that the performance of students in the SSC Board Examination was good. The school Principal reported that the gradual. Progress of the school enabled the Management to get grants from the Education Board in June 1994 . The Ex-Principal said that the establishment of secondary school was welcomed by the people living in the vicinity of the school and therefore each year the school reported high enrolment rate. The ex- teacher of the school shared that the management got overwhelmed with the good initial response the school received and did not capitalize on initial progress of the school.

In the initial days the school had teachers to teach all the subjects taught at secondary school but the quality of teaching learning process was unmonitored. One of the ex-teacher shared that most of the teachers delivered their lessons very well with planning. They were using teaching aids, but few teachers did not teach well. Such negligence in work procedure at school by few teachers was over looked by the School Principal and the School Management. No strict actions were taken by the Principal on the teachers doing breach in the work procedures. Gradually the teachers providing best of their duties also reported flaws in their duties.

All such practices gradually degraded the quality of teaching learning process in the school. Meanwhile, many other schools also mushroomed in the vicinity of the school. These schools were affiliated to same Board of Education GSHSEB, and same medium of instruction, Gujarati. Due to this the students living in the vicinity of the school were divided and school started reporting decline in the enrolment number of the students each year, the student dropout increased each year and gradually the school performance in the SSC Board examination also started reporting low. To

cope-up with the low enrolment rate, the school started the primary section in the school in the year 1994. The primary school was started for students from class I to class VII. The introduction of primary section also could not solve the crisis of high dropouts and low enrolment of students from secondary school. The school therefore, year after year reported reduction in number of students and poor performance in SSC board examination. With low performance of students in the SSC Board examination, students from good families and with good academic record started leaving the school and the school gradually became the school of low performers and school of students from low socioeconomic class people. To ensure enrolment of minimum required number of students at least 45 in each class (As per Grant in aid code, 1964, Govt. of Gujarat, Rule 96.) and now since academic year 2009, 60 students per class (Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009), the school provided admission to all the students who approached the school for admission, irrespective to their past academic record. Most of these students were the one who did not receive admission in any of the schools of Vadodara. Such students could not improve the School result and school kept on reporting low performance in SSC Board examination, high dropout rate and low enrolment rate.

The tables 4.28, 4.29 and 4.30 presented below represent the above facts of past few years.

Table: 4.28 Enrolment Rate, Dropout Rate and Total strength of students in the school during the year 2003-2013 in School-D

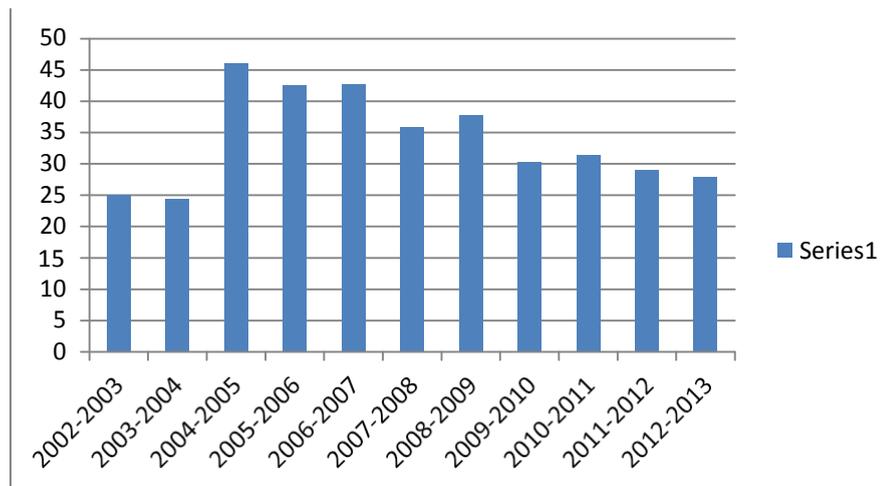
Academic year	Total no of Student Enrolment	% of Student Enrolment	Total no of Student dropout	% of Student Dropout	Total no of the students in the secondary school
2002-2003	144	25.00	252	43.75	576
2003-2004	136	24.46	285	51.25	556
2004-2005	232	46.03	290	57.53	504
2005-2006	201	42.58	275	58.26	472
2006-2007	215	42.74	288	57.25	503
2007-2008	188	35.80	293	55.80	525
2008-2009	192	37.79	279	54.92	508
2009-2010	149	30.28	301	61.17	492
2010-2011	133	31.44	314	74.23	423
2011-2012	107	28.99	216	58.53	369
2012-2013	62	27.92	123	55.40	222
Average		33.91		57.09	

Source: School-D –GR Register, Year 2001-2010 and 2011-2013

The table 4.28 shows fluctuations in the enrolment rate with lowest in academic year 2003-2004 up to 24.46. The table also shows the average dropout rate with highest in the academic year 2010-2011 up to 74.23.

The table 4.28 reveals that the school had low enrolment rate and high dropout rate during academic year 2003-2013. The same can be represented in the graphical form as follows:

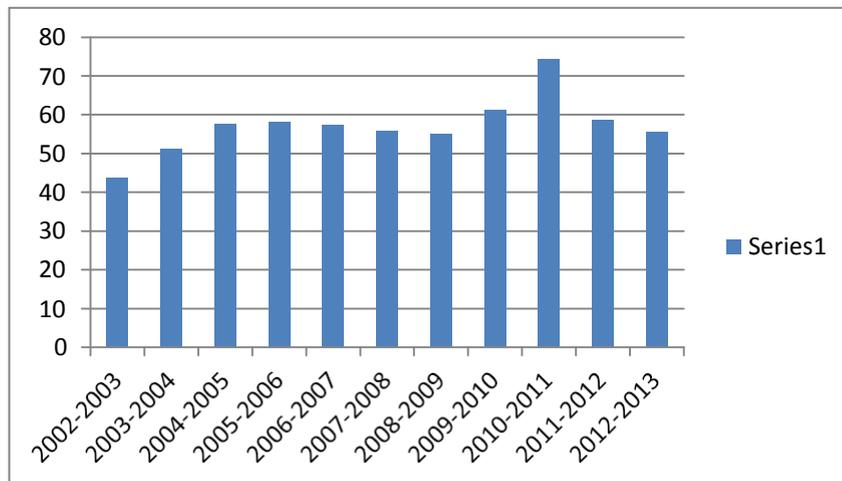
Figure: 4.7 Enrolment Rate in School-D



Source: School-D GR Register, Year 2001-2010 and Year 2011-13

The above figure represents the decrease in enrolment rate in school -D during period of 2003-2013

Figure: 4.8 Dropout Rate in School-D



Source: School-D GR Register, Year 2001-2010 and Year 2011-13

The above figure represents increase in dropout rate in school -D during period of 2003-2013

Table: 4.29 Academic Performance of Students of School-D during years 2003-2013 at SSC Board examination

Academic Year	No of Students Appeared	No of students Passed	No of students Failed	% Result
2002-2003	147	23	124	15.64
2003-2004	135	15	120	11.11
2004-2005	138	15	123	10.86
2005-2006	132	18	114	13.69
2006-2007	130	13	117	10.00
2007-2008	135	09	126	06.66
2008-2009	119	17	102	16.94
2009-2010	117	04	113	3.42
2010-2011	150	36	114	24.00
2011-2012	153	16	137	10.46
2012-2013	158	16	142	10.12

Source: School-D –SSC Board Exam Result File, Year 2001-2010 and Year 2011-13

The table 4.29 depicts that the performance of the school- D in SSC Board Exam did not exceed more than 24% during the academic year 2003-2013.

Table: 4.30 Class wise strength of Students of school-D during academic years 2003-2013

Grade/class	VIII	IX	X	Grand Total of number of students
2002-2003	187	242	147	576
2003-2004	183	235	135	556
2004-2005	180	186	138	504
2005-2006	185	155	132	472
2006-2007	187	188	130	503
2007-2008	175	215	135	525
2008-2009	184	205	119	508
2009-2010	180	195	117	492
2010-2011	140	175	108	423
2011-2012	55	154	160	369
2012-2013	*	64	158	222

Source: School-D GR Register, Year 2001-2010 and Year 2011-13.

*Data not mentioned, because academic year 2012 and onwards secondary section comprise of Only grades IX and grade X

The above table represents that the school has long history of consistent decrease in the student number.

The Trustee member shared that with the decrease in number of students from the school each year, the teachers also had to become fazal as per the directives of government bodies (Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009). With the decrease in number of teachers from the school, each year, the school developed the problem of lack of adequate teachers to teach all subjects of secondary school syllabus. The teachers left with the school had to teach the subjects for which the teachers were made fazal. Teaching the subjects, not mastered in made the process of teaching learning less effective and the school gradually became sick secondary school. Thus the school had a long history of consistent poor performance at SSC Board examination, high dropout rate and low enrolment rate.

4.4.4 SCHOOL PROFILE

The School D was a Gujarati medium, grant in aid school, affiliated to (GSHSEB) having classes from grade I to grade XII. The primary section of the school comprised of classes for students from grade I to grade VIII, secondary section of the school comprised of classes from IX to X and the higher secondary section (General stream) had classes XI and XII standards. The school functioned between 12:20 pm to 5: 45 pm. Each class from grade I to grade XII had two divisions in each grade.

4.4.4.1 STUDENT

In the year 2012-13, of the total 222 students studying in the secondary section of the School, 34 Students were from General category, 52 from ST, 40 from SC and 59 from OBC ,29 from minority group and 8 students from others categories viz ; Handicap or unidentified sub cast as per the data available in the school GR register.

According to the information obtained on studying official documents like students' admission forms shared by the school office, over 90 % students were from the families having annual income less than Rs 18000; the other 9 % were from middle class families having annual income more than Rs. 18000 annually.

On critically studying the school enrolment in the G.R register and the information provided by the office clerk, the following details are noted and presented in the following table.

Table: 4.31A Economic and Educational Background of School-D Students'

Parents

Average Parental Income of Students (Annual)		Educational Background of Parents of Students'							
		Graduate		SSC Pass		Primary School Pass		Illiterate	
Rs. 18,000 and below	Above Rs.18,000	Father	Mother	Father	Mother	Father	Mother	Father	Mother
200 students	22 Students	5%	-	12%	21	75%	63%	8%	16%
90.09 %	9.90%								

Source: Students' School Diary Pages

Gender-wise break up of students and bifurcation of students according to various social groups for the academic year 2012-13 are summarized in table 4.4 B

Table: 4.31 B Social Back-ground of Students' of School-D

Sr.No	Social Group	Female	Male	Total	Percentage %
1	General	17	15	34	15.31
2	SC	18	22	40	18.01
3	ST	18	34	52	23.42
4	OBC	23	36	59	26.57
5	Minority	11	18	29	13.06

Source: Students' School Diary Pages

The table 4.31 shows gender-wise distribution of students from various social groups for the academic year 2012-13. The table depicts that the school had maximum students belonging to low socioeconomic class of the society. It also indicates the dominance of boys in most of the categories.

An analysis of responses as shared by the students in the questionnaire presented by the researcher in the Appendix IV E in the school showed that there were only 5 graduate parents, the parents having education below graduation were almost 95 percent. Among these, 63 percent of the mothers had education up to primary level, while 21 percent of the mothers had studied up to secondary level, while 16 percent mothers were illiterate, 75 percent father had primary education and 12 percent father had studied in the secondary school while 8 percent fathers were illiterate. Parental occupation shows that 82 percent of the mothers were working as maids, domestic laborers and the remaining of them were unemployed or housewives. 47 percent of fathers were having their own small business-like cobbler, milk supplier, vegetable vendor, bag repairer, and 31 percent of them were daily wages laborer and 22 percent were either unemployed or physically unwell. About 37 percent of students were with single parent, many siblings and with poor residential facility. About 67 percent of

students were part of earning members of their family; they also joined their parents in their work as laborers, cobblers, tailors, milk suppliers, maids and many more such tasks.

Parental education and occupation data represented that parents were not adequately competent to play a constructive role in their ward's education. The primary school background of the students for the academic year 2012-13 indicated that 88 percent of the students had their primary education in corporation school; few were from government school, with very poor academic score.

The enrolment Graphs of students in the school during academic year 2003-2013 reveal fluctuations. In the duration of eleven years, the enrolment Graphs had shown remarkable decrease in number, which was the major concern for the management body. The average attendance of the students on the days of visit made by the researcher was about 60-65 percent in each class of grade IX and X.

4.4.4.2 TEACHER

The school had four trained teachers to teach the students of secondary section. Among the four teachers teaching in the school one teacher was also the Principal of the school. Maths and Science subjects were taught by the same teacher who was a science graduate with B.Ed. The English teacher was a graduate with B. Ed, she also taught subjects like Sanskrit and Gujarati. The social science teacher was a postgraduate with B.Ed. The school principal, who was a post graduate in Arts, taught Hindi. All the teachers of the school were professionally trained. The facts revealing the same are presented in the table below:

Table IV 4.32 Details of School-D Teachers -Gender, Qualification & Total Teaching Periods in a week

Teachers	Gender	Qualifications	Grades /Classes Taught	Professional experience in years	Total Period of teaching in a week
English Teacher	Female	B.A B.Ed.	8,9 & 10	24 years	30
Sanskrit Teacher					30
Gujarati Teacher					30
Hindi Teacher	Male	MA B.Ed.	8,9 & 10	24 years	30
Social Science Teacher	Female	M.A B.Ed.	8, 9 & 10	20 yrs	30
Science and Technology Teacher	Male	B.Sc. B.Ed.	8,9& 10	22 years	36
Mathematics Teacher					42
Physical Education Teacher	No teacher in the school				
Art Teacher	No teacher in the school				
Music Teacher	No teacher in the school				
Others	-				

Source: School-D Teacher Service Book from the year 1987.

(Above information was relevant for grade VIII for academic years 2003-2011. After the academic year 2012 secondary section included grades IX and grade X in Gujarat State.)

There were not enough teachers in the school to teach all the subjects in the secondary school. For the subjects like Gujarati, computer, PE, Music and Art there were no teacher in the school. When the Principal was asked about how the classes with no subject teacher are managed, the Principal said, 'the teacher teaching English taught Gujarati while, the teacher teaching Maths and Science helped the students in computer'. The principal added that students were not offered the optional subjects

such as art and music where there were no teachers in the school. The Principal shared that the teachers are with vast experience in the field of education, many times the junior teachers are suggested to seek advice of senior teachers to enhance students performance. To ensure updating with regard to content and pedagogy the GSHSEB periodically organized teachers training programme. The teachers had been regularly attending those programs organized by the government bodies. One of the teachers shared that such training program were of least benefit to the teachers. The teacher further added that those talim programmes (Training programs organized by GSHSEB) did not provide any information as to how to enable extremely low performing students to perform well. How to divert the attention of weak performers towards academics? Thus their views regarding the teacher's training programme- Karma Yogi Talim conducted by GSHSEB were not very encouraging.

To understand about the teachers, their status of appointment and Professional and in-service training are presented below in the table 4.33.

Table - 4.33 Teachers' Status of Appointment and Training in School-D

Teachers	Gender	Status of Appointment			Status of training	
		Permanent	Temporary	Contract	Professional	In service
English Teacher	Female	√ -	-		B. Ed	1. Karma Yogi Talim by GSHSEB
Hindi Teacher	Male	√	-	-	B. Ed	1. Karma Yogi Talim by GSHEB
Gujarati	Not in the school					
Science and Technology Teacher	Male	√	-	-	B.Ed.	1. Karma Yogi Talim by GSHSEB 2. Computer course CCC ⁺
Mathematics Teacher						
Social Science Teacher	Female	√	-	-	B. Ed	.1. Karma Yogi Talim by GSHSEB
Computer Teacher	Not in the school					
Music Teacher	Not in the school					
Art Teacher	Not in the school					
PE Teacher	Not in the school					
Any Other						

Source: School-D Teacher Service Book since 1988

The above table shows that all the teachers in the school had permanent appointment and had undergone professional training. The table also shows that all the teachers except the Gujarati teacher had undergone the professional training course CCC⁺ in computer.

The facts presented in the table shows that there were not adequate teachers in the school to teach all the subjects of secondary school syllabus. However the School Principal had made arrangement for teaching of all subject. Among the teachers that were there in the school, each one had professional training in education and few of them also had training in the computer. Thus the teachers in the school were skilled and trained.

4.4.4.3 INFRASTRUCTURE

The School had a huge premise. The main gate of the school led to the big play ground. On one side of the entrance gate was the parking area with few trees planted and the other side was the huge school building. The basement area of the building also had parking zone specially developed for the Students vehicle parking. The ground floor of the school building was occupied by the school office and the residence of the trustee members. The School office was a small congested place with arrangement for two clerks and a receptionist. The School principal and the trustee members also had their desk in the office premise. The office was fairly well furnished with tables, chair, fan, bell, telephone and tube lights but very odd arrangement for the visitors to sit. The researcher had to call the place odd because the place where the visitor's chairs were kept had a mild slope which made the visitor sit with minimum comfort. Outside the School Office was a small bench kept for the office peon. Just besides the office was a long staircase which lead to the actual school premise. Beyond the staircase was the poorly maintained small school garden and play ground. The details of infrastructural facilities available in the school is presented in the following table.

Table 4.34 Infrastructure Facilities in School-D

Basic Facilities	Present/Absent	Adequate	Inadequate	In usable condition	Not at all usable	Remarks
1 School building	Present	√	-	√	-	Huge with three floors
35 Class rooms	Present	√ 25 rooms	-	√	-	Fairly well maintained
Electricity	Present	√	-	√	-	-
3-Laboratory	Present	√	-	-	-	Poorly maintained Hardly in use
1-Library	Present	√	-	-	-	Poorly maintained Hardly in use
1-Computers	Present	√	-	√	-	-
2- Telephone	Present	√	-	-	-	-
1- TV	Present	√	-	-	-	-
2- Staff Room	Present	√	-	-	-	-
1-Drinking Water	Present	√	-	-	-	-
1-Play Ground	Present	√	-	-	-	-
Fans	Present	√	-	√	-	-
Toilets	Present	√	-	-	-	Poorly maintained
Bus/Vehicle	Absent	-	-	-	-	-

Source: School-D Dead Stock Register, Year 2001-2010 and 2011-2-13

Table represents the infrastructure facilities at school. The table shows that the school had all the basic Infrastructure essential to carryout quality academics was at school.

The first floor of the school building comprised of about 12 classes. One of the classrooms on the floor was utilized as staff room. The staff-room had huge table and many chairs with haphazardly kept books and notebooks. The walls had dust filled charts rapped in cloth bags. Just opposite to the staff room was a fairly well maintained computer lab. The computer lab had 20 computers sets in good working condition. Next to the staff room and the computer lab were medium sized classes. A wide space or corridor separated the classes from one another. The classrooms were well ventilated. Each class had a big black board on the wall, teacher's chair, table, chalk and duster. For the students in each class there were about 20 benches with desk in fairly well maintained condition. The corridors connecting the classes and the staircase connecting the floors of the building were poorly ventilated. The walls were darkly painted. The school had poorly maintained separate washrooms or toilets separate for the boys and girls. Drinking water facility was also available in the school. The second floor of the school building also had class rooms on the either sides of the corridor. There were poorly maintained library and laboratory in the school. The school lacked a huge auditorium or hall where the entire school can gather at a time for assembly. The school however was connected with mikes system in all the classes which enabled the communication of common instructions in the school. The school had no sports room to store sports equipments. Vast play- ground was their but sports equipments were missing in the school. The school had audiovisuals such as TV, tape recorder, mike system and some poorly maintained science and maths models and apparatus.

4.4.4.4 CURRICULUM ORGANIZATION AND TEACHING-LEARNING PROCESS

The researcher with the aim to understand the curriculum organization and teaching learning process in the school observed the school activities, interactions among the stakeholders and made critical observations of the class room teaching sessions using the class room observation form attached in the appendix IV-G. The pedagogical practices and co-curricular activities at the School were as follows:

4.4.4.4.1 PEDAGOGICAL PRACTICES

In order to understand the curriculum organization and teaching learning process, the researcher visited the school frequently. At times with prior intimation and appointment from the principal while some times without prior intimation. The classroom pedagogy was studied by the researcher by observing the teaching learning sessions in the school using the 'class room observation form' (as presented in appendix IV-F) for about ten days at different time slots.

The researcher observed about twenty classes in the school using an observation sheet and observing the classes the researcher came to diverse conclusions. Some classes were interactive, some were only teacher dominated, lecture type class; some classes were such where teacher was trying hard to explain the concept to the students but students were sounding blank and they were, passive learners. Some classes were such where there was no co-ordination between the teacher and taught. The observations made and conclusions drawn have been presented as follows in table 4.35

Table: 4.35 Pedagogical Practices in the School-D

Sr. No	Subject	No. of Lessons observed	Details of Lessons observed	Teaching methodology used	Type of teaching aid or activity used	No of time the teaching aid used	Remarks on the quality of lesson
1.	English	1	1. Ch-3 Piano	Lecture method	-	-	Average
2.	Hindi	1	2. Ch-7 Mitti ke Mahima	Lecture method	-	-	Average
3.	Gujarati	2	3. Ch-1 Bholi Re Bhavai 4. Continued same chapter	Lecture method	-	-	Average
4.	Sanskrit	3	5. Ch-1 Geetamrutam 6. Ch-3 Gunvati Kanya 7. Continued same topic as above	Lecture method	-	-	Average
5.	Social Science	3	8. Ch-16 Economic Development 9. Ch-6 Places of Cultural Heritage 10. Continue	Lecture method	-	2	Good
6.	Science and Technology	4	11. Ch-12 Digestive system of Human beings. 12. Continued same for 3 classes	Lecture method	-	1	Average
7.	Mathematics	5	13. Ch-12 constructions 14. (continued same for 2 classes) 15. Ch- 7 Acid base and Salt	Problem solving method	BBW	2	Average
8.	Computer	1	1. Excel sheet	Demonstration	-	-	Average
9.	Music	-	-	-	-	-	-
10.	Art	-	-	-	-	-	-
11.	PE	-	-	-	-	-	-
12.	Any Other: School Assembly	7	-	-	Prayer and News	-	Average

Details presented in the above table depict the quality of teaching-learning practices in the school. Most of the teachers in the school used traditional lecture method (chalk and talk) for the most of the time. No innovative method or interesting teaching aid was used by the teachers to generate interest and curiosity for knowledge among the students

The researcher observed that most of the lessons were taught by lecture method. Only one side – teacher dominated communications were observed. The teacher was making all possible efforts to make the concept simple and explain the students but students were not found with blank expressions. In one of the Mathematics class, the researcher observed that the students were with the text book and note book and were doing the work as instructed by the teacher. Few were just pretending to be attentive. The researcher could find this from the students blank faces, passive body language and wandering looks. The teacher also never bothered to know whether the concept taught was followed by the students or not. The students were found sitting quietly in the class, since the researcher was there in the class (as shared by one of the student of the same class). No student questioned back the teacher about any concept, though the concept taught by the teacher was very complex.

In one of the science class as observed by the researcher, the teacher was teaching concept on ‘Nanotechnology’ in class X. The researcher being from the same field could understand very well the quality of concept transactions and the level of student learning. The concept ‘Nanotechnology’ was among one of the new concepts introduced to the students of grade X. Being a new concept, introduced in grade X for the first time, it becomes difficult for the students to understand without the help of a teaching aid. The teacher was explaining the concept by traditional lecture method.

Only verbal explanations were given to which the students quietly nodded their head. The researcher strongly was in suspicion about the extent of learning developed among the students. Similar observations were also made in the English class for students of class IX. The teacher was explaining the chapter without ensuring that all students have the English text book and without ensuring that whether they all had opened the page where teacher was making students to underline important concepts and explaining the difficult words. Only few text books were open and the teacher comfortably seated on the chair was delivering the lessons passively.

The school had a long history of low performance in the Board examinations, But the researcher could not find implementation of any novel or innovative teaching strategy to enable weak performing students to perform well. The teachers did share that they made students solve old question papers. They provided them readymade notes (notes made by teachers). The response to this effort of the teachers was also not reciprocated well by the students, as shared by the Maths and Science teacher. When asked about syllabus completion, the teachers said, ‘we try and complete from our side. The students are not regular to school. Few come on some days and few on the other days. Hence the lessons we teach on regular bases hardly. Even if they don’t follow, they don’t bother to stand up and ask. They had lot of faith on their tuition teachers. Such attitude of students demotivates us and provokes us to teach monotonously with chalk and talk without any special efforts’.

4.4.4.2 CO-CURRICULAR ACTIVITIES IN THE SCHOOL

During the course of visit of the researcher in the school, there were no arrangements of co-curricular activity in the school like singing competition, dance competition or celebration of festivals. When the researcher visited the school it was festival time. The festivals like Janmashthami and Rakshabandhan were within few days. The

researcher could not find display of importance of these festivals on the notice board or any plan to celebrate the same in the school. The attendance in the school in the initial part of the day used to be good and in the later half, suddenly the students were found less in the class. When asked the teachers about it, they replied, that ‘ the class is looking vacant now because many of them might have gone home without informing’. The teachers further added, since that many of them were working as maids and helpers, they might have ran away. Even if we scold them, _they don’t listen, they had the fear that, they could lose their jobs and then parents would scold them for the same. We also ignore this because if we insist them for being in the school till 5:30 pm, they would stop coming to the school. May it be for half day but at least they were coming’. The teachers were found having no hold on students, and they cannot compel them to attend the school for the whole day. The school also did not have any provision such that running away of students in between the school hours could be checked.

4.4.5 TRACING THE PATH OF PERPETUATION OF SICKNESS IN THE SCHOOL

The School was a 25 year old school, established by the trust to provide education to the students of nearby slum area. The school initiated with such good motive should reach heights of success, instead was consistently reporting down fall and gradually the functioning deteriorated to the extent that the existence of the school came at the verge of extinction. The school was reporting periodically high dropout rate, low enrolment rate and low performance at SSC Board examination and had become a sick secondary school. The researcher with the objective to conceptualize the gradual process of such happening interacted with the stakeholders of the school, conducted unstructured interview, administered questionnaire to know their opinion for such

down fall of the organization and made certain observations during frequent visits to the School. The views as shared by the stakeholders of the School, and facts as found by the researcher, are as follows:

4.4.5.1 DATA PRESENTATION:

1. PRINCIPAL

On interacting with the School Principal, the researcher observed that no special efforts were taken by the Principal or the School Management along the years to check the downfall of the school. When the matter became serious and the DEO (District Education Office) Vadodara warned the school authorities to take strict actions if the school performance does not improve, the affiliation will be withdrawn and school will be closed, the Principal personally got involved in the revival process.

The Principal shared his views and opinion regarding the declining condition of the school during the unstructured interview conducted by the researcher in the school and by reflecting on the questions asked to him (Appendix IV- B).

The Principal of the school shared that the school was not always performing so poor. The problem of decline in functioning of school became decisive in past few years. There were series of events that led to the gradual deterioration of the School. The major challenge that the school ever had was of students with very weak academic base enrolled in the School. Most of the students admitted were from low socioeconomic background of the society. The students were from the families where education had not been a tradition in the family. Most of them were first generation learners with least motivation from home. Therefore, these students consistently failed in making sincere efforts in gaining knowledge and in turn were unable to do well in Board examination.

The researcher asked the Principal, why students with good academic base did not come for admission. The Principal said, that _since the school was surrounded by many secondary schools of same Board affiliation and same medium of instruction as this School is, the students in the nearby area were distributed among all these schools. He added that the schools in the vicinity of School were with better records of performance and infrastructure. Hence students with good academic record preferred going to those schools than to this school having record of consistent low performance in Board examinations. The trust was trying hard to find feasible solution for the crises the school was going through.

The principal shared that one of the reason for development of sickness in the school was increasing craze among the people of providing education to their wards in English Medium Schools. He shared that even lower middle class parents of the society, who do not know the English language at all, who might not be in the position to help the child studying in English medium, secure admission for their ward, in the English medium schools. Essence of providing education to the students in the mother tongue, providing education to the students in vernacular language has gradually vanished and such temperaments of parents of students coming to School-D has also contributed to sickness in the School.

The Principal also reported that _the rigid government policies also made the matters worst'. The Principal shared that the government bodies should emphasize on quality teaching and not on the quantity of student enrolment in the school. Government bodies emphasis on enrolling minimum 45 students in each class (According to the Grant in aid code, 1964, Govt. of Gujarat, Rule 96) and now 60 students per class (according to Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009). The School administration was therefore forced to give admission to students with poor academic records. The school administration

was not able to concentrate on the problem of students' poor performance. They had to ensure every year that adequate students are enrolled in the School. The Principal added that we had to manage minimum required enrolment in the School, to retain the teachers for effective teaching. Teachers were also reduced (according to Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009) and the teachers became fazal (the teachers were transferred to other grant in aid schools where the teachers were inadequate as compared to student number) and that made the problem even more critical.

With the aim to achieve Universalization of Secondary Education (RAMSA, 2005) the Gujarat Secondary and Higher Secondary Education Board had introduced implementation of Continuous Comprehensive Evaluation system (CCE) in Secondary Schools (2011). The implementation of the same included conducting FA (Formative Assessment) and SA (Summative Assessment) for the student. The implementation of the system was very challenging in the classes with students in big numbers. The FA/SA system was student friendly having provision of giving lot of marks to the students. CCE or Comprehensive Continuous Evaluation system was an evaluation format for GSHSEB affiliated schools introduced from 2010-11. In each term of six months, two Formative Assessments and one Summative assessment were held. SA 1 and SA-2 are written tests. Formative Assessments were based on co-curricular activities and projects. The system had provision to enable the student with least caliber as well to score the minimum required marks by evaluating their abilities in presenting a concept, oral performance, expression and so on other than intellectual abilities and move to the higher grade. Such practices do not ensure quality learning. The students were eligible to go to the higher grade irrespective to the required knowledge gained. In the higher grade the students with weak academic base were not able to perform well and the school in turn was blamed for poor teaching.

The school Principal added that the way the SSC Board examination were conducted also affected the performance of the school. There were many schools in the city of Vadodara where the teaching learning process was not satisfactory (from the knowledge the Principal had regarding the quality of teaching in different schools in the city). Even then, the schools recorded extremely good performance in the SSC Board examination, While the schools as School-D where the teaching learning process was good, reported low student performance. The school Principal added that this was due to the malpractices in the examination hall. Some school Principals ensure that their students pass and go to higher class, by arranging mass copying in the exam hall (located in the Board Examination center). They could do this he said, by managing the SSC Board Examination Center invigilators and Principals of School where the Board centers were arranged. Some Principals do not advocate such practice and allow the exams to be conducted in natural way. The school Principal reported that abiding by rules has rather put him and the students of his school in problem. They have to find solutions to School's critical problem of consistent low performance in SSC Board examination and high dropout rate.

Thus, according to the School Principal, weak academic base of students, poor motivation for perusing education from parents and rigid government policies towards Secondary education, craze among the parents of teaching their wards in the English medium schools, and malpractices in the SSC Board Examination hall had resulted into perpetuation of sickness in the school.

3. TEACHERS

The researcher interacted with school teachers to know their views and reflection on the present status of the school with the motive to trace the path of perpetuation of sickness in the School. The four teachers in the school were approached by the researcher by prior appointment, she met them in the staffroom. The teachers shared their views and opinion regarding the declining condition of the School, to the researcher through the questionnaire designed by the researcher (as presented in the Appendix –IV-C). The opinion and views regarding the declining condition of the school was also shared by the teachers during non-formal interactions in the school corridors, in the staff-room through both personal and group interviews. The views as shared by the teachers are as follows:

The teachers shared that the most unfortunate part of this school was that it had enrolled most of the students with very weak academic base. Most of the students coming to school were first generation learner; they lacked the basic motivation required for quality learning. Being the children of illiterate or poorly educated parents, they received least motivation from home; they lacked the concept of self-study or HW (Home Work). The learning that students had developed was only due to teaching in the school. The school had maximum number of underprivileged students that never had conducive climate at home, so proper learning could not take place. Due to this, the students failed to perform well in the examination and the teachers efforts went in vain.

The teachers also reported that due to the introduction of CCE (Continuous Comprehensive Evaluation) system of evaluation, they were not able to give quality time to the weak performing students. Most of the time the teachers said, _ we are involved in the paper work, making planning of FA or correcting FA sheets,

compiling FA results and so on'. The teachers added, 'we do more paper work (clerical work) than academic work. All documentation of papers of newly introduced evaluation system deprives us from doing actual academic work'. The teachers also shared that this CCE system of evaluation, having Formative assessment (FA) and Summative assessment (SA) system of evaluation has degraded the standard of education. With such system of education, the students were able to score high marks however their knowledge gained was less. This system of evaluation was making the weaker student even weaker and the intelligent student lazy. According to the teachers of the school, result can be improved only by generating the value of education among students and among parents. They also strongly felt that revolution about importance of education can come if government makes education compulsory for everyone and makes some law or punishment for not clearing minimum level. This revolution could also be brought by changing the mind set of students and parents by religious and social leaders.

4. MANAGEMENT

The researcher got the opportunity to interact with the school managing body. The Managing Trustees were approached with prior appointment. Two of the trustee members interacted with the researcher and shared their views and opinion regarding the declining condition of the school through unstructured interviews. The views shared and suggestions given by the managing trustees are as follows:

One of the Managing trustee shared that he was very well aware of the declining condition of the school but was helpless towards the ever declining condition of the school. He shared that over the years, the school had developed the trend of enrolling the students with extremely weak academic base and low motivation towards education and that was the root cause of all the problems that the school was

facing currently. He shared that the school teaching staff was efficient and cooperative; however the same was not reflected in the performance of the School. As the students were with extremely weak academic base, It is very difficult to improve them. He agreed that the teacher were reluctant to try novel teaching methods to reach extremely weak students. He shared that the school teachers compared their work procedures with the teachers of any other grant in aid schools and were not in the opinion of trying anything different than routine. Such passive attitude of teachers was also adding to the existing problem. The trustee member further shared that the teachers were not the same always. They are demotivated with the number of teachers leaving the school each year being falaz due to high dropout rate of students from the school.

Another trustee member shared that the government should introduce Board examination at class VIII level as well along with the board examination at class X. If this was done, the students not interested in academics will be filtered there at class VIII level and only deserving students would come to class X'. He added that there should be check on quality of student achievement at primary level only. The 'Non Detention Policy' (RTE Act-2009) should be revised. It has tremendous ill effect on quality of education'. The trustee member added that due to the 'Non Detention Policy' the child gets promoted to the next class, irrespective of the knowledge gained to go to the higher class. As a result of this policy the students of class X at times are found lacking the knowledge of basic alphabets and basic mathematics.

The School Trustee further added that ' Even if these students pass class X examination, they will hardly be able to secure good positions in the society, since most of them were from poor families, it will be challenging for them to bear the cost

of higher education'. The trustee members were found concerned regarding the pathetic condition of the school. They held the rigid government policies responsible for the perpetuation of sickness in the school.

5. STUDENTS

The process of gradual weak performance of the school was further understood by studying the views and opinion of students studying in the Secondary Section of the School. Several students of the school were interviewed on different occasions. The researcher critically studied the views and suggestions put forward by the students and developed understanding regarding the process of perpetuation of sickness in the school, and is presented as follows:

The students of class X shared that they had no complaints against teachers and management. According to them, school performance regularly showed decline, as most of them were not regular to the school. Most of those who attended the school were disinterested in the class room teaching. One student shared that 'I cannot perform well because; I don't follow most of the time'. The researcher asked, 'don't you ask the teacher, when you don't follow?' the student replied, 'I feel scared of being scolded by the teacher in front to everyone'. Another student shared, 'What to ask, when I don't know anything. I come to school because I meet my friends here and I like to be with them'. Some students shared that the school SSC Board result does not come well because students did not obey school authorities, school teachers and run away from the school without informing the teachers. Few shared that school was not performing well because students were not studying hard. Some shared that many students don't concentrate in the class and keep disturbing the students and teacher by playing mischief in the class. Few also shared that 'we come regularly to school, but teachers keep on teaching the same concept again and again. When we

react, sir this is already taught, they say this is for students who remained absent'. While few quietly shared that, 'we don't like to come to school since most of the times the teachers remain absent and students move around doing nothing'.

Thus the students had mixed and diverse views about the quality of teaching in the school and about the weak performance of the school. However the students strongly felt that the school result could be improved by making strict rules for students' discipline and attendance.

The researcher got the opportunity to interact with few ex-students residing in the nearby vicinity of the school. The students were met by the researcher at different times. Some were approached by the researcher alone, some with the school teacher, some with the school peon and so on. One of the ex- student shared that the quality of teaching learning process in the school is responsible for the declining condition of the school. The student was presently pursuing his studies in ITI electrical from the ITI College, Gorwa. According to this student, the school lacked strict rules for both the students and teachers. The teachers and students very easily left the school during school hours. There was no one to keep check on the same. Some time they were taught very well while some time the entire day they were made to sit doing no academic work. According to two more ex- students, the condition of school deteriorated due to students with diverse needs in same class, the student added that in his class some students were so weak that they were not even able to write their name in Gujarati and some were really scholars. The teachers always remained confused as to how to deal with the class of such diversity. Thus according to the ex-student, the School can improve its performance provided the Management or Principal incorporated strict rules for learning and discipline.

6. PARENTS

The researcher could hardly meet parents of students of the school. Verbal and written messages were sent to the parents several times for attending the meeting with the researcher (arranged with the consent of school authorities and with help of school teachers) in the School. The researcher did not receive good response. Either the students never conveyed the message or the parents choose to ignore the message sent from school. Thus, very few (19 students' parents in all among the parents of students of both the grades; grade IX and grade X) parents came for the meeting with the researcher. However, the researcher could meet the few parents who came to the school and interacted with them and also administered the questionnaire (Appendix-F) designed for them. The researcher could also meet seven students' parents on different days in the school premise, when they were personally called by the principal for some issues related to their ward, or when called by class teacher (three students' parents) to sign the Board examination form or when parent had to share some issues with the school (nine students' parents). Few students stayed in the nearby vicinity of the school and the researcher personally visited to these parents (four students' parents) with the school teachers and interacted with them. Researcher also tried to meet ten students' parents of students of grade IX on their result day. From the school authorities' researcher got addresses of some ex -students who were now doing very well in their carrier and thereby could meet some ex-students and their parents as well. Teachers of the school shared that, when the school also announces PTA meeting in the school, the parents responded poorly. Such events were making the task of teachers and school authorities very difficult to improve student performance.

According to the parents of the school, the performance of the school was weak since most of the students in school were with weak academic base. They gladly agreed that the teachers of the school worked hard to enable their wards to perform well in the examination but their children lacked proper study habits, they did not work hard, they did not learn the concepts well and they performed very badly in examination. The parents confessed with heavy hearts that they needed to take their wards help in completing their family needs. They confessed that they were unfair to their wards by forcing them to work and add to family income but they were helpless. To avoid this to happen with their grandchildren, they were forcing their children to study hard and secure good jobs in good organizations. The parents strongly felt that the school should take some promising steps to make school learning even more interesting. The school should develop some strategies which could attract the child to school, which could develop the urge to learn among the children. Thus according to parents of the school, the students' de-motivation towards study and their poor living conditions contributed in perpetuation of sickness in the school.

7. SCHOOL DOCUMENTS

With the objective to develop comprehensive understanding about the weak functioning of the organization, the researcher wanted to study the official documents;

1. Teacher's Daily Planning Book,
2. School Enrolment Register-G.R. register,
3. Student's Attendance Register,
4. Teacher's Attendance Register,
5. Annual Inspection Report,
6. Student's CW/HW Note books
7. SSC Board Exam Result File
8. Teachers' Service Books
9. Students School Diary

The researcher had to struggle a lot to manage getting all the official documents to study. Few documents like GR register, Annual Inspection Report, Teacher's Attendance Register were not shown to the researcher. The facts in the same were reported to the researcher by the school clerk. When requested to the school authorities to show the same, the authorities escaped showing the documents saying they were highly confidential and they had the policy of not showing it to the outsider. However the facts required by the researcher were provided by the school authorities later on special request. The facts revealed from the interaction with the school clerk and from the observations of the few documents are presented below:

Researcher keenly observed the teacher's log book, planner. It revealed the daily lesson plans well written during the initial days of the term, systematic yearly planning and daily planning across the year was found missing in the log books. The log books were kept untidily in one corner in the staff room. This revealed that the document was handled very casually. Most of the pages of the teacher's planner showed absence of principal's signature.

- The facts as received from the school clerk regarding the GR register revealed the fact that school was showing consistent trend of low enrolment across the period of 10 years (2003-2013).
- The office clerk also shared with the researcher the annual inspection report of the school. The clerk reported the school had periodically received the feedback of improving the quality of teaching and learning in the school to enhance the school result. When the researcher asked what steps were taken by the school? The principal had no certain answer to give to the researcher. He replied, "the school had arranged remedial classes for the

students. The school was counseling students to work hard and motivating teachers to give their best to enable students perform well. The inspection report also mentioned consistent reduction in the number of teachers in the secondary section of the school and not adequate teachers in the school to teach all the subjects taught in the secondary school.

- The Student's Attendance Register was fairly well maintained. There were well covered attendance registers for each class showing systematic attendance of students.
- The Teacher's Attendance Register was shown to the researcher by the school after asking several times. The school clerk shared the fact that teachers regularly sign the muster. However, the Attendance Register showed frequent red marks symbolizing absence of teachers.
- The researcher could observe class IX students CW/HW note books. They were well covered. The notes in the note books were documented by the students for few chapters. However, they were not thoroughly checked. The note books of class X students were not shown to the researcher even after several reminders. The teachers however showed the charts and files made by students as part of FA submission.
- SSC Board Examination file: The researcher studied the SSC Board Examination file to develop understanding regarding the performance of students in SSC Board examination over the years. The SSC Board Examination files for the year 2001-2013 were critically studied to know the performance of the school in the Board examination. The result of the school in the Board examination was noted and presented in a tabular form in the table 4.30.

- Teachers' service books: The researcher also studied the teachers' service books to develop understanding regarding professional details of teachers of school. The service books were studied to know the professional qualifications of the teachers, their teaching experience, the subjects taught and professional and personal training achieved.
- Students' School Dairy: The researcher studied the school diary. All most all Students were having the school diary. Most of them made use of it as rough book. While few noted the home work assigned by teacher in the diary. Researcher studied it to understand the socio-economic status of the school.

4.4.6 TRIANGULATION OF THE DATA:

The data collected from multiple sources by using various tools such as questionnaire, unstructured interview, observations and document study was studied critically by the researcher several times. This enabled the researcher to identify and conceptualize the major themes and constructs underlying the process of development of sickness in the school. The understanding as developed by the researcher regarding the flourishing time in the school, process of development of sickness in the school and perpetuation of sickness in the school is presented as follows:

4.4.6.1 FLOURISHING TIMES OF THE SCHOOL

The school was established with the motive to provide quality education in the local language to the students dwelling in the near vicinity of the school building. On enquiry with the officials of the District Education Board and on interacting with the ex-principal, ex-teacher and ex-students of the school, the researcher noted that in the initial years of establishment of the school, the

schools' functioning was good. Students' performance in SSC board examination as shared by the trustee members was good.

The School Principal shared that we have encouraging response of parents and students with regard to quality of teaching and facilities at school. This was reflected in gradual rise in the enrolment number of the students each year. The students appeared in the SSC Board examination also secured good marks

4.36 School Result during flourishing Time in School D

Academic Year	No of Students Appeared	No of Students Passed	No of Students Failed	Pass Percentage
1994-95	93	42	51	45.16
1995-96	105	49	56	46.66
1996-97	107	54	53	50.46

Source: School GR Register, Year 1990-2000 and Data as shared by the school clerk

With the success of secondary school, the School Management initiated higher secondary section with general stream. With this, there was further increase in the number of students each year. One of the ex-teacher and official from the school office reported that there were celebrations of several festivals in the school such as Navratri, Ganesh Chaturthi and National festivals such as Republic Day and Independence Day in the school. The students participated in various activities organized by the school and won laurels for the school. The School Principal shared that the students also participated enthusiastically in various interschool competitions organized by the District Education Office like Gujarati Debate competition, Quiz competition, Patriotic song competition and so on.

4.4.6.2 PROCESS OF DEVELOPMENT OF SICKNESS IN THE SCHOOL:

On analyzing the data collected from diverse sources viz; the District Education Offices' Officials, stakeholders of the school like present and past teachers, parents, students, old trustee members, neighbors' of the school and School documents, the researcher developed the understanding regarding the process of development of sickness in the school. The details are presented below:

The school was established with the aim to make quality education available in the Gujarati language to the students living in the vicinity of the school. As shared by the trustee members and the ex- teachers of school, in the initial years of establishment, the school was started as a secondary school having classes for students of grade VIII, IX and X. For few years from the time of establishment, the school performed well. The school reported good performance of students in the SSC Board examination. The school management could not capitalize on the meritorious time of the school. This rise in the number of students and positive feedback from parents was not reciprocated well by the school authorities. With the gradual increase in the number of students in the school, the school authorities relaxed and did not implement strong policies to ensure effective and quality teaching. The ex-teachers of the school reported that the teaching- learning process in the school was not monitored properly by the school Principal and school Management. The ex- teachers also reported that the school principal and Management had lot of trust on the teachers of the school which was not reciprocated well by all the teachers. Few teachers executed the task honestly and ensured quality teaching in the classes, while few teachers became casual in their approach towards class room teaching. Gradually the students also perceived this casual approach of teachers and reported frequent absence and frequent flows in submissions and gradually this amounted to very poor performance in SSC Board examination. With school reporting consistently low result

in SSC Board examination, the School office clerk reported that the school gradually started decreasing in enrolment number. Many students with good academic record left the school due to lack of competition and adequate attention received from teachers. As a result of this, the enrolment rate in the school reported decline and drop- out rate increased.

During this time few more secondary schools mushroomed in the close vicinity of the school mushroomed. These schools were with same board affiliation and same medium of instruction. The students living in the nearby vicinity of the school got distributed among these schools, As a result of this, the School started facing the crises of minimum required students in each class. The minimum 45 students per class (According to the Grant in aid code, 1964, Govt. of Gujarat, Rule 96) and now 60 students per class (according to Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009)is the requirement. To overcome the crises of low enrolment in the secondary section, the trust started primary section in the school in the year 1994. Though the school started the primary section to meet the problem of low enrolment at secondary section, the school could not overcome with the problem of consistent low enrolment rate in the secondary school.

Two of the ex- teachers shared that to overcome the ever declining number of student enrolment each year, the school management started giving admission to almost all the students that approached the school for admission. As result of this, over a period of 10 years the school has enrolled students from low socio economic class of the society having weak academic base. The School Management ensured enrolment of required number of students in the school but strict actions were not taken to ensure effective teaching learning in the school. Therefore Year after year this trend of weak student performance in SSC Board examination, high dropout rate

and low enrolment rate followed. With the decrease in the number of students the teachers in the school also became fazed and the teaching learning process in the school further declined.

Due to such practices, the school had the students who were with extremely weak academic base and the students from lower social status. They were mostly first generation learners. The School with extremely weak academic base students and traditional teaching method (with chalk and talk, as reported by the teachers and principal of school and as observed by the researcher) consistently performed low at SSC Board examination and was listed in the list of schools performing low. The school soon became the sick school.

Consistently teaching the weak students with poor motivation towards learning, the teachers of the school gradually developed passive attitude towards their profession and performed their duties without needed enthusiasm and innovation. Occasional efforts made by them to improve the weak performing students were not complemented well by the School management, parents and students. The school lacked extraordinary teachers to muddle through ever declining school functioning. To add to the existing problems, the policies and rules formed by board of education like non -detention policy (Primary Education Act of 1973, RTE Act 2009), Minimum 60 students per class (According to Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009), and so on aggravated the problem. Due to such happening and lack of dynamic leadership in the school, lack of effective remedial measures by the school, the students were consistently performing poorly in the public board examination. They were leaving the school and contributing in making the school a sick secondary school.

4.4.6.3 PERPETUATION OF SICKNESS OF THE SCHOOL

On critically studying the views shared by the stakeholders, official documents of the school, views of the present and ex-teachers, current students in the school, and keen observations by the researcher, the perpetuation of schools' sickness was understood and presented as follows:

1. Casual Approach of School Administration

The most critical thing that emerged during the in-depth study was the casual approach of the school administration towards the declining school functioning. Casual and passive approach of the school administration towards the school activities, school performance- student performance revealed that the school was established to fulfill commercial needs rather than what officially documented as vision and mission of the school in the school working manual (to provide education to the students of low socioeconomic class of society). The principal shared that the school performed low since the large number of students coming to the school were with very weak academic base and with poor motivation towards academics. The researcher did not come across any strategy adopted by the school to enable students to strengthen their weak academic base. The teachers of the school reported and also the researcher observed that the students bunk the school and avoid coming to school. The school had the problem of poor attendance in the class. Old official records also suggest that the school was consistently performing low due to student's consistent absence in the school, irregularity in the school, due to students' bunking the school and lack of interest in academics. The researcher could not find any strategy adopted by the school to act upon this problem. The School documents as shown by the office clerk do not report arrangement of any workshop or arrangement of talk by eminent educationists to motivate and make students understand the value to coming regularly

to school, value of being educated and so on. In the long history of the school, no where did the ex-teachers or students or principal mentioned that they approached the DEO , Vadodara for help in terms of arranging workshop for weak learners, arrangement of workshop for Mathematics , Science or other subjects teachers to enable weak students to strengthen their weak academic base. Lack of such remedial strategy in the school functioning revealed the negligence of the school administration towards the critical problem prevailed in the school. It revealed the casual approach of the stakeholders towards the happenings in the school which contributed in perpetuation of sickness in the school.

2. Passive attitude of teachers

The researcher during the in-depth study of the school had the opportunity to interact with all the stakeholders of the School and observe its functioning. During the study and also from the reporting of ex-students and ex-teachers, it was not found anywhere that the teachers of the school trying novel teaching methods to cope up with extreme weak students. The students in this secondary school were extremely different than the students in other secondary schools affiliated to GSHSEB. They were with long history of consistent low performance in academics. Such students cannot be taught by traditional chalk and talk method, there was strong need to develop and implement innovative teaching method, attractive teaching styles to generated interest towards learning among the students and to enable them to score minimum required marks. Dynamic efforts from the teachers, in terms of designing good, interesting teaching strategy, providing personal counseling and teaching were lacking. Extremely well paid teachers of this grant in aid school were lacking the skills of enabling weak learners to score minimum required marks.

3. Lack of involvement of parents in learning of their wards

The researcher observed that most of the students enrolled in the School were from low socioeconomic class of the society. They were the children of laborers, daily wages workers coming from extreme living conditions. The parents of these students therefore could not play constructive role in their wards' educations. In absence of motivation of parents, the students were not able to develop learning and this contributed in development of sickness in the school.

4. Low academic base of students

To add to the problem the school was having majority of students with long history of low performance in school examination. Most of the students were from low socio economic class of society and were first generation learner. The learning for these students occurred only in the school. Away from school, at home students were involved in helping their parents in earning, taking care of siblings or household work. Home environment was not conducive for learning for most of the students. Studying and going to school was least preferred agenda for these students. Therefore, these students did not receive motivation from their parents as well for improving their academic performance.

5. Rigid government policies

As a part of governments' Non detention Policy (RTE Act, 2009) students managed to go to higher class, as high as class X. However, they lacked the required knowledge and academic background to learn the concepts at higher grades such as grade IX and grade X. At this higher grade to improve the low academic base of students, to teach them from the very basic concepts of the subjects, to develop interest towards learning and enable them to perform well was extremely difficult for the teachers and school Management. Poor academic base, disinterest in academics,

poor performance in examination, dropout from learning, dropout from school. With the increase in number of school dropouts, the school started reporting inadequate students per class. According to Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009 and teachers became fazal. The problem further aggravated due to lack of quality inspections from the government bodies and all this chain of actions gradually contributed to perpetuation of sickness in the school

4.4.7 MEASURES TO REVIVE THE SCHOOL

With the objective to arrive at the measures that can revive the sick condition of the school, the researcher considered the views and opinions of the stakeholders as shared during the personnel and group interview, in the questionnaire administered on them for revival of the school and organized brainstorming sessions with all the stakeholders of the School to decide as to how the school can be developed. The researcher after several interactions with the Trustee members and the school Principal convinced them regarding the dire need to arrange a brainstorming session among the stakeholders of the school to arrive at measures to revive the declining condition of the school. Individuals included in the sessions were the Principal, the senior teachers, ex-teacher, Trustee-members of the school and the researcher. The researcher chaired the session and initiated the discussion, The suggestions emerged, opinion shared are presented as follows.

1. One of the teacher presented that the main problem of the school was that the students are with extremely weak academic base and least motivation towards gaining knowledge. Another teacher and Principal of the school agreed strongly to this. The teacher further added learning of such students can be improved by providing personal attention, one to one teaching. This was not possible for the

teacher on daily routine basis. One of the ex-teacher suggested that special tutors can be employed by the management to teach the basics of each subject to these students in small groups. The Management people need to identify people from the society who can devote quality time with these students and help them enhance their learning.

2. One of the ex-teacher shared that the quality of teaching learning process in the school should be checked. There should be quality assurance system within the school. The ex-teacher shared that when she was part of institution and executing duties in the school, she had observed that all the teachers do not transact syllabus with expected quality. When they were unofficially asked the reason for same, they argued that, quality does not matter when students are with so weak academic base.
3. The ex-teacher emphasized irrespective to the level of students, the deliberations in the class-room should be of best quality. The school should take some strong steps to ensure that class-room teaching was of good quality. The trustee members were stunned to hear this information shared by the ex- teacher and welcomed the suggestion regarding developing internal quality assurance team in the school.
4. To sustain the enthusiasm and motivation of teachers to teach the students with very low academic base, the researcher suggested the school Principal to periodically arrange workshops and training sessions in the school, other than those arranged by District Education Board.
5. The school management should also plan interaction of teacher of the school with the teachers of school having good result in SSC Board examination and having good enrolment rate. Such interactions can help teachers to develop the skills for enhancing students learning and skills for generating students' interest in academics.

6. One of the senior trustee members appealed the house to provide best of their services to the organization on moral grounds. He emphasized that the teachers shall look forward for innovative methods and ways of teaching which can help students secure minimum required marks.
7. The trustee members appealed the house saying that ‘our development is in the development of the organization’ thus aiming your own development, each one of us should positively execute the assigned task.
8. The trustee member shared that we cannot stop any student from securing admission in our school on the grounds of low academic base. To enable each student to secure good marks was the moral responsibility of the school and for same all the teachers and Principal need to work in a cohesive way.
9. One or the other innovative method will surely work for the students of the school and that will lead the school towards progress. The trustee member was very much hopeful regarding the improvement of the school and appealed the entire stakeholder to contribute in the same.
10. The Language teachers shared that many students in the school lack the basic urge to learn, they shared that the learning cannot occur without willingness. The researcher suggested the house to make arrangement of motivating talk by eminent educationist, interaction of students with people doing well in their profession and student counseling sessions on regular basis.
11. The Social Science teacher shared that the parents also should be appealed to be instrumental in their ward’s education. There should be laws forcing the parents to get their wards educated at least to secondary school level; failing which the parents should be fined or put behind the bars. The teacher further added that such law will force the parents to send their child to school and provide the

required conducive environment at home to enable child to study well and perform well. Such actions can contribute in the national development at large.

12. The senior most ex-teacher shared that it was a matter of immense pain for him that the school where he worked with so much dedication was struggling hard for existence. He bluntly said that the present critical condition had developed due to managing trustees' blind trust on the staff and negligence towards the work procedures in the school. He appealed that all the employees of the school, receive good remuneration for their duties in school and therefore the same quality of work also should be ensured by the school authorities. If standard of work or duties provided by the employees of the school were compromised, prompt and strict actions should be taken by the management. The ex- teacher emphasized that the school authorities should get rid of casual approach, 'Let Go' attitude to ensure quality functioning in the school organization. The house was stunned with the deliberations of the ex-teacher, however the management, agreed to take all possible actions to bring back the lost glory of the school.

CASE- V

SCHOOL- E

4.5.1 INTRODUCTION

The School- E was a co -educational non-residential Secondary school located on the main street of eastern Vadodara. Just opposite to the building of school was a vast slum area. Many students of school belong to that slum area. The School was surrounded by residential colonies, commercial complexes and a busy main road. It had a huge multistoried building; like commercial shopping complex. Being a secondary school it had only secondary classes with grade IX and grade X. The school had very long history of low enrolment rate, high dropout rate and consistent weak performance at SSC Board examination.

4.5.2 VISION, MISSION AND DEVELOPMENT

The School was managed by a wealthy trust. It was established with the vision to serve the society by providing quality education to the children. It had the mission to enable the students from lower socioeconomic class to improve their social and economic status by educating them.

4.5.3 HISTORY OF THE SCHOOL

The School was established in 1983 with classes from grade I to grade VIII, It was gradually extended to grade X in the year 198 and received further grants. The trustee members shared that in its initial years of establishment it progressed well with gradual increase in number of students each year. The performance of students in the SSC Board examination was not very encouraging. However students managed to secure minimum required marks to pass. The Ex- Principal shared that their trust from

the beginning their trust provided books and uniform to the students. It also organized several co-curricular activities. The students were rewarded frequently with gifts to sustain their motivation towards school. As a result of this, students' enrolment gradually increased, in the school. The infrastructure facilities was developed and amenities like arrangement for clean and cool drinking water for students, fans in each class rooms and so on.

The ex- teacher of the school reported that soon in the vicinity of the school other schools got established with same Board affiliation and same medium of instruction. The students living in the vicinity of the school therefore got divided among all 4-5 secondary schools established in that area. Therefore gradually the school reported decrease in number of students being enrolled in the school each year. One of the ex- teacher of the school shared that since most of the students enrolled in the school were from the slum area and the first generation learners with very poor academic base. Therefore their performance in Public Board Examination was never very good. Few students could score average marks and the rest were extremely low performers. The school therefore was always approached by the students with weak academic base and not by the students performing well. The documents study and interactions with the school Principal and Trustee members revealed that Management of the school and the teachers choose to remain passive towards the consistent poor performance as a result of which the school gradually became a sick school with very weak student performance in the SSC Board examination, high dropout rate and low enrolment rate.

Since the past ten years and more the school has a long history of high dropout rate, low enrolment rate and poor performance of students in SSC Board examination of GSHSEB. The facts revealing the same are presented in the tables 4.37, 4.38 and 4.39:

Table: 4.37 Enrolment Rate, Dropout Rate and Total strength of students in the school –E during the year 2003-2013.

Academic year	Total no of Student Enrolment	% of Student Enrolment	Total no of Student dropout	% of Student Dropout	Total no of the students in the secondary school
2002-2003	91	54.16	41	24.40	168
2003-2004	90	53.37	49	30.06	163
2004-2005	77	51.67	72	48.32	149
2005-2006	80	53.69	69	46.30	149
2006-2007	76	54.28	64	45.71	140
2007-2008	57	39.04	89	60.95	146
2008-2009	60	40.54	88	59.45	148
2009-2010	55	44.35	69	55.64	124
2010-2011	47	47	53	53	100
2011-2012	58	42.64	78	57.35	136
2012-2013	39	49.36	40	50.63	79
Average:		48.19		48.34	

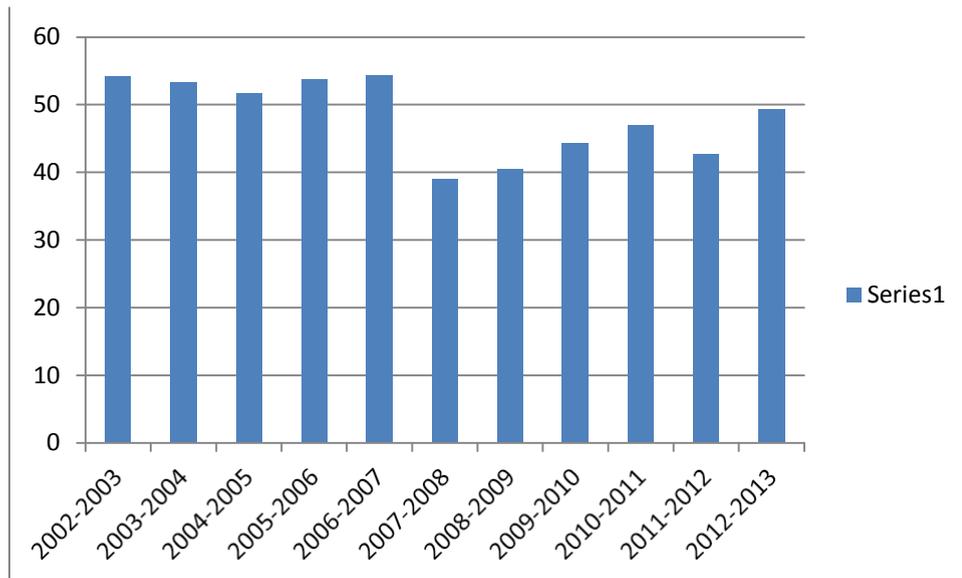
Source: School- E GR Register, Year 2001-2010 and 2011-2013

The table shows fluctuations in the enrolment rate with lowest in academic year 2007-2008 up to 39.04.

The table also show the average dropout rate with highest in the academic year 2007-2008 up to 60.95

The table depicts low enrolment rate and high dropout rate in the school during year 2003-2013. The same can be represented in the graphical form as follows:

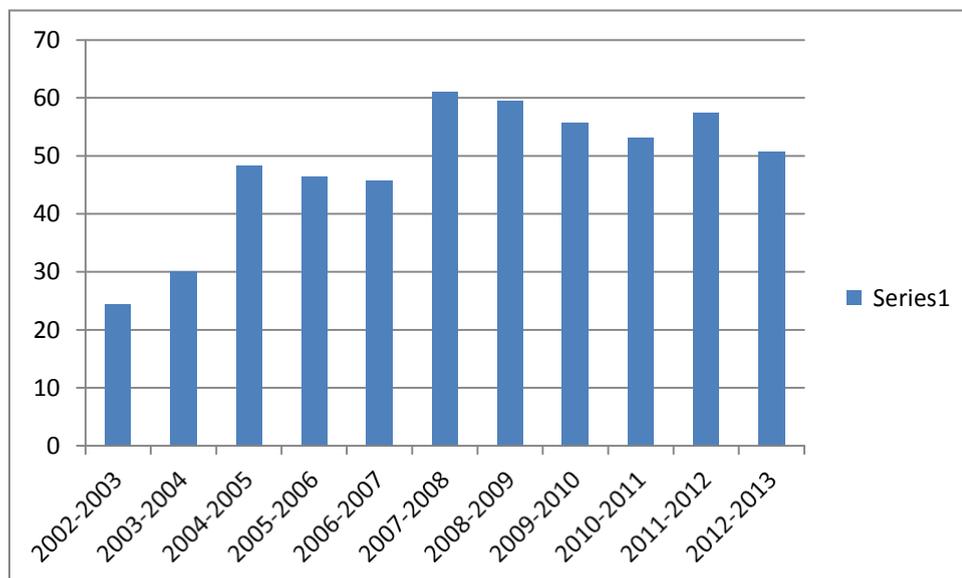
Figure: 4.9 Representing Enrolment Rate of School-E



Source: School- E GR Register, Year 2001-2010 and 2011-2013

The above figure represents the decrease in enrolment rate in School -E during period of 2003-2013

Figure: 4.10 Representing Dropout Rate of School-E



Source: School- E GR Register, Year 2001-2010 and 2011-2013

The above figure represents the increase in dropout rate in school -E during period of 2003-2013

Table: 4.38 Academic Performance of Students of School-E during academic year 2003-2013 at SSC Board Examination

Academic Year	No of Students Appeared	No of students Passed	No of students Failed	% of Pass Out
2002-2003	89	16	73	17.97
2003-2004	85	19	63	22.35
2004-2005	86	19	67	22.09
2005-2006	67	13	54	19.40
2006-2007	43	09	34	20.45
2007-2008	28	06	22	21.42
2008-2009	12	02	10	16.66
2009-2010	15	02	13	13.33
2010-2011	23	03	21	13.40
2011-2012	33	02	31	6.06
2012-2013	32	01	31	3.12

Source: School-E – SSC Board Exam Result File, Year 2001-2010 and 2011-2013

The above table depicts that the school achieved SSC Board result less than 23 % during the year 2003-2013.

Table 4.39 Class wise strength of Students of School-E during academic years 2003-2013

Grade/class	VIII	IX	X	Grand Total of number of students
2002-2003	40	39	89	168
2003-2004	35	43	85	163
2004-2005	33	30	86	149
2005-2006	42	40	67	149
2006-2007	47	50	43	140
2007-2008	54	45	47	146
2008-2009	56	46	46	148
2009-2010	39	40	45	124
2010-2011	37	35	23	100
2011-2012	*	41	33	74
2012-2013	*	39	40	79

Source: School- E GR Register, Year 2001-2010 and 2011-2013

*Data not mentioned, because academic year 2012 and onwards secondary section comprise of only grades IX and grade X

The above table represents that the School has long history of consistent decrease in the student number.

4.5.4 SCHOOL PROFILE

School was a grant in aid, Gujarati medium secondary school affiliated GSHSEB.

Being a secondary school, the School had one division each of grade IX and grade X.

The school functioned only in the morning shift between 7:30 am - 12:30 pm.

4.5.4.1 STUDENTS

Most of the students of the school belonged to lower socioeconomic class of the society. According to the data available from the school GR register, in the academic year 2012-13, out of total 79 students studying in the school, 16 students belonged to general category, 27 students were from minority group, 23 students were from OBC, 7 students were from ST, and 7 students were from SC group . As per the information provided by school office staff, over 90 % students were from the families having annual income less than Rs 18000; the other 10 % were from middle class families having annual income more than Rs 18000 annually.

On critically studying the school enrolment register and as per the information provided by school office clerk from the school G R register, following details were revealed. An analysis of responses as shared by the students in the questionnaire presented in the Appendix IV- E showed that there were no graduate parents, 43 percent of the mothers had education up to primary level, while 57 percent mothers were illiterate. Fathers' up to 55 percent had studied up to secondary level and 35 percent up to primary level. Gender -wise break up of students from various social groups for the academic year 2012-13 indicated the dominance of boys in all categories. The above stated details can be seen from table given below:

Table: 4.40An Economic and Educational Background of School-E Students'

Parents

Average Parental Income of Students (Annual)		Educational Background of Parents of Students'							
		Graduate		SSC Pass		Primary School Pass		Illiterate	
Rs. 18,000 and below									
Above Rs.18,000									
71 students	08 Students	Father	Mother	Father	Mother	Father	Mother	Father	Mother
89.87%	10.12 %	-	-	55	-	35	43	-	55

Source: Students' School Diary Pages

Gender-wise break up of students and bifurcation of students according to various social groups for the academic year 2012-13 are summarized in table 4.40 B

Table: 4.40 B Social Back-ground of Students' of School-E

Sr.No	Social Group	Female	Male	Total	Percentage %
1	General	4	12	16	20.53
2	SC	3	4	7	9.58
3	ST	5	2	7	9.58
4	OBC	8	14	22	27.84
5	Minority	7	20	27	21.42

Source: Source: Students' School Diary Pages

The above table represents the socioeconomic status of the students. It also represents the gender -wise distribution of students in various social groups.

The above table shows gender-wise distribution of students from various social groups for the academic year 2012-13. The table depicts that the school had maximum students belonging to low socioeconomic class of the society. It also indicates the dominance of boys in all categories.

Parental occupation shows that 81 percent of the mothers were working as maids, laborers while the remaining of them were unemployed or housewives. 73 percent of fathers were having their own small business-like cobbler, milk supplier, vegetable vendor, bag repairer, and 17 percent of them were laborer on daily wages and 10 percent of them were either unemployed or physically unwell. About 33 percent of students were with single parent, many siblings and with poor residential facility. About 86 percent of students were part of earning members of their family; they also joined their parents in their work as laborers, cobblers, tailors, milk suppliers, maids and many more such tasks. Parental education and occupation data represents that parents were not adequately competent to play a constructive role in the improvement of the quality of the school. The primary school background of the students for the academic year 2012-13 indicate that 94 percent of the students had their primary education in corporation school, few were from government school, with very poor academic score.

The enrolment figures of students in the school during academic year 2003-2013 reveal fluctuations. In the duration of ten years, the enrolment figures have shown remarkable decrease in number, which was the major concern for the management body. The details of same are presented in the table 4.37.

The average attendance of the students on the days of visit made by the researcher was about 40-45 percent in each class of grade IX and X.

4.5.4.2 TEACHER

The school had only two teachers and one in-charge principal. In all, the school has three teachers. All these three teachers were newly recruited in the academic year, 2012-13. The teachers recruited from the time of development of the school left the school due to the personal reasons few got retired and few were made to leave the school as per government's policy of 1.5 teachers per 60 students (Grant in aid code, 1964). Due to less enrolment of the students in the school year after year, the additional teacher in the school was made to leave the school as fazal teacher. In the previous academic year 2011-12 the school had only one teacher. The owner of the school acting as in-charge principal also was involved in teaching. In this way in the academic year, 2011-12 the school had one teacher, one principal and one peon (as part on non-teaching staff). The teacher got retired in the academic year 2012-13; hence three new teachers were recruited in the school. These were fazal teachers in other schools and they were initially working. Among the three teachers recruited in the school, one teacher was recruited for teaching subjects Maths and Science, Second teacher for teaching Social Science and the third teacher was appointed to teach Gujarati and Hindi subjects Thus the school management tried to manage teachers for important subjects to be taught in the school. However there were no teachers in the school to teach English, Sanskrit, Computer, Art, Music and Physical education. The above discussed facts are presented in the table given below:

Table: 4.41 School –E Teachers’ Subject taught, Gender and Professional details

Subject Teachers	Gender	Qualifications	Grades /Classes Taught	Professional experience in years	Total Period of teaching in a week
English Teacher	No teacher in the school				
Hindi Teacher	Male	BA B.Ed.	8,9 & 10	24 years	30
Gujarati Teacher					30
Social Science Teacher	Male	B.A B.Ed.	8, 9 & 10	20 years	30
Science and Technology Teacher	Male	M.Sc. B.Ed.	8,9& 10	20 years	36
Mathematics Teacher					42
Computer Teacher	No teacher in the school				
Music Teacher	No teacher in the school				
Art Teacher	No teacher in the school				
PE Teacher (Physical Education)	No teacher in the school				
Any Other		-	-	-	-

Source: School-E Teacher Service Book from year 1987

The above table depicts that all the teachers in the school were well qualified and professionally trained to perform the duties as secondary school teachers. All of them were also highly experienced and were assigned the work in the school as per the norms of GSHSEB (Gujarat Secondary and Higher Secondary Education Board). No teacher was there in the school to teach English, computer, physical education and Music. Maths and Science were taught by the same teacher in the school. All the teachers were qualified and professionally trained, highly experienced. Yet the matter of concern was, their expertise was not reflected in the student performance and school performance. To ensure updating with regard to content and pedagogy the GSHSEB periodically organized, teachers training programme. The teachers admitted that they had attended the training programs conducted by GSHSEB. The teachers shared that such training program were of least benefit to them. They added that these

talim programmes (Training programs organized by GSHSEB) do not provide any information as to how to enable academically very weak student to perform. How to divert the attention of weak performers towards academics? Thus their views regarding the teacher's training programme-Karma Yogi Talim conducted by GSHSEB were not very encouraging. They did not found the workshop (Training programme) helpful in solving the problems existed in the school. Teachers' status of appointment and Professional and in-service training is presented in the following table.

Table: 4.42 School- E Teachers' Status of Appointment and Training

Teachers	Gender	Status of Appointment			Status of training	
		Permanent	Temporary	Contract	Professional	In service
English Teacher	Not in the school					
Hindi, Gujarati and Sanskrit Teacher	Male	-	√	-	B. Ed	Karma Yogi Talim by GSHSEB
Social Science Teacher	Male	-	√	-	B.Ed.	Karma Yogi Talim by GSHSEB
Science and Maths Teacher	Male	-	√	-	B.Ed.	Karma Yogi Talim by GSHSEB
Computer Teacher	Not in the school					
Music Teacher	Not in the school					
Art Teacher	Not in the school					
PE Teacher	Not in the school					
Any Other					-	-

Source: School-E Teacher Service Book

The facts presented in the table shows that the teachers of the school were competent to teach in the secondary school. Each one also had professional training in education and most of them also had training in the computer. Thus the teachers in the school were skilled and trained.

4.5.4.1.3 INFRASTRUCTURE

The building of School was a big double storied old building located on one of the main streets of the city of Vadodara. The school was developed in a building which was basically designed for commercial shopping complex. The school building therefore at a first instance gave the appearance of shopping complex. The occurrence of the school in the building was revealed only when one read the name of the school on the huge board hanged on the front wall of the building. The ground floor of the building was the school office. It was a huge hall developed on the ground floor, by joining 5 shops. A small part of this hall was treated as principal's office, another small part of the hall was treated as school office and the remaining part of the hall was treated as staff room for the teachers. The infrastructural facilities in the school are summarized in the following table.

Table: 4.43 Infrastructure Facilities in School-E

Basic Facilities	Present/Absent	Adequate	Inadequate	In usable condition	Not at all usable	Remarks
School building	Present	√		√	-	With poorly painted walls, giving shabby look to the building
8 Class rooms	Present	√				
Electricity	Present	√				
Furniture	Present	√				
Laboratory	Absent	-	-	-	-	-
Library	Absent	-	-	-	-	-
Computers	Absent	-	-	-	-	-
1 Telephone	Present			√		
1 TV	Present			√		
1 Staff Room	Present	-	-	√	-	No separate staff room, part of the office area is treated as staff room
Drinking Water	Present	√	-	√	-	-
Play Ground	Present	√	√	-	-	Small space in front of the school building
2 Fans per class	Present					
1 Men Toilets	Present	√				
1 Ladies toilets	Present	√				
Bus/Vehicle	Absent	-	-	-	-	-

Source: School-E Dead Stock Register, Year 2001-2010 and 2011-2013

The table shows that the school had all the basic infrastructure essential to carryout quality academic at school.

The first and the second floor of the school building were occupied by the huge halls which were treated as class rooms. The classrooms were connected with narrow untidy staircase and corridors. In front of the school building, there was an uneven open space, It was treated as playground. The first floor of the building had two big rooms. One of the rooms was treated as class X and the other was treated as class IX. Each class had about twenty benches that were poorly maintained. It has a tube light and two fans. The walls of the classroom were also poorly painted. Each of the class had a black board, a teacher's chair and table. The class rooms were well ventilated and fairly clean. The School had no library, Science lab, Music room or Sports room. The sanitation facilities were fair. Washroom for girls and boys were maintain properly.. There was provision for drinking water in the school. The second floor of the school building also had huge classrooms which were used as assembly hall during monsoon season- reported by principal and teachers.

4.5.4.4 CURRICULUM ORGANIZATION AND TEACHING-LEARNING PROCESS

The researcher with the aim to understand the curriculum organization ad teaching learning process observed the classroom teaching session and daily activities in the school. The observations as made are presented below.

4.5.4.4.1 PEDAGOGICAL PRACTICES

The school had one division each for grade IX and grade X. In order to understand the curriculum organization and teaching learning process, the researcher visited the school frequently. At times with prior intimation and appointment from the principal

while some times without prior intimation. The school pedagogy was studied by the researcher by observing the teaching learning sessions in the school using the 'class room observation form' (as presented in appendix IV-F) for about ten days at different time slots.

The researcher observed about 10 classes in the school using the observation sheet (Designed by the researcher and approved from the experts in the field of education. Name and details of experts mentioned in appendix III); observing the classes the researcher came to diverse conclusions. Most of the classes were only teacher dominated, lecture type class; while some classes were such where there was no co-ordination between the teacher and taught. The observations made and conclusions drawn have been presented as follows.

Table: 4.44 Pedagogical Practices in the School-E

No	Subject	Details of Lessons Observed	No. of Lessons observed	Teaching methodology used	Type of teaching aid or activity used	No of time the teaching aid used	Remarks/comments on the quality of lesson
1.	English	No teacher in the school					
2.	Hindi	Ch-3 Mitti ki Mahima	2	Lecture method and verbal explanation	-	-	Average
3.	Gujarati	Ch-4 Vyakran	3	Lecture method	-	-	Average
4.	Sanskrit	No teacher in the school					
5.	Social Science	Ch-22 Social Change Ch-16 Economic Development	2	Lecture method	Indian currency in teaching of concept related to economics	1	Not Satisfactory
6.	Science and Technology	Ch-6 Universe	1	Lecture method			Not satisfactory
7.	Mathematics	Ch-4 Polynomials Continued the same concept.	2	Problem solving method			Not satisfactory
8.	Computer	-	No teacher in the school				
9.	Music	-	No teacher in the school				
10.	Art	-	No teacher in the school				
11.	PE	Ch-7 Running	No teacher in the school				
12.	Any Other: School Assembly	-					

Source: Observations of class room teachings at school-E

Details presented in the above table depict the quality of teaching learning practices in the school. Most of the teachers in the school used traditional lecture method (with chalk and talk) for the most of time. No innovative methods or interesting teaching aid were used by the teachers to generate interest and curiosity for knowledge among the students

During most of the surprise visits made by the researcher, the students were found wandering and loitering in and around the school area during the regular school timings. When a teacher revealed the presence of the researcher in the school, teachers gathered the students and started teaching. When the teachers were enquired about the absence of students in the class during regular school timings, sometime the researcher got the reply that since it was recess time the students were out of the class. Sometimes the answer received was that students were out of the class because they had two Science classes at a stretch. Sometime the answer received for students not being in the class was absence of teachers and so on. The researcher observed that the teachers were teaching in the class making themselves-comfortable on the chair. No details of the lesson and subject taught in the class were written on the board, students were also with different books. Very few of the students were with the required textbook while most of the students were working on some other subject than being taught in the class. The use of teaching aid and diagrams (even in the subjects like science and social science) on the board during teaching was found almost out of the teacher's agenda. On one occasion when the teacher realized that the researcher was in the school and observing lesson taught in the Social Science class, the teacher stood up from the chair and continued explaining using– the 'real Indian currency' as a teaching aid.

The in-charge principal of the school reported that to facilitate proper academics in the school, the school provides students with uniform, books and notebooks. During one of the visits, the researcher found the text books of Social Science subject for class IX piled up in the staff room. The text books were brand new but were carelessly lying dusted in the staff room. The researcher could not understand the reason of piling the books in the staff room and not distributing them

to the students. On enquiring, one of the teachers answered casually that the textbooks will be shortly distributed, and there is no urgency. The researcher was shocked to hear the answer since half term of the academic session was already over and still the urgency of providing books to the students was not felt by the school authorities.

While interacting with the students, the researchers observed that students were unaware of the right strategy to learn. The researcher during interactions with the students counseled the students and provoked them to take up sincere self-study. The students gained confidence in the words of the researcher, and attempted self-study in the school itself. While trying to study in the school, the students interacted with the researcher. It enabled the researcher to understand that students were unaware of right method of studying. They were unaware of proper study material that could be used to develop learning. One of the students asked the researcher showing the Social Science digest (study material available in the market), ‘Mam could this question be asked in examination?’ the researcher replied, ‘anything that is there in the text book could be asked in the examination. The researcher further guided the students that ensure that the question in the digest has reference in the text book, only than the concept could be asked in the exam. It is more advisable to first read and master the concepts directly from the text book and then use the support material available in the market’. The researcher motivated the students to thoroughly read the text book and then learn the concepts with writing practice to get better results. Students’ body language reflected that they appreciated the suggestions of the researcher and gave verbal assurance with bright shine in their eyes to practice the same. During one of the visits to the school, the researcher observed that the Hindi teacher instructed students to write in their note book. This instruction was given without any instructions about what to write, how to write, why to write and without

the mention of the subject /chapter being taught on the black board. Students obediently started writing in their notebooks. What to write, how to write, from where to write? The instructions for such questions were not provided. Poor students with the threat of the teacher were writing almost anything that came to their mind. Such happenings in the class is researcher describes as waste of students' attempt to learn, waste of students' time and waste of student's effort. The researcher suggests that every single attempt of the child to learn should be guided correctly and be nurtured well then only the dream of good student performance could be realized.

4.5.4.4.2 CO- CURRICULAR ACTIVITIES

During the visit of the researcher, she didn't come across organization of any co-curricular activity in the School. The Principal however shared that there is celebrations of national festivals such as Independence Day and Republic day in the school. The ex-teachers shared that the used to organize sports day in the school where in the students participated enthusiastically. The school encouraged the winners by providing medal and certificates. The ex- teacher also shared that the school organized Mehendi competition, Rangoli competition and Drawing competitions etc. among the students of the school; it however, in last one year such activities have been lessened due to frequent change in the teaching staff.

4.5.5 TRACING THE PATH OF PERPETUATION OF SICKNESS IN THE SCHOOL

With the aim to understand the process of deterioration of the school and with the aim to trace the path of sickness in the school, the researcher during frequent visits to the school during June 2012- June 2013 studied the views, and opinions of the stakeholders of the organization. The researcher administered self-made

questionnaire, unstructured interview and observation schedules', for seeking information to develop understanding about the series of events that led to the occurrence of existing situation of the school. The researcher gathered information from all available sources such as people associated with the school since long, people dwelling in the vicinity of school, retired teachers, District Education Office officials, 3 ex- students, and their parents and so on and ensured the authenticity of the information gathered.

4.5.5.1 DATA PRESENTATION:

1. IN-PRINCIPAL

According to the views of in charge principal as shared in questionnaire (presented in the appendix IV-B), the process that led to the development of School as sick school was very complex. Most of the students admitted to the school were children coming from nearby slum area, which was just opposite to the school building. Almost all the students coming to the school were basically workers and were coming to the school to study only if their work place commitments were fulfilled and the time permitted them. The in charge Principal shared that most of the students lacked the basic knowledge to express themselves. They did not know how to read and write, even at grade IX level. Although they are at class IX, they could not read the text written in their own mother tongue. The students did come to the school, but their motive was not to seek knowledge but they came to have fun at school. The students being from extremely low socio- economic class of the society, lacked the basic instinct to learn or to seek knowledge. The Principal shared, that 'Mam, when the attendance of students was so poor, execution of regular academic activities was very difficult'. To add to the problems he further said that these students were highly irregular in School.

The management tried different strategies to ensure that students come to school regularly like rewarding students having good attendance with gifts, scholarship and so on but they failed. Students attended the schools as per their wish and moods and also left the school giving one or other domestic excuses.

The in-charge Principal also shared that the school had a long history of inadequate students in the school. Therefore, according to (Grant in aid code, 1964, Govt. of Gujarat, Rule 96.) 1.5 teachers per class of 60 students are provided (According to Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009) So, the teachers from the school became *fazal*. With this the school developed the crisis of inadequate teachers to teach all the subjects of secondary school. The in-charge Principal also shared that the teachers due to personal reason and few due to high challenges in teaching students from slum area left the school. Thus, the school along with problem of students' poor academic base, low socio-economic base also had the problem of non-stability of teaching staff in the school. The practice of frequently changing staff in school lacked the bonding with the school and students. Therefore the dedication and attitude needed to teach the students with extremely weak base was lacking among the teachers. The in-charge Principal reported and also as observed by the researcher, the teachers' in the school for the most of occasions taught with traditional lecture method using chalk and talk.

Thus according to the in-charge Principal, the sickness perpetuated in the school due to the problem of consistently changing teaching staff in the school, weak academic base of students and emphasis on '*Sankhya*' (lack of minimum required number of students) by government bodies.

2. Teachers

The researcher interacted with school teachers to know their views and reflection on the present status of the school with the motive to trace the path of perpetuation of sickness in the school. The three teachers in the school were approached by the researcher by prior appointment in the school staff room. The teachers shared their views and opinion regarding the declining condition of the school to the researcher through the questionnaire designed by the researcher (as presented in the Appendix –IV-C). The opinion and views regarding the declining condition of the school was also shared by the teacher during non-formal interactions in the school corridors, in the staff-room through both personal and group interviews. The views as shared by the teachers are as follows:

The teachers shared that they considered themselves unfortunate since they were assigned the task of teaching weak academic base students. They strongly felt that the students of School could study only when their home front was secured. The teachers said, _that these students struggle for basic life requirements, food and shelter. Their parents were not much concerned for their studies, they were not provided minimum basic amenities at home etc. Hence to enable proper learning among these students was really a challenging task for them'. They said _that only when the urge of hunger was satisfied, the urge of learning could develop. Empty stomach could not enable them to learn. Thus, first of all the government should take some strong steps to ensure proper food, shelter and earning for these students and their families and then should emphasize on we teachers to make them learn well. The teachers said that _We do make quality efforts to teach these students, but our efforts go in vain, since students could not reciprocate our efforts. They never did home work; rather did not studied at home. The complex concepts of secondary school could not be merely

learnt by teachings at school'. The teachers said, 'the lessons needed to be revised at home. The students were from so challenging living conditions that it was impossible for them to do the same at home. It was also inhumane on our part to scold them for the same. The situation was very complex and appeared as if had no solution in the existing conditions'. Thus, according to the teachers' the sickness perpetuated in the school due to enrolment of the students of extremely weak academic base and extremely poor living conditions at home.

3. Management/Trustee member:

The researcher interacted with the management people- the trustee members. They were approached by taking prior appointment. The researcher conducted unstructured interview with one of the trustee member in the school office. During the interaction with the trustee members, the researcher observed that they were found to be apprehensive regarding the problem of their school and were looking forward to some feasible solution to improve the situation. With this basic concern, they shared all their experiences and expectations freely with the researcher and were desperate to formulate some strategy to overcome the daunting situation.

The trustee members shared that the school was performing well in the initial days of establishment with good student enrolment and performance in SSC Board examination. According to the trustee members, the school was showing consistently poor performance due to rigid government policies and due to commercialization of education system. The government bodies irrationally granted permission to establish a new school to anyone and everyone who approached the Board. Whether the need of establishing a school was there or not in that area of the city was not ensured by the government bodies. Anyone who could pay the initial fees to seek the permission to establish a new school is granted the permission. As a result of this,

several schools got established. The schools were mushrooming year after year with no school doing its very best. The further development of the school was the sole responsibility of school management. The trustee members shared that for the management of this school with maximum students from slum area, ensuring good result and students' enrolment was a real challenge.

The trustee member shared, that the school was facing the problem of lack of minimum required number of students in the school. This was due to consistent low performance of the school in the SSC Board examination. The trustee members further added that their schools students could not perform well in the SSC Board examination, as most of the students coming to the school were such that they had their primary education in the corporation schools or government schools with very weak academic score. Such students were not able to perform well in the SSC Board examination.

Moreover, the trustee member added that few schools in the city developed the strategy of securing admission of academically good performing students from corporation school or government school, by distributing expensive gifts to the students. They contact the students on their result day and forced them to seek admission in their schools. The students admitted to such schools were almost 3 times the required minimum number and schools like School E, which followed regular norms for providing admissions, get deprived from minimum required number of students.

The trustee members strongly suggested that government should centralize the admissions at secondary school level to ensure even distribution of students in all the schools registered under GSHSEB. The government bodies should then emphasize on quality performance. The trustee members added, "since all students with good

academic base go to the schools with rich management, only weak students were left for schools like School- E. From the school having students with extremely weak academic base, how could government expect good result in a short period of two years? The norms for dealing with students with good academic base and that with weak academic base were the same. The trustee member asked the researcher, ‘Mam, do you think this policy of government of sanctioning grants was justified?’ Past two years my school was deprived from grants; the reason was less students in my school. The trustee member named a nearby school and said ‘I have evidence proving that in that school, proper teaching-learning was not carried out, teachers actually did not teach the students, yet the school received grants, why? The reason was because they had adequate students. In my school teachers regularly taught the students, irrespective to student’s attendance and response. But we were deprived from funds. Was such an act of government bodies justified?’ The trustee member added such practices by government body demotivated for the school Management working for education of children and contributed to such poor academic practices’.

4. Students

The process of gradual weak performance of the school was further conceptualized by studying the views and opinion of students studying in the secondary section of the school. Students were very affectionate and polite. They were surprised and curious to know the reason why the researcher was there in their school. According to students the school was consistently failing in performing well, due to lack of efforts from most of the students. Most of them said, that ‘we do follow the lessons taught in the school, but we forget the same soon’. They added, that ‘we also go with our parents to work with them, therefore we don’t find time to study at home’.

The researcher administered the self-made questionnaire as presented in the appendix IV-E to understand the socioeconomic status of the students. The researcher also used the tools of unstructured interview with the students to study their opinion and views regarding declining condition of the school. During the interview given by most of the students to the researcher, they shared diplomatically that they find academics boring, out of their world, don't follow most of the time, and find it very difficult, disinteresting. They shared that they rather find mingling with peers joyful and relaxing and free from the stressful conditions at home. Many of the students confessed that they regularly go for work. Some work as maids, and some as helpers at Messer's shop, at grosser's shop and some go to the road side hawker shops to wash dishes and so on. The researcher administered the questionnaire presented in the Appendix –IV D among the students. They shared that their school was not able to perform well in SSC Board Examination, because they were not working hard. They confessed that –they were provided remedial teaching, they were made to learn the concepts but they soon forgot the same||. They shared that the SSC Board examination was a big obstacle in the way of their success; however they were making efforts to perform well in the same.

5. Parents

After many messages and reminders sent through the students and teachers, the researcher could meet the parents of students of the School. The parents apologized to the researcher for the delay in coming to the school. When asked for the process as to why the school was unable to perform well in SSC board exam, they said, _it was because our children did not study hard. One of the parent said, it was really difficult for my child to study because, we have a small cottage, where six of us live together. There is no space for my child to sit and study quietly. We do send the

child to school and the child learns in school'. One of the parents said, ' I couldn't force my child to study hard, since in the morning the child attends the school, then after helps me in cooking food at home, then goes for work and comes only late night. My husband is ill and two other kids are very small. How could I alone manage everything? So I have to involve my elder child in work. The parent added, 'my child studies, but that is only at school'. When asked, ' why you don't take interest in the child's academics, one of the parent replied, ' we take interest in child's academic and so only we send our ward to school despite the critical need of the family to earn money. The researcher counseled the parents that along with making efforts to send the child to the school to study, they should also make genuine effort to provide conducive environment to the child at home for study. This was important for them to do since complex concepts of secondary school syllabus could not be learnt merely by studying at school, they need to be revised several times to learn them well. To provide good learning environment to their children was their moral responsibility and if they failed in providing that they would deprive their child from having better and secure future. Poor study habits would lead to low achievement and this would lead to insecure future. Thus according to the parents' sickness perpetuated in the school, because of students' poor academic base and poor economic condition.

6. Facts revealed from the school documents:

With the objective to develop comprehensive understanding about the weak functioning of the organization, the researcher planned to study the official documents viz.

- a. Teacher's Daily Planning Book-Diary,
- b. Teacher's Attendance Register,
- c. School Enrolment Register-G.R. Register,

- d. Student's Attendance Register,
- e. Annual Inspection Report,
- f. Student's CW/HW Note Books
- g. SSC Board Exam Result file
- h. Teachers' Service Books
- i. Students' School Diary

Many more similar documents were planned to be critically examined, by the researcher. The facts revealed from the same were as follows:

The researcher had to request the school authorities several times, to get access of school documents. The principal responded the researcher positively, whenever the researcher approached. But many required documents were provided as evidence. The reason given for the same was that the required data was very complex, and it needs some teacher to compile it, organize it and provide to the researcher. The following could be found from the document.

- The researcher could study student's daily attendance book during the regular visit. The number of students reported in the daily attendance book and the same reported by the in- charge Principal verbally had variation.
- Teacher's log book reflected that the teachers of School executed their lessons with proper planning using required teaching aids. The log book was fairly well maintained. When the researcher asked for the teaching aids mentioned in the log book, the teachers avoided showing them by giving one or the other reason.
- The teachers' attendance register was fairly well maintained, suggesting good attendance of the teachers in the school.
- Student's attendance register was not shown to the researcher for most of the visits.

On one of last few visits the researcher could study the student's attendance register. It appeared as if it was developed recently, as the pages of the register were brand new and very less tampered. The register showed good attendance of the students in the school which was just the contrast to what the researcher observed on most of the visits to the school.

- The researcher studied the SSC Board Examination file to develop understanding regarding the performance of students in SSC Board examination over the years. The SSC Board Examination files for the year 2001-2013 were critically studied to know the performance of the school in the Board examination. The researcher noted the result of the school during the academic year 2003-2013.
- The researcher also studied the teachers' service books to develop understanding regarding professional details of teachers of school. The service books were studied to know the professional qualification of the teachers, their teaching experience, the subjects taught and professional and personal training achieved.
- The researcher studied the students' school diary. Very few students were having the diary. Those students who were having the diary was also maintained poorly. It was with torn pages and very shabby. Teacher referred the diary pages and from the reflections of questionnaire IV-E studied the socio-economic status of the students of the school.

The researcher later during the in-formal interactions with the teachers and in-charge Principal learnt that the School had to maintain the official documents like student's attendance register with proper records to continue receive grants from the Government. Had they revealed the actual facts in the official documents the school would soon get closed and the future of the people working there and the students studying there would be in threat.

4.5.6 TRIANGULATION OF THE DATA:

The data collected from multiple sources by using various tools such as questionnaire, unstructured interview, observations and document study was studied critically by the researcher several times. This enabled the researcher to triangulate the data and could reveal major themes and constructs underlying the process of development of sickness in the school. The understanding as developed by the researcher regarding the flourishing time in the school, process of development of sickness in the school and perpetuation of sickness in the school is presented as follows:

4.5.6.1 FLOURISHING TIME OF THE SCHOOL

Table: 4.45 Flouring Time of School E

Academic Year	No of Students Appeared	No of Students Passed	No of Students Failed	App. % Result
1989-1990	155	47	108	30.32
1990-1991	163	57	106	34.96
1991-1992	165	59	106	35.75

Source: School-E GR Register, Year 1985-1995

During the interaction with the Management people of the school, the researcher noted that the flourishing time for school was a very small period. The school established with the divine motive to provide education to the needy students in the society, functioned well for four years. The ex-Principal shared that the students appeared in the Board examinations and secured fair marks. The school was gradually recording increase in number of students each year. The facts revealing the flourishing time of the school are presented below:

The management organized various competitions for the students within the school and rewarded their performance by giving attractive prizes. The trustee member shared that there were celebrations of national festivals in the school and sports competitions were organized on that behalf. The students enthusiastically participated and won laurels. The school had earned good name in the society shared the ex- teachers and ex- students.

4.5.6.2 PROCESS OF DEVELOPMENT OF SICKNESS IN THE SCHOOL

The study revealed that the process of development of sickness in the School was a slow and gradual process. The trustee member and the ex-teachers of the school shared that the School performed well for few years (1989-1992) after the establishment in 1983. The management and the teachers worked in tune with each other such that the school showed gradual progress with increased number of students being admitted every year. There was enhancement in student's performance in SSC Board examination. The school also had parents at who were co -operative in their ward's education and were satisfied with the teaching- learning process at school. Soon in the vicinity of the school, many schools got established with same medium of instruction and same board affiliation. The Management could not device strategy to attract more students to school. The mushrooming of several schools in the nearby area of the School could have been taken as a warning signal by the School authorities to develop some unique strategy to avoid their slow and consistent trend of progress. The study revealed that the contrast to this occurred. Though the school authorities were well aware of the development of several schools in their locality, of the school, they were least bothered about it. They did not spend funds to make their infrastructure impressive to attract students from higher class of the society and the students with good academic records to the School. The result of such negligence was that in the years that followed, the school was left with the students who were not

admitted in other schools. Apt and timely measures to ensure enrolment of maximum students, measures to ensure quality teaching was found missing on the part of School Management. The secondary school students living in the nearby area got divided among the schools developed in that area. Due to lack of strategy to sustain students from high socioeconomic status family in the school and lack of strategy to sustain academically bright students in the school, the School was left with students from low socio economic class of society and students with average and low performance in the School.

In the years to come these students with average or low potential could not perform well in the SSC board examination. Due to personal reasons three teachers had to leave the school and two teachers had to be taken out as they become fazal. Gradually the school became the school of low performers with inadequate teachers to teach the subjects. With this, the school reported even more decrease in the number of students. The school became the school of students with weak academic base and students from low socio -economic class of society.

To add to the problems, the school documents and interactions reveal that the school lacked teachers with extraordinary enthusiasm and dedication towards teaching. The study revealed that the school had the history of teachers with traditional approach towards teaching. To try and do something novel, to enable extremely weak students perform well was missing. The teachers executed their task in the traditional manner with chalk and talk in the school timings only. This was not adequate for the teaching in the low performing school. The school Management did not realize this and even if realized they could not frame strategy to overcome this. They comfortably choose to overlook such happening and neglect it. The result was that the school gradually turned into a sick unit to the extent that its existence is at stake.

4.5.6.3 PERPETUATION OF SICKNESS IN THE SCHOOL

The in-depth study of the school revealed that overall negligence of work procedures at school by all the stakeholders had resulted in such poor functioning state of the school.

Consistent achievement of poor result of the students in SSC Board Examination, low Enrolment rate and high Dropout rate of the school had become a routine in the school. The school management could never ever achieve success in reviving this situation. This resulted into perpetuation of sickness in the school.

Years together the performance of the students in the school had remained weak. During few years in between, it did improve marginally due to efforts from teachers and students. The improvement was not capitalized. The school had not shown remarkable improvement. The sickness in overall performance of the school had sustained.

With the motive to understand the gradual process of perpetuation of sickness in the school, the researcher conducted systematic study of the school by visiting the school frequently, observing the teaching learning sessions, talking to the stakeholders of the school- The Principal, the management people, the teachers, the students, parents and the people associated with the school. The observations made and conclusions drawn were as follows.

1. Casual Approach of Management towards the work procedures in school

The study revealed that the sickness in the school perpetuated due to the negligence by the Managing Trustees towards work procedures over the last decade. Casual and passive approach of the management towards the school

activities and school performance was also responsible. The school was not functioning with a missionary zeal rather it revealed that the school was established to fulfill commercial needs of the trustee. The Management established the school with very good motive but lacked in keeping track of process of realizing the same. Merely conceptualizing great things does not assure the happening of good and great things. The school required proper strategy; working procedures to enable it to perform well. The school trust lacked in taking strong and appropriate decisions in favor of the organization ensuring admission of students from good families and good academic base in the school. The management lacked in taking decisions regarding shifting location of the school with schools mushrooming in the surrounding. It also did not improve infrastructure and framing strict rules to ensure quality teaching-learning and students' admission in the School.

2. Lack of Arrangement of Workshop and training programs for teachers

The researcher during the interaction with the stakeholder could not find arrangement of any special training programme or workshop (other than those conducted by the DEO) for teachers in the school to enable teachers develop skill to teach extremely weak base students. The researcher could not find collaboration of the school with any NGO or funding agencies to enable the students from low socioeconomic class of the society provide basic amenities for secondary education. This contributed into school reporting high dropout rate. The school could not perform well as the students lacked the awareness about importance of education in their life.

3. Lack of parental involvement in child's education

During the in-depth study of the school, the researcher observed that the parents did not take the responsibility of their child's poor performance. They put all the responsibility of their child's poor performance on their poor life conditions, fate, school, on their ward's negative attitude and so on. Such escapist attitude of parents of the school contributed in sickness in the school.

4. Lack of innovations in teaching style

During the field visit in the school the teachers reported the researcher that each one of them worked very hard to enable students perform well. However formulation of different teaching style to meet the need of extremely weak learner was ignored. Two teachers teaching important subjects like Mathematics and Social science reported that they tried to incorporate use of technology in teaching of Mathematics and Social Science, It was found that the students did not enjoy and was discontinued. The researcher observed that effective use of technology was missing in the school pedagogy. The researcher also observed that the teachers lacked the skill to develop love for the subject among the learners. They executed their task of teaching in a routine manner, ignoring the dire need to enhance the teaching style to ensure good performance of students. Such disingenuous behavior of teachers resulted into perpetuation of sickness in the school.

5. Casual approach of Teachers

The researcher during the in-depth study of the school had the opportunity to interact with all the stakeholders of the school and observe the functioning of the school. It was noted that teachers were not taking extra classes, they were not

trying innovative methods of teaching, lessons were not student centered and no plans for teaching. The students in this secondary school were extremely different than the students in other secondary schools affiliated to GSHSEB. They were with long history of consistent low performance in academics. Such students cannot be taught by traditional lecture method with chalk and talk method. There was strong need to develop and implement innovative teaching method, attractive teaching styles to generated interest towards learning among the students and to enable them to score minimum required marks. Dynamic efforts from the teachers, in terms of designing good and interesting teaching strategy personal counseling and teaching were missing.

The teachers avoided going to the classes with the excuse that students lack basic subject knowledge, lack knowledge of language and were highly irregular in the class. The teachers felt it was a waste of time and efforts to teach such students. They considered themselves less fortunate to have such students to teach. The researcher did not observe any effort made by the teachers to make learning interesting. No use of teaching aid was seen in the school. The vast class rooms in the schools were with barren walls without charts, motivating proverbs, thoughts and posters. The school work procedures did not reveal arrangement of any competitions or festivals in the school to attract the learner to the School. Neither did the researcher find arrangement of annually one field trip for the students of either class. The researcher found such work procedures responsible for student's displeasure towards learning and towards school, along with the personal problems like poor living conditions, low intellect, initiative and efforts on the part of teachers was basic problem.

6. Non- stability of teaching staff

The sickness perpetuated in the School as the teaching staff changed frequently in the school. Due to the basic problem of inadequate students with the school, and high dropout rate , the teachers had to quit the school being fazal (according to Grant in aid code, 1964, Govt. of Gujarat, Rule 96.) and now 1.5 teachers per class of 60 students (According to Department of Education, Government of Gujarat, Resolution No. 1106-2138, Gandhinagar, 2009) .The teachers who were appointed by the Board in the school, on special request of the Management to the Board were experienced teachers. They had been shifted to this school from other schools as they were fazal. Such teachers lacked the motivation and dedication needed to teach the students with extremely weak academic base in this school. These teachers teach in a monotonous manner without their involvement. Such passive attitude among the teachers contributed in perpetuation of sickness in the school.

4.5.7 MEASURES TO REVIVE THE SCHOOL

With the motive to revive the daunting situation of the school, the researcher organized a core group meeting (comprising of the school Principal, teachers, ex-teachers and Management) for a brainstorming session to discuss the strategies for reviving the sick condition of the school. During the interactions with the stakeholders the views and suggestions as shared by the them in the personnel interview and questionnaire, from this also the researcher derived the measures to revive the sick secondary school. Out of the three teachers in the school, two teachers were highly experienced and were at the verge of retirement. They were not much interested in the revival process of the school. They had given up the hope of improvement of the school. Therefore the researcher had to undergo long exercise of convincing each of the

stakeholders, the Principal, the teacher and the Management for the brainstorming session aiming at arriving at some decisions which can help the school to revive. The researcher chaired the session and initiated the discussion. The issues discussed, suggestions given and the strategies proposed to revive the school are presented as follows:

1. The teachers shared that the basic problem in the school was the extremely low academic base of the students in the school. The problem becomes critical since the students are with low retention power and poor attitude towards academics. The researcher suggested this problem can be attended by arranging remedial classes for students after school hours or on weekends. The basic concepts of each subject can be taught to students in such classes. The management can plan hiring special people from the society to conduct such classes. The teachers hired shall devote quality time with students and help them perform well in examinations. The Managing Trustee welcomed this suggestion. She further added that they did organize such remedial classes for students in past but were not responded well by the students and parents. However, that time they were handled by school teachers who have personal commitments and therefore cannot devote much time. The suggestion of employing faculties for conducting remedial classes was appreciated by the house.
2. The Gujarati teachers shared that many students in the school lack the basic urge to learn. He said that the learning cannot occur without willingness. The researcher suggested the house to make arrangement of motivating talk by eminent educationist, interaction of students with people doing well in their profession and student counseling sessions on regular basis. This may motivate the students.

3. To such expression the school Principal suggested interest and curiosity for learning among the students can be developed by improving the standard of teaching and it can be developed by innovative teaching. The Principal appealed the teachers to modify their teaching style and plan their lessons such as to transact the lessons in play way method.
4. The Mathematics teacher shared that the parents also should be appealed to be instrumental in their ward's education. There should be laws forcing the parents to get their ward educated at least to secondary school level. If the parents do not do so should be fined or put behind the bars. The teacher further added that such law will force the parents to send their child to school and provide the required conducive environment at home. It will enable child to study well and perform well.
5. Finally the house unanimously agreed to provide best of their services to the school, on moral grounds. The school authorities- the trustee members, the principal and the teachers should work on improving the quality of interpersonal relationships among them, should redefine the pattern of work procedures practiced at School.

4.6 DISCUSSION

The in-depth critical study of Sick Secondary Schools in Vadodara city enabled the researcher to develop understanding regarding the process of development of sickness in the schools. It also enabled the researcher to understand the series of events that contribute to sustenance, perpetuation of sickness in an organization for year's together. On reviewing the literature and studying the schools for a long period of time enabled the researcher to comprehend on the process of degradation of school functioning. An educational organization like school declines in its functioning mainly due to following sequential events. 1. Development of Sickness in the School and 2. Perpetuation of Sickness in the School

4.6.1 Development of Sickness in organization

The systematic vigorous in-depth study on the subject enabled the researcher to understand that development of sickness in an organization is a gradual and continuous process. Its development in the organization is the result of occurrence of following events.

1. Negligence of Stakeholders towards Flaws in work Procedures

It initiates due to negligence of the stakeholders towards the flaws in the work procedures, it initiates by ignoring the mistakes committed by the employees of the organization as advocated in the studies conducted by Lambhate 1974, Mapheleba 2004, Singh 1995 and Sujatha 2006. Sickness develops in an organization, when it loses the service motto and aims only at meeting commercial needs (Sujatha 2006).

2. Non -Coherence among the Stakeholders

Case studies on sick secondary schools in Vadodara city revealed that among the five schools studied in depth by the researcher, three studies showed decline in functioning due to change in views of stakeholders of the organization, sickness prevailed due to non-coherence among the school teaching staff and school management. This was also reported in the studies of Sujatha (2006), Uwaifo (2008) and Kujur (2009).

3. Passive and Commercial attitude of School management

It was found that when the organizations are established with purpose of generating funds without investing it its development process, the organization declines. This was also advocated in the findings of study conducted by Sujatha (2006), Lambhate (1974), Singh (1995), Mapheleba (2004), Ahmad (2009) and Kujur (2009).

4. Involvement of School Authorities in solving personal disputes

In most of the organizations becoming sick in their functioning the researcher observed, that their stakeholders were involved in one or other dispute. The stakeholders- may it be the teachers, principals or the trustee members were involved in disputes that had reached to the court. Such happenings create major hindrance in the execution of development process of the organizations. Efforts should be made to resolve the difference of opinion at personal level. It should be the prime responsibility of the head of the organization to ensure healthy interpersonal relations among the stakeholders.

Professional and personal rivalry can magnify to the extent that it may result in organizational failure. Therefore it is very important for the development of the school that conducive environment is maintained. This was also emphasized in the study conducted by Natarajan (1992) and in the national document such as NPE (1986)

5. Lack of proper teaching-learning process in the school

The teachers are the pillars of any educational organizations. They are the heartbeats of an educational organization. The quality of organizational functioning can be predicted from the quality of teaching staff organizations possess. When these teachers deviate from their duties, when they lack in skills, efforts and knowledge to execute their roles in the organizations the organizations fail. This fact was also emphasized in the studies as conducted by Badhri (1991), Sujatha (2006), Chy and Timar (2010) and Mapheleba (2004).

4.6.2. Perpetuation of Sickness in the organization

Sickness developed in the school functioning should be attended immediately. If this is not done it results into perpetuation of sickness in the school organization to such an extent that, the problems become complex and difficult to revive.

1. Passive Attitude of Teachers

The researcher observed that when teachers execute their duties with less efficiency, with casual approach, without required competencies (in terms of content mastery, technique and skill) and with commercial motive the educational organizations gradually proceed towards decline as also mentioned in the studies conducted by Badhri (1991), Maphleba (2010), Chy and Timar (2010) and Sujatha (2006) . The essence of providing education is lost with the teachers not performing as per the expected standard in the organization. Therefore, it is the sole responsibility of the teacher to ensure that quality in their deliberations is maintained.

2. Lack of proper infrastructure facilities in the school

The organizations become sick when the school lacks appropriate and adequate infrastructure facilities. The researcher also found during the study that quality of teaching-learning process gets affected adversely due to lack of required skill among the stakeholders to use the infrastructure present in the organization. This was advocated in the studies conducted by Pathak (2010), Desai (2006), Singh (1995), Pushpalatha (2006) and Rehman (2010).

3. Involvement of teachers in non-academic clerical work and Board Examination related work

The researcher suggests that to ensure that the teacher executes the given task in best possible way, the management, the principal and the governing bodies should provide the required conducive environment. The teacher should be treated as a teaching agent and not as clerk to compile the domestic details of their taught. They should be provided with the required quality time to update the latest in their subjects and deliver the lessons in best possible way. Their time and energy

should be used in enhancing their knowledge and skill to execute the lesson in most interesting way to the learners. This was also advocated in the studies conducted by Singh (1995).

4. Frequent change in the post of teachers and Principal in the school

The quality of performance of school organization also gets affected due to ever changing teaching staff in the organization. Such practices lack accountability of part of teacher and Principal and this contributes into over all perpetuation of sickness in the school. This was also mentioned in the study conducted by Singh (1995).

5. Lack of involvement of Principal in the Teaching-Learning process of School

The researcher observed that in the schools where the principal is not personally involved in the teaching learning process of the school, where the principal has least control over the teaching staff and on the teaching learning process of the school, the school functioning shows decline. The governing bodies and the school management should delegate adequate power and authority to the Principal to ensure that proper teaching learning process is carried out in the organization. This was advocated in the findings of the studies conducted by Lambhate (1974), Singh (1995), Mapheleba (2004) and Ahmad (2009).

6. Lack of adequate authority with the school Principals and Management

Among the schools studied by the researcher, all the schools were grant in aid schools. These schools were funded by the government bodies. The salaries of the teachers of these schools were provided by the government bodies; from the board of education. The teachers of these schools therefore have least effect of the corrective remarks and feedback provided by the principal. The researcher

therefore strongly feels that at secondary school level, the government bodies should delegate power effectively. This fact was also advocated in the studies conducted by Mobegi and Ondigi (2011). It was observed by the researcher that in the schools where the principal is not exercising their power properly, the school functioning shows decline Mobegi and Ondigi (2011).

7. Establishment of many Schools of same kind in same area

The researcher observed during the critical study on the schools of Vadodara city, that the schools become sick due to development of many secondary schools with same Board affiliation and same medium of instruction in the same area of the city. However, the study of related literature did not reveal any study conducted on this critical issue in the field of education.

8. Lack of involvements of Parents in their Wards' education

The researcher while conducting in depth study revealed that the schools where the students are not able to receive parent's involvement in their learning show gradual decline in their performance as also mentioned in the studies conducted by Bindal (1974), Wadkar (1989), Vahedi (2009) and Kujur (2009). It was also found that parents low socio-economic status affected students performance in education as also advocated in the studies of Panda(1989), Pradhan, Sahasrabudhe and Chaudhry (2009). Therefore the researcher strongly suggests that government bodies should develop strong laws and policies that force parents to perform constructive role in their wards learning.

9. Lack of implementation of Government Laws and Policies

The researcher also observed during the critical study that schools functioning declines where the rules and regulations framed by the government bodies are not executed as required. At the same time there are schools where the human

resource and infrastructure facilities are so poor that execution of government laws and policies is highly challenging. Due to this, there are imprecision in performance and that results in school deterioration.

4.6.3 MEASURES FOR SCHOOL IMPROVEMENT

The review of literature, in-depth critical study and long interactions with stakeholders of sick school enabled the researcher to suggest measures to revive the degrading situation of the schools which is presented as follows.

1. Strengthening School Evaluation system

It is very important for the development of an organization that it has its own self-assessment system to suggest periodic flaws in functioning. This can prevent the organizations from developing Sickness. The quality of prevailing school inspection Programme by the Board of Education also should be improved to minimize the development of Sick Secondary School. This was advocated in the national documents such as NCF (2005) and NKC (2009). The studies as conducted by Sujatha (2006) and Kujur (2009) also reported this.

Periodic quality inspections should be carried out in the schools and authentic report should be generated. Based on the feedback immediate and effective corrective measures in the school should be implemented. The government bodies recently in Gujarat have taken corrective steps to revive sick schools by appealing some of the good schools or the healthy schools to adapt the schools performing consistently low under the CRP (Community Responsibility Programme)(as seen in Vadodara city, where Chief Minister Ms. Anandiben Patel during a public gathering, appealed the Principals to adapt the low performing schools of Chotaudepur district and was well responded by one of the leading school in the city -Tejas Vidyalaya). However the government needs to intensify such efforts to reduce the number of schools becoming sick every year. Government bodies can form strict laws and policies forcing the

teachers drawing thick salaries to rise up to their duties by upgrading their knowledge and skills to ensure quality in their deliberations. The teachers of such schools should be exempted from all the added board duties as examiner, paper setter, squad, and so on. The teachers of the sick schools should be compelled to enable the students to score minimum required marks irrespective of their past academic background.

2. Promotion of Laws and Policies to revive Sick School

The review of related literature revealed that there are laws and Policies safe guarding development of low performing schools in many developed countries as found in the studies conducted by Rhim, L., Kowal, J., Hassel, B and Hassel, E. (2007) , Hess, F., Kendrick, R., Guenther, W and Calkins, A. (2008) but in India this area still has a huge lacunae. The schools performing low, developing sickness should be treated as special schools and therefore, they should be adopted by the government bodies and special norms and policies should be framed to revive them Considine (2002)

3. Arrangement of Counseling sessions and Awareness programs for Parents and Students in School

To revive the Sick School there should be arrangement of periodic counseling sessions in the school as also emphasized in the studies conducted by Uwaifo (2008) and You (1984). Eminent educationists, social reformers should be invited periodically in the school to generate among the students the urge for learning.

4. Arrangement of training programs and Workshops for Teachers and Principals

The Board of education should arrange periodically quality training programs to enable the teachers of sick School to develop skills to teach extremely weak performing students. The School management in partnership with the community members should periodically arrange and invest in such programs to improve the school performance. This is suggested in the national document such as NPE (1968) and CABE (2005)

5. Arrangement of Remedial teaching sessions across the year to develop Study Skills

To enable the students with extremely low academic base school management should emphasize of arrangement of periodic remedial classes. Special teachers should be appointed for such teaching which can enable students to generate proper learning skills You (1984), Abdullahi.O.E. (1996). This is also emphasized in the national document such as NCF (2005).

The researcher therefore is of the opinion that the process of development of sickness in school is a vicious process. It is a chain reaction of series of weak actions in the organization. This if remains unattended ads to the nuisance in the society and ruins the wellbeing of nation at large. It is therefore very essential that School organizations sustain, perform well and provide best of their services by generating quality citizens to the society. This can be achieved by cumulative efforts of all the stakeholders of the school and community NCF (2005).