

CHAPTER-I

1. INTRODUCTION:

Education is the most important and dominant face of human life since it empowers people. Spread and diffusion of education can lead to the establishment of developed society which shows advancement in science and technology, communication and commerce. In the complex modern, industrialized societies education has great social importance that remains the prime reason why the philosophers of all periods, the ancient sages, devoted quality efforts to enhance it. Values which are specific to certain occupation are inculcated through education. It is system of education that completes the process of socialization, imperial task of transmitting cultural heritage, reforming attitudes and all these enables occupational placement for an individual which leads to the formation of social personality. Hence, scholars across the world are emphasizing on making human resource educated and empowered. Education system across the globe is broadly divided into basic, elementary, primary education system, secondary education system and higher education system. Secondary education system plays a vital role in shaping personality of an individual. It prepares young learners between the age group of 14-18 years for entry into higher secondary education. It is a gateway to the opportunities and benefits of economic and social development.

The Education for All (EFA) effort provides added momentum for growth in secondary education. Furthermore, globalization and the increasing demand for a more sophisticated labor force combined with growth of knowledge-based economies, gives a sense of urgency to heightened demand for secondary education. In today's world, secondary education has a vital mission of preparing individuals to face

challenges of current time and to train them for the desired vocation. Quality secondary education is indispensable in creating bright future for individuals and nations alike. Hence, establishment for more and more schools with well-versed and highly qualified faculties and best infrastructure becomes the need of hour.

Schools are educational organizations performing the vital task of the society of providing basic education to the society. They are the social machineries generating learned citizens for society. The key role in this is executed by school organizations. On the bases of school performance they are categorized as healthy schools, average schools and sick schools. Secondary schools which are executing plans and policies proposed by the government bodies efficiently and with long history of providing successful citizens to society are called Healthy schools, quality schools of society (Ontario Healthy Schools Coalition, 2009). Certain schools with records of average student performance in public examination, like SSC Board examination, fairly well maintained enrollment rate and infrastructure facility are called as Average schools. However it has been observed in the society that due to diverse reasons certain school organizations regularly perform low which is depicted in form of students' low performance in the public examinations such as SSC board examination; also in form of high dropout rate and low enrolment rate. Negligence towards such happenings results in gradual deterioration and collapse of organizations to the extent that it becomes very difficult to revive. Such organizations are called as the low performing schools (Duke 2006, Herman 2008, Chyu, K and Timar, T 2010), Sick schools. Unfortunately these are the schools of students belonging to low socioeconomic class of society which amounts to the large part of Indian population (Census 2011). If such organizations stop functioning, it becomes a matter of concern to educationists across the globe.

Organizations exist from time people have worked together. Historical evidences suggest that archeologists have discovered massive temple dating back to 3500 B.C. which were constructed through the organized actions of many people. This fact suggest that it is from time indefinite that people work together in organized way to achieve some common goal. Facts suggest that organizations prevail from time indefinite. Organizations have a common purpose, well defined goal, commonly accepted norms and rules. It can be defined as a social entity that has a collective goal and is linked to an external environment. In the social sciences, organizations are objects of analysis for a number of disciplines, such as Sociology, Economics, Political science, Psychology, Management, and Organizational communication. It is a social unit of people that is structured and managed to meet a need or to pursue collective goals. Individuals are the common driving force behind organizational behavior. Organization is basically an association or a group of people bound together in a formal relationship to achieve a goal collectively.

Organizational behavior in education often has a fairly standard structure, such as Principal, Vice Principal, Curriculum Coordinator, and other administrative figures. All of these individuals are responsible for setting the tone in the institution. A lack of leadership or ethics may come from the very top, which can create fractures in the institution. A strong administrative group is necessary to create and enforce proper tone in organization in order to meet its goals. It becomes a matter of concern to organization and society when the organization fails in its task of attaining the desired goals. If certain educational organizations providing secondary education are not able to work as per the directions from government bodies, not able to perform as per the expectations of society, not able to generate economically productive,

intellectually brilliant and emotionally stable citizens and are at the verge of winding up their activities due to poor academic practices and poor administration, it becomes a matter of serious concern to the nation. In this study, researcher has brought into light one such aspect of educational organizations where organizational functioning degrades and the very existence of organization comes into threat. How organizations turn in to such poor working state and how can they be revived are the major concerns discussed in this study.

Schools performing weak with respect to student performance in public examinations are the once providing education to lower weaker class of society; these are the schools providing education to children coming from low socioeconomic class of society; where most of the learners are the first generation learners. When schools of such learner show decline in its performance, it becomes the concern to society, as in developing country like India, larger group of people still belong to low socioeconomic class. If India has to progress and achieve greater heights at global level, it first needs to attend the educational crises at grass root level, needs to strengthen the education system at its very base, the schools providing education to the slum dwellers and this can only lead to national progress, in its real sense. In the current scenario where the educationists across the globe are striving hard to popularize the most advance form of education as transacted through IB syllabus by certain International schools, it becomes equally important to ensure proper functioning of the Grant in Aid schools providing education to the below poverty line crowd of India which comprises of future worthy citizens of the country. Thus, the study is therefore undertaken so as to understand the reasons of gradual collapse of certain school organizations providing education to the weaker class of society.

1.1 SCHOOL ORGANIZATIONS: QUALITY ASSURANCE

Schools are formal organizations. They are institutes where the educational goals and objectives are achieved using people and other resources (like text book, teaching aid, laboratory equipment, multimedia and many such things) efficiently and effectively. It is an arrangement or structure within which principal, supervisors, teachers, pupils and others cooperate to carry out various activities of the school so as to achieve the organizational goals of educating the young ones. Schools provide the framework for meeting certain goals of societies and preparing young people for future statuses and roles. School organizations, just as other organizations, have formally stated goals, criteria for membership, a hierarchy of offices, and a number of informal goals, such as friendship and sharing of interests. Although individual schools around the world share a number of similarities in their structures and roles, they also have their own distinct personalities. Organizationally, schools are divided into classrooms, the day into periods, teachers into subject areas and rank, and students into groups by grades or performance results on examinations (Ballantine J. & Spade J, 2014). The school can also be defined as a formal organization in which the cultural heritage, accumulated knowledge, values and skills are transmitted from one generation to the other. It is the sole basic, social, and formal organization for education. It aims at developing life skills in individuals.

1.2 QUALITY OF SCHOOL EDUCATION

‘Everyone has the right to receive education of a high quality’ this is emphasized by several national and international conventions. The World education forum in Dakar (2000) strongly emphasized the need to achieve education of high quality available to all. The Forum made the following recommendation: -Improve all

aspects of the quality of education to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills]]. (Dakar Framework for Action Article 7, World Education Forum, 2000). Article 28 of the Convention of the Right of the Child states that It is the child's right to get education and it is the State's duty to ensure that at least primary education is made free. In article 29 of the same Convention, it is stated that, the States are requested to recognize that education should be directed at developing the child's personality and talents, preparing the child for active life as an adult, fostering respect for basic human rights and developing respect for the child's own cultural and national values and those of others (United Nations, 1989). Based on the recommendations in the Dakar Framework for Action and the Convention of the Right of the Child, as well as a number of other international conventions and recommendations, it can be said that everyone has the right not only to receive education, but also to receive education of a high quality.

A quality education system must manage to provide all children and young people with a comprehensive education and with an appropriate preparation for Professional life, life in society and private life. This should be achieved without distinctions of any kind, such as those based on parent's income, color, gender, language, religion, political or other opinion, national or social origin.

Quality performance of an organization depends on how various functions are carried out in an organization. -Organizational performance is the sum of individual performance." (Beckhard & Trahan, 1996) in this context the quality in school- an educational organization depends on the sound functioning of the management body governing the school, the teaching fraternity and the learner community. The school can justify its existence in the society provided it fulfills its role of adding quality

citizens consistently in the society. This can be done by the school organizations only when the dealings there are of high standard. To ensure this the activities- functioning needs to be monitored. Monitoring and periodic assessment of the procedures of school functioning should be done in order to assure that the very task assigned to the school organization is achieved. School quality assurance program can assure the quality of school education; hence quality assurance in education is part of the day-to-day work of pre-school centers, primary schools and secondary schools, services and local authorities. Staff uses a wide range of activities to ensure that high standards are maintained and outcomes are improved. These include monitoring, self-evaluation and planning for improvement. Quality assurance helps to support teachers and build expertise and capacity in the education system to deliver positive outcomes for children and young people. The government bodies at state level and at national level therefore frame laws, appoint commissions and frame policies to ensure that the quality of education is maintained.

1.3 ROLE OF GOVERNMENT BODIES IN MAINTAINING QUALITY OF SCHOOL EDUCATION

Government bodies in order to assure the quality of school education, has framed several education policies.

- The central government of India formulated the National Policy on Education (NPE) in 1968 and in 1986 emphasizing on providing quality education at all levels and also reinforced the Programme of Action (POA) in 1992 on same lines.
- The government initiated several measures like the launching of DPEP (District Primary Education Programme) 1994 and SSA (Sarva Shiksha Abhiyan) 2001, to enhance the quality of primary education.

- Established the Navodaya Vidyalaya (NVS) 1986, to provide the rural students with quality modern education and enable the rural and unprivileged talents to be realized.
- To improve quality and generate accountability among the stakeholders, National Knowledge Commission (NKC) 2009 has recommended improving school infrastructure and revamping school inspection with a greater role for local stakeholders and greater transparency in the system.
- The CABE Committee on Universalization of secondary education (2005) has suggested that secondary education should be made universal but not compulsory. Not only universal enrolment, but universal retention and satisfactory quality of learning should also be given priority at the secondary level.
- Accordingly, the MHRD, Government of India keeping in view the need to make quality secondary education available , accessible and affordable to all young person has initiated dialogue with the state governments and UTs requesting them to take certain preparatory steps for Universalization of access to and improvement of quality of secondary education.
- They introduced several programmes for this one of such Programme is RMSA 2009 for strengthening the quality of secondary school education.
- The Department of Secondary Education (DSE) in NCERT (2010) recommends the following for enhancing the quality of school education:
- For achieving Universalization of secondary education; it suggests to establish coordination with different Departments of NCERT and outside agencies to support the implementation of RMSA in the country with special reference to academic and quality aspects. The areas of interest will include curriculum

development and dissemination, learning achievement surveys, teachers' professional development and life-long learning, development of co-scholastic curriculum and pedagogy, particularly in fine arts and performing arts, sports, adolescence education, counseling, vocational guidance, use of ICT, and also equity aspects.

The school education is structured and leveled into pre-primary, primary, secondary and higher secondary schools. Each level plays a significant role in child's development as an 'independent and responsible, citizen'. The primary school lays the foundation of basic education while citizenship education is basically provided in the secondary school.

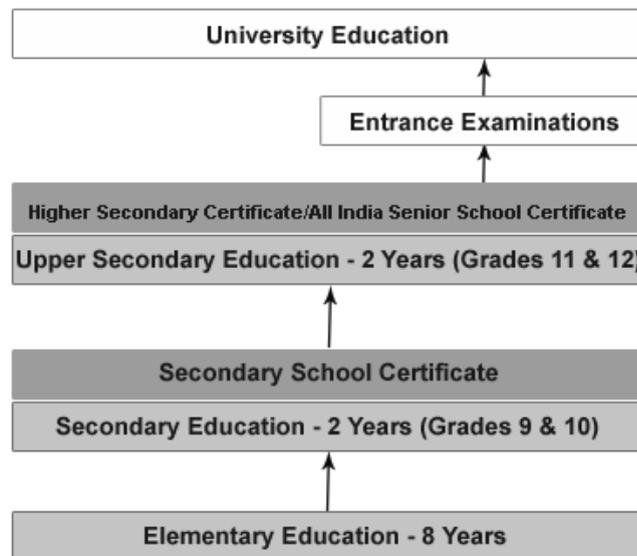
1.4 STRUCTURE OF SECONDARY EDUCATION

Secondary schools are educational organizations which include the formal schooling of children from class IX to class X. Secondary education in India begins after eight years of elementary education (Lower Primary Education of five years and Upper Primary Education of three years) and secondary education (classes IX and X) is of two years. After this, the senior secondary education (classes XI and XII) is further two years. At the end of the secondary phase (class X), students take a set of externally administered examinations from either a state or national (All-India) examination board. Students who pass the secondary examinations earn a certificate usually called the **Secondary School Certificate** or SSC. These students are eligible for senior secondary school.

Statistical Data regarding Secondary Schools: The following statistics present the present position of secondary education in India.

- Number of secondary schools: 106,084
- Number of secondary students (Class IX-X): 79.2 Million (Census 2011)
- Gross enrollment ratio*: 75% (Census 2011)
- Number of higher secondary schools: 53,619
- Number of higher secondary students (Classes XI-XII): 13,447,666 (Census 2011)
- Gross enrollment ratio: 28.5% (Census 2011)

Figure 1.1 Structure of Secondary Education



Source: Selected Educational Statistics, 2005-06

1.5 ROLE OF SECONDARY SCHOOL ORGANIZATIONS

Secondary school organizations provide secondary education. It is a crucial stage in the educational hierarchy that provides secondary education as it prepares the students for higher education and also for the world of work. With the liberalization and globalization of the Indian economy, rapid changes witnessed in scientific and technological world and the general need to improve the quality of life, it is essential

that schools provide a higher level of knowledge and skills than what they provide in the 8 years of elementary education. Secondary education facilitates occupational and social mobility and it is the stage of education which is being considered as a minimum level of attainment for people to move up in a modern technological world. Its purpose is to prepare individuals for higher education and vocational education, thereby to train and provide basics for a profession (National Curriculum Frame Work 2005). In most of the contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education. Secondary education, aims at developing democratic citizens having faith in the dignity and worth of every single individual as a human being. It involves development of intellectual, social and moral qualities that enable the adolescent learner to form his own independent judgment on all kinds of complicated social, economic and political issues and decide the course of action. Secondary education aims at developing the capacity for clear thinking and receptivity to new ideas which can enable development of well accepted citizens in the society. Its goal is to lead the development of scientific attitude of mind to think objectively and base the conclusions on tested data. The view of education that emerges from this basic concept transcends the narrow academic approach and broadens out into an education for living which means, education to initiate the students into the many-sided art of living in a community. For several learners, secondary education is a transition stage from education to the world of work; hence one of the goals of secondary education is to foster skills of transition. Another important aim which the secondary school fosters is the development of a sense of true patriotism. True patriotism involves three

things – a sincere appreciation of the social and cultural achievements of one's own country, a readiness to recognize its weaknesses frankly and to work for their eradication and an earnest resolve to serve it to the best of one's ability, harmonizing and subordinating individual interests to broader national interests. The school must address itself to building up this rich, threefold concept of patriotism (Secondary Education Commission, 1952). Thus, secondary education aims at all round development of every individual's personality. Secondary education in India has several significant features such as A) Emphasis on inclusion of the disadvantaged sections of the society. B) Emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choice. C) A significant new feature has been the extension of SSA (Sarva Shiksha Abhiyan) to secondary education in the form of the Madhyamik Shiksha Abhiyan. The significant feature of India's secondary school system is also the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to support in vocational training. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing.

1.6 ROLE OF GOVERNMENT BODIES TO STRENGTHEN SECONDARY EDUCATION

In order to strengthened secondary education, as a part of the X Five year Plan (2002–2007), the Central Government of India outlined an expenditure of 9.9% out of the budget for Human Resource Development (Rs. 43250 million) on secondary education. While in Gujarat from the total budget, almost an amount of Rs.1351.00 laces is spent on education. The Constitutional mandate to universalize elementary education initiated programs such as Mid-Day Meal, Sarva Shiksha Abhiyan,

Operation Black Board and many more. With the success of these programmes, government is now emphasizing on Universalization of secondary education. This was also emphasized during the midterm appraisal of X Five year Plan (2002–2007) by the planning commission (2005) and CAFE (2004) report. In order to establish the knowledge society, the XI five year plan (2007-2012) aims at following aspects for secondary education. It aims at raising the minimum levels of education to class X level and thereby to universalize access to secondary education. To provide good quality secondary education with special focus on Science, Mathematics and English, it also aims in reduction in gender, social and regional gaps in enrolments, dropouts and schools retention. The norm is to provide a secondary school within 5 km of every habitation. The GER in secondary education therefore has increased from 52% in 2004-05 to 75% in 2012.

The projects executed to enhance secondary education under XII five year plan (2012-17) are as follows under Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009).

Model School: The model school targets about 6000 schools (3500 Public funded 2500 in PPP mode)

1. Girls' Hostels:
2. Information & Communication Technology (ICT) in Schools
3. Inclusive Education for the Disabled at the Secondary Stage (IEDSS)
4. Girls Education

1. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) It is a major scheme launched in March, 2009 with the objectives of making secondary education of good quality available, accessible and affordable to all young persons in the age group 14-18 years. It aims at removing gender, socio- economic and disability barriers, making all secondary schools conform to prescribed norms, achieving a GER of 75 per cent in

secondary education in a period of 5 years. It also aims at providing universal access to secondary level education by 2017 and universal retention by 2020. The Working Group of RMSA has also recommended extending the provisions of the RMSA to government aided schools and coverage of RMSA to higher secondary schools.

2. Model School: The model school targets about 6000 schools (3500 Public funded, 2500 in PPP [Public Private Partnership] mode). The scheme envisages providing quality education to talented rural children through setting up 6000 model schools as benchmark of excellence at block level at the rate of one school per block. The scheme was launched in November 2008 and is being implemented from 2009-10. The aim is to set up one high quality secondary school in every Block to play a pace setting role for other schools. These schools would have quality infrastructure, innovative curriculum and pedagogy, good governance and appropriate evaluation and monitoring mechanism. These schools would also have adequate ICT support and access to new technology, trained teachers, a curriculum with emphasis on Science, Mathematics and English teaching etc. Govt. has approved 3500 Public funded schools in Kendriya Vidyalaya (KV) template in Educationally Backward Blocks. So far, 1826 model schools have been sanctioned with central investment of Rs.1932 crore (anticipated) up to 2011-12. Setting up 2,500 Model schools in PPP (Public private partnership) mode is also being planned.

3. Girls' Hostels: This is a new Centrally Sponsored Scheme **launched in 2008-09** and being **implemented from 2009-10** to set up Girls' Hostels with 100 seats in about 3,500 Educationally Backward Blocks (EBBs) in the country.

Under this scheme, 1505 girls' hostel has been sanctioned in 19 States with an anticipated central investment of Rs.397 crore (up to 2011-12). The scheme is under revision with enhancement of unit cost and provision of higher honorarium to wardens. This scheme will be merged with RMSA in the 12th Plan.

Objective

The main objective of the Scheme is to retain the girl child in secondary school so that girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors. Another objective of the Scheme is to make Secondary and Senior Secondary education accessible to a larger number of girl students.

4. Information & Communication Technology (ICT) in Schools

The Centrally Sponsored Scheme -Information and Communication Technology in Schools|| is being **implemented since December 2004**, and has been **revised in 2010**, to promote computer enabled learning and usage of ICT in teaching in Government and Government aided secondary and higher secondary schools for enriching teaching learning process and to enable the students to acquire skills needed for the recent times. Financial assistance is provided for establishing enabling ICT infrastructure, including internet connectivity, salary of teachers, capacity building of teachers through training and development of appropriate e-content for ICT - aided teaching and learning.

5. Inclusive Education for the Disabled at the Secondary Stage (IEDSS)

A new Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) is being **implemented from April 2009**. This Scheme replaced the earlier scheme of Integrated Education of Disabled Children (IEDC) and covers the disabled children in Classes IX - XII.

6. Girls Education:

While SSA focuses on girl's elementary education through the National Programme for Education of Girls at Elementary level (NPEGEL) and the Kasturba Gandhi Balika Vidyalaya (KGBVs) there are specific schemes at secondary level also for promotion of their education. One such Programme is the **National Scheme for Incentive to Girls for Secondary Education:** In this scheme there is provision for providing incentives to girls pursuing secondary education. This was approved for **implementation during the year 2007-08.** The scheme is applicable to all girls of SC/ST communities joining class IX in state government schools, schools run by local bodies and Government-aided schools.

1.7 SCENARIO OF SECONDARY EDUCATION IN GUJARAT:

Gujarat is a moderately populated state in the western part of India with the estimated population of 6.04 crore, forming almost 5 percent of Indian population (Census 2011). The education system in Gujarat, with respect to schooling is divided into four distinct stages like, Primary (Class I to IV), Upper Primary (Class V to VIII), Secondary (Class IX to X) and Higher Secondary (Class XI and XII). Gujarat has slipped from 9th in 2011-12 to 18th in 2012-13 with an EDI score of 0.591. There are almost 10,000 secondary schools in Gujarat with, enrolment of 2,029,697 students, while the dropout rate at secondary level is reduced to 8.9 percent in 2008-09. Gujarat has registered a literacy rate of 79.31 percent in comparison to national average of 74.02 the state is also registering consistent rise in number of secondary

1.8 SCENARIO OF SECONDARY EDUCATION IN VADODARA:

Vadodara formerly known as Baroda is the third largest and most populated city in the Indian State of Gujarat, after Ahmedabad and Surat. Vadodara is one of four cities in the state with a population of about more than 1 million that is 1,666,703 (Census

2011). It is also known as the Sayaji Nagari (After its famous ruler, Maharaja Sayajirao Gaekwad III) or Sanskari Nagari (The City of Culture, a reference to its status as the Cultural Capital of Gujarat). Maharaja Sayajirao Gaekwad, the former ruler of Vadodara has played a master role in developing Vadodara as also the Educational capital of Gujarat. The educational foundation of the city rests on over 120 public schools and over 100 private schools. The higher education system in the city is enriched by presence of The Maharaja Sayajirao University of Baroda, started by the esteemed former ruler of Vadodara- Shri Maharaja Sayajirao Gaekwad catering over 100,000 students. There are various courses on offer, ranging from Medicine to Commerce. Apart from many good schools, there are landmark schools which are still epitome of high value Education. There are many students who are alumni of the school and settled in many developed countries.

The literacy rate of the city is 92.37 % which is quite more than the national literacy rate. The secondary education in the city is facilitated in over 130 secondary schools. Where in 61 schools are government granted schools, 68 none granted and 1 Adarsh Nivasi schools having total secondary school enrolment of about 150798 students (DEO Vadodara 2012). In the public examinations like the SSC board examination, the school has been consistently achieving the overall result of more than 55 %; however the city also reports consistent rise in the number of schools achieving result less than 30%. The table below reveals the fact about the gradual decline in standard of education in certain secondary schools of Vadodara.

Table 1.1: Schools in Vadodara achieving SSC Board result less than 30% between academic years 2004-2013.

Sr. No	Academic year	No of schools achieving result less than 30% in Gujarat state	No of schools achieving result less than 30% in Vadodara	Total increase or decrease in no of schools.
1.	2004	11793	135	
2.	2005	1387	102	-33
3.	2006	900	78	-24
4.	2007	922	65	-13
5.	2008	968	88	+23
6.	2009	1236	72	-16
7.	2010	968	90	+18
8.	2011	337	20	-70
9.	2012	626	51	+ 31
1	2013	731	65	+14

Source: Madhyamik Shala Pramanpatra Pariksha SSC March 2004-2013 Parinam Pustika, Pariksha Vibhag, Vadodara

From the above table, it can be said that to strengthen secondary education is the need of the hour and hence it is one of the prime agenda of the government bodies and to realize which several plans and policies have been put forward. In India, secondary education is provided by varied education board like CBSE (Central Board of Secondary Education), ICSE (India Certificate of Secondary Education) and the State board schools of respective states. In Gujarat, the state board schools are run by the Gujarat Secondary and Higher Secondary Education Board (GSHEB). All these organizations providing secondary education, aim at providing quality secondary education because, quality is at the heart of education – a fundamental determinant of enrolment, retention and achievement and what takes place in classrooms for development of students. A quality education is one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living. Hence there

should be systematic efforts from government and educationists across the globe to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin. Successful education programs therefore requires : (1) healthy, well-nourished and motivated students; (2) well-trained teachers and active learning techniques; (3) adequate facilities and learning materials; (4) a relevant curriculum ; (5) an environment that not only encourages learning ;(6) a clear and accurate assessment of learning outcomes, including knowledge, skills, attitudes and values; (7) participatory governance and management; (8) Human rights education and (9) respect for and engagement with local communities and cultures. Quality education aims not only at forming trained professional workers but also contributes to the development of individuals who possess the skills to act and interact in a just society. The schools providing such education are called as Healthy schools (Ontario Healthy Schools Coalition Terms of Reference 2009).The secondary schools which are executing the plans and policies proposed by the government bodies efficiently and performing as per the requirement of the government bodies and society with the long and consistent history of excellent academic performance of students in public examination, with gradual rise in the enrolment number of students, with long history of providing several successful citizens to the society are called Healthy schools, Reputed schools, quality schools of the society. Certain schools with records of average student performance in public examination, like SSC Board examination, fairly well maintained enrollment rate and infrastructure facility are called as Average schools, while the schools which were once providing best of their services and were considered healthy schools, over a period of time have been showing decline in their functioning in spite of the efforts from the government bodies, day by day and year by year these schools are deteriorating in their services and are gradually declining in the

quality of their functioning to the extent that it is difficult to revive them such schools are called as Sick Schools. Thus the development of sick school is a slow transitory process which initiates from healthy school, which, when compromise on standard of working, over a period of time, turn into average school and average school performance when not attended, prolonged, accepted and degraded further leads to the development of sick school.

1.9 ISSUES AND CHALLENGES IN SECONDARY SCHOOL ORGANIZATION:

Secondary education provided by the secondary school organizations has increasingly become a central policy concern of developing countries, particularly among those that have made rapid progress in universalizing primary education and among those in which the demographic trend has shifted in favor of adolescents. The majority of countries in Latin America and the Caribbean, East Asia, and the Middle East, as well as some African countries, are grappling with the questions of how to provide skills and knowledge that enable adolescents to move to tertiary education and how to ensure a smooth transition to work for students whose education will end with secondary schooling. Secondary education also addresses problems unique in human development. Without requisite education to guide their development, not only would young people be ill prepared for tertiary education or for the workplace, but they would also be susceptible to juvenile delinquency and teen pregnancy, thereby exacting a high social cost. Hence the challenge for secondary education is enormous.

1.10 ISSUES IN SECONDARY EDUCATION IN INDIA

Secondary education covers children between the age group of 14-18 years, which covers 88.5 million children according to the Census, 2001. However, enrolment figures show that only 31 million of these children are attending school, which means that two-third of the population remains out of school. This becomes a major concern to each individual sensitive to the national progress. Hence the policy makers and government bodies are striving hard to minimize this gap by formulating laws and strategies to strengthen it. There are several challenges and issues relating to secondary education like developing strategies for greater focus on improving access; reducing disparities by emphasizing the Common School System; renewal of curricula with emphasis on vocationalisation and employment-oriented courses; expansion and diversification of the Open Learning System; reorganization of teacher training and greater use of Information, Communication and Technology (ICT), (Tenth Five Year Plan, Govt. of India 2002-2007). Secondary education in India has made a huge progress in terms of increasing attendance rate and expanding enrolment to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the India's progress in varied field. Much of the progress in education has been credited to various private institutions. The private education market in India is estimated to be worth \$40 billion in 2008 and will increase to \$68 billion by 2012. However, India continues to face stern challenges; like despite growing investment in education, 35% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate. There are also certain curricular issues pertaining to secondary educations which involves emphasis on rote learning rather than problem solving that forces students on cramming the content rather than developing inquiry, creative thinking(Business

week, Express India, April 2010). Our current education system selectively discards talented students with inquisitiveness, ability to ask questions and dream to do something challenging, something better for the society. Now we only produce private tuition and coaching enabled, mugging-up grade technician swho are great to do routine jobs (as in IT or BT) or imitating others (mainly true for Indian R&D sector in any branch of science and in any industry), but not capable of doing original research, despite of having many world class physical infrastructure. India ranks second last in the list of countries providing quality education (Silicon India, Bangalore, 2008). A large amount of annual budget is spent on maintenance and enhancement of education, still quality education in India is a distant dream.

The above discussion thus reveals that secondary education is the most crucial stage of learning for any learner and hence government bodies have periodically framed policies to strengthen it, universalize it. The secondary school organizations making the best implementation of all these policies , providing best secondary education and producing consistently quality citizens can be called as healthy secondary schools, healthy organizations. This concept of healthy organizations can be further explained as follows:

1.11 HEALTHY ORGANIZATIONS

The healthy organizations are with two basic traits; these organizations have inspiring, shared mission at its core and possess dynamic capable leadership. Beyond this, these organizations perform well due to the qualities like having openness and humility among all the individuals at all level, top to the bottom of the organization. These organizations possess an environment of accountability and personal responsibility. The fact is strongly believed that denial, blame, and excuse harden relationship and ruins the development of the individual and organization; hence they believe in

developing successful teams having the culture of accountability and willingness among the employees. They believe in accepting personal responsibility. There occurs in the organization freedom for risk taking within appropriate limits. Freedom to risk new ideas flourishes best within appropriate limits. A fierce commitment to "do it right" Mediocrity is easy; excellence is hard work, and there are many temptations for shortcuts. A search for excellence always inspires both inside and outside an organization. Punishing honest mistakes stifles creativity. Learning from mistakes encourages healthy experimentation and converts negatives into positives. Dishonesty and inconsistency undermines trust. Organizations and relationships thrive on clarity, transparency, honesty, and reliable follow-through. A pursuit of collaboration, integration and holistic thinking prevails here. Turf wars and narrow thinking are deadly. Drawing together the best ideas and practices, integrating the best people into collaborative teams, multiplies the organizational strength. Continuous and comprehensive self-evaluating system in the organization monitors and ensures organization's consistent growth. Where such work culture is missing, where the practices as mentioned above are missing, their the organization turn in to mediocre rated organizations and over a long period of time turn into unhealthy organizations- the sick organizations.

1.12 UNHEALTHY ORGANIZATIONS OR SICK ORGANIZATIONS

In contrast to the healthy organizations, the sick organizations can be defined as organizations having wide gap between the quality of performance required and that persists among the organization. Unmonitored consistent poor performance in the organization, makes it far from reviving, makes it difficult for reviving, such organizations can be called as low performing organizations (Duke 2006, Herman

2008, Chyu, K and Timar, T 2010), sick organizations. There are three basic types of low performance that leads to poor performance which extended unattended results into sick organizations. They are 1. Unsatisfactory work content- in terms of quantity and quality. 2. Breaches of work practices, procedures and rules - such as breaching occupational health and safety requirements, excessive absenteeism, theft, harassment of other employees, etc.; and 3. Employees' personal problems usually 'off the-job' issue that affect their performance at work. Poor performance is an issue that worries managers and employees alike. Dealing with poor performance is an emotive issue. It is perhaps not surprising; therefore, that many organizations fail to address it. In these organizations, tackling poor performance is low in the agenda, resulting into low productivity. In case of educational organizations – poor performance is reflected in the form of negligible students with good, excellent performance. The coordinators find the situation uncomfortable and choose to ignore it. All these results in to negative impact on the staff motivation and retention; this contributes to development of sick organizations. Diagrammatically the concept can be explained as follows:

Figure 1.2 Factors Leading to Development of Sick School



According to the researcher development of weak organization, poor performing organization which has deteriorated in its functioning to the extent that it is difficult to improve, revive such organizations are called as sick organizations. Such organizations do not develop suddenly, the development of sick school is a slow transitory process which initiates from good school, which, when compromise on standard of working, over a period of time, turn into average school and average school performance when not attended, prolonged, accepted and degraded further leads to the development of sick school. Sickness does not occur overnight, but develops gradually over time. An organization which is becoming sick shows symptoms of trouble that lies ahead of it. The factors most often responsible for industrial sickness can be defined as ‘management’; this may be in form of poor production management, poor labor management, poor resources management, lack of professionalism and dishonest management (Chandra, 2008). Like- wise, the school can be called as sick when it fails in its function of providing quality citizens to the society in the way it had been doing in the past.

Thus development of unhealthy organization or sick organization is a vicious phenomenon, which occurs due to several interrelated factors like, poor employ performance, weak management practices, poor working strategy, and employees with multiple personnel problems, lack of good leadership and many of this kind (Singh, 1995). This process is explained in the diagram 1.2.

1.13 SICK SECONDARY SCHOOL

School is an organization of the society which serves the purpose of providing education. It aims at providing services to the society, so as to generate productive, sensitive and responsible citizens. This basic aim of the school is fulfilled through the teaching learning process executed in the school; it is accomplished by transaction of defined curriculum. The schools belonging to varied board have specific curriculum, have specific aim, specific philosophy, executing which the schools fulfill the purpose of its occurrence. The end product of the school as an organization is the academic performance of the learners in public examinations like the board examination, the end product is the sustenance of the learners in the education system, and the end product is increase in the trend of enrolment rate in the organization. When the school fails miserably in achieving this, it is called sick school. Sickness does not occur overnight, but develops gradually over time. An organization which is becoming sick shows symptoms of trouble that lies ahead of it.

Thus the school can be called as sick when it fails in its function of providing quality citizens to the society in the way it had been doing in the past. The school can be called sick when it deteriorates in its functioning to the extent that it becomes difficult to reestablish them. The researcher after studying literature and reflecting on the phenomena of sick schools conceptualizes, that sick schools show the following symptoms.

- The students in the school are with very low intellect Bindal (1974), Kujur (2009) with consistent record of low achievement in school exams, with poor motivation and with displeasure towards study.(Pradhan, Sahasrabudhe & Chaudhry (2009)) &, Pathak (2010).
- The rate of student enrolment in school shows decreases every year
- The school reports high rate of student dropout
- Lack of qualified and motivated teachers in the organization. (Desai (2004) Natarajan, R, (1992), Pushpalatha (2009)). The teachers with poor knowledge of the latest dealings in the field. (Pushpalatha (2009)& Sujatha K (2006)).
- The Principal in the school failing in taking firm and bold decisions in favors of the organization. (Brightman (2008), Kujur (2009), Timar T. (2006), Singh (1995), Mapheleba (2004) & Duke. D (2007)).
- The infrastructure facilities not up to the minimum required standard. (Brightman. (2008), NCF (2005), NKC (2009), Sujatha K.(2006)& Singh (1995))
- The organization fail to sustain the student's interest in learning
- The School repeatedly performs very badly in the public examinations like the board exams.
- The government policies and plans not executed as per directives.
- There is major collapse of functioning and the organization with the glorious past is at the verge of closing.

Thus the school can be referred as 'sick' when the government bodies, board of education and the society do not hope for the betterment of the organization.

The Gujarat Secondary and Higher Secondary Education Board have set up certain standards of performance for schools dealing with secondary education, with respect to performance in SSC board examination. It is expected from each school working under GSHEB to achieve 30% and above as pass percentage at SSC board exam and also to maintain at least 60 students per class as the minimum number of students in each class (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. It has been observed that over the years, this problem of school performing poorly is increasing; the statistical data available from the Gujarat Secondary and Higher secondary Board, Gandhinagar, of past few years reveals that number of school achieving board result below 30% is increasing at alarming rate. This statistics is presented in the table 1.1.

The Table 1.1 represents a decline in the quality of secondary education since 2004. Though there is overall improvement in performance of the schools at state level, the performance of schools in Vadodara district shows decline and hence needs systematic investigation to understand the process of decline in the quality of education. As it is understood, school's performance is directly related to the performance of the students in the organization. There can be several reasons which influence student's performance in an organization. Some of them can be listed as under from our common understanding and as found in the literatures:

1. Low intellectual ability of students to learn complex syllabus at Std. X. (Shah, 1960), Bindal (1974), Pathak (2010).
2. Lack of basic understanding of the concept in the students due to poor teaching by teachers. Sujatha K. (2006), Kujur (2009)

3. Learning may not take place in comprehensive manner when basic requirement for carrying out teaching learning process like chalk, blackboard, benches, desk, chair, library, computer lab, sports equipment, light , fans , drinking water, sanitation and clean big well aerated class rooms are lacking .(Natarajan, 1992), Singh (1995)
4. Lack of proper learning among the students, as the teachers are not allotted the subjects to teach as per the subject expertise and teachers lack job satisfaction. (Desai, 2004), Pathak (2010).
5. Nonqualified and professionally un- trained teachers recruited to teach students Desai (2004), Veeraghwan and Bhattacharya (1989), Sujatha (2006).
6. Students may perform badly when they come from family where earning is more vital than learning Shah (1960),Pradhan, Sahasrabudhe and Chaudhry (2009).
7. Lack of parental motivation and student coming from the low socio-economic class of the society Shah (1960), Joshi (1967),Badhri (1991), Pradhan, Sahasrabudhe and Chaudhry (2009), Lambhate (1974),Hadi and David (1981).
8. Very weak academic base of the students (Joshi, 1967), Badhri (1991).

Along with student's performance, there can be several parameters which contribute to organization's weak functioning like insufficient and inefficient teaching staff, poor management, rigid government policies, high dropout rates, reduction in enrolment rate, ever changing teaching staff which may contribute to organization's poor behavior. Some of these are discussed as under:

Insufficient and Inefficient Teaching Staff: One of the important pillars of any educational organization is its teaching faculties. The teachers in an organization can also be called as heart of the educational organization. When an organization lacks adequate numbers of teachers, when teacher are expected to teach the subject they are not mastered in, when the curriculum is transacted by untrained teachers Sujatha K. (2006), Pathak (2010) when lessons are taught in monotonous traditional pattern, when without effective teaching aids the concept is taught, it gradually results in lack of interest in academics and ultimately in poor learning by students.

The organizations may become sick when it is governed by weak managers. In School as an organization, such managers will be the trustee members, will be the director, and will be the Principal. If the management in an organization is poor, if the non-academicians run the school with motive of money making, the organization stops progressing, if the funds allotted for welfare of students and organization does not use it wisely, If the plans and policies framed by the government are not executed efficiently, school functioning gets affected and ultimately turns into a sick organization. Thus Poor management may be a strong cause / precursor of sick organization. Wadkar (1989), Badhri (1991), Brightman (2009),

School is considered to be the second home for child. The child gains confidence develops self-identity through varied curricular and co-curricular activities at this stage. When a school lacks in providing such environment to the learner, the learner lacks motivation to learn, to perform and get de-motivated. The learner finds domestic earning more interesting and important than learning and thereby the school reports high dropouts. In extreme case it may results in students' stagnation in learning. Thus high dropout rate in a school may become a factor to make it sick.

The society gets the feedback about the work it entrusts to the schools from the performance of the school in the public examinations like S.S.C Board exam. It speaks at large about the standard a school maintains in its teaching learning processes. This results from the status symbol of the school. Hence, special attention is given to the teaching learning process at this level by the respective teachers, parents, school management and school principal. Government also provides special aid to keep up and maintain the standard of the result. In spite of this, certain schools consistently fail to perform well. When this prolongs for several years, gradually it affects the enrolment process of the school. The parents lose confidence in the school management of such schools and opt to enroll their ward in the school having consistent healthy performance in public examination. Thus the school performing poor in the public exams gradually enroll fewer students each academic year and in due course of time get closed down.

Another factor can be the quality of organizational climate of the organizations Natarajan (1992), Sujatha (2006). Organizational climate includes interpersonal skills among the teachers, the non-teaching staff and all the related individuals of the school.

As mentioned earlier the performance of the school in the public examinations like: S.S.C Board exam plays vital role in representing the success story of the organization. The purpose of this exam is to provide certification. Its purpose is to provide Hall mark of recognition. Not only for the school as organization but also for the individual learner, it serves the purpose of providing the basic knowledge for vocational education; its purpose is to qualify individuals for higher education and so these exams results have great importance. It also serves the purpose of providing necessary feedback to the parents and teachers from time to time as to how the

pupils are progressing and what are their attainments at any particular stage. In such a highly valued public exam when the schools show consistent low performance it indicates major collapse in the functioning – it may contribute to reason for sick organizational practices.

1.12.1 ROLE OF GOVERNMENT BODIES TO MINIMIZE DEVELOPMENT OF SICK SCHOOLS

- The government bodies are taking strict actions against the schools failing to achieve 30% result at SSC board examination. Following are the steps taken by the government officials against the consistent weak performing school. (Grant in aid code, 1964, Govt. of Gujarat).
- Government also puts a stay in the grant allocation to the school with consistent poor result (school SSC board exam result less than 30%)
- The Principal of the schools reporting consistent low performance in the SSC board examination are deprived from Increment for that academic year. (Grant in aid code, 1964, Govt. of Gujarat, Rule 96.)
- The teachers failing to enable students secure good marks in their subject or at least 30% marks are deprived from increment for that academic year. (Grant in aid code, 1964, Govt. of Gujarat, Rule 96.)
- The schools failing to enroll minimum required 60 students per class are permitted to recruit 1.5 teachers. The teachers more than the required number in the school are shifted to other school where number of teachers are less as compared to number of students.
- This shift of teachers from one school to another, under the condition of inadequate student enrollment in the school is called act of teacher made FAZAL. (Grant in aid code, 1964, Govt. of Gujarat)

The above discussion reveals that government bodies have also realized the seriousness of the problem of consistent rise in number of low performing schools and have initiated few steps to control it but they are inadequate. Hence systematic investigation needs to be conducted in the matter of factors leading to poor organizational functioning to develop the strategies to revive them.

1.14 RATIONALE FOR THE PRESENT STUDY:

It is a widely known and accepted fact that education empowers individuals and when individuals in the society are empowered, they lead to the establishment of developed society and the developed society lead to the developed nation. Hence if the nation is to progress, there is a need to work at grass root level, on the systems sowing seeds of development. The schools being the same need to perform the best; need to serve the very purpose of its existence .The current study thereby becomes essential to understand the gradual process of decline in school functioning and suggest corrective measures to improve school organizational functioning and contribute to the welfare of the society at large.

Recent data from the GSHSEB and DEO (District Education Office) Vadodara (in the form of Madhyamik Shala Pramanpatra Pariksha SSC Exam March 2004-2013 Parinam Pustika, Pariksha Vibhag, Vadodara) reveals that out of 194 schools in Vadodara city, around 50 or more schools are gradually showing decline in their performance and are at the verge of closing their organization. In the current time when the government is spending heavily on education [X Five year Plan (2002–2007), XII five year plan (2012-17)], striving hard to make more and more people literate, make more and more children attend school, it becomes essential to maintain the quality of existing educational organizations. In such a scenario, when schools are declining in their quality of providing services to the society and winding up their

activities, the future of students studying in such school and the future of the teaching staff in such school becomes the concern for the government and entire education fraternity. The number of schools becoming sick may keep on increasing year after year, if the problem is not understood and corrective measures are not initiated. Hence, the present study has been undertaken to understand the process of transformation of effectively working educational organizations into sick organization and suggest strategies to prevent deteriorations of such schools.

In the educational sector, there are hardly any organizations to monitor periodically the quality of educational practices and identify sick organizations. Hence, it becomes important to carry out systematic investigation to identify such organization and help to reestablish them. Education provided in the school is the mirror of the society, when the schools are sick; not performing up to the expected level, the development of the modern society will also be in threat. Hence there is a strong need to understand the process of gradual transformation of healthy schools into sick schools and work on the corrective measures to revive them.

From the above presentation, the following research questions have emerged.

1.15 RESEARCH QUESTION:

1. How healthy secondary schools get transformed into sick secondary schools?
2. How sick schools can be transformed to average school or better schools or healthy secondary schools?

1.16 STATEMENT OF THE PROBLEM

Case studies of Sick Secondary Schools

1.17 OBJECTIVES OF THE STUDY:

1. To identify sick secondary schools.
2. To understand as to how healthy secondary schools get transformed in to sick secondary schools.
3. To suggest strategies to transform the sick secondary schools into healthy secondary schools.

1.18 DELIMITATION OF THE STUDY AND DEFINITION OF OPERATIONAL TERMS

The delimitations of the study and definition of the specific terms used in the study are stated below. The definition of specific terms like ‘Sick School’ and ‘Healthy School’ is presented in the context of the study undertaken.

Delimitation of the study:

Secondary schools once effective and have become sick can be found world over. Possibly the underlying factors may be different for schools situated in different socio-cultural environment. Gujarat being socially and culturally considered as one unit and that throughout the state the GSHSEB has been the regulatory body, the study is limited to Gujarat state. However, to carryout in depth studies, feasibility is one of the major considerations. This study therefore will be delimited to government aided secondary schools working under GSHSEB (Gujarat Secondary and Higher Secondary Education Board) in Vadodara city only.

1.19 OPERATIONAL DEFINATIONS OF THE STUDY:

Sick schools taken up in this study are those secondary schools which have miserably declined in their performance to the extent that it is difficult to revive them. Such schools are with multiple problems like low academic performance of students in the SSC Board examination (Average school performance less than 30% at SSC board exam for most of the years during academic years 2003-2013), with high dropout rate and low enrolments in various classes of secondary section.

Healthy/Good Schools Healthy schools mean those secondary schools which had healthy academic performance (at SSC exam with more than 75% overall result), low or negligible dropout rate and increasing trend of student's enrolment.

1.20 Organization of the Thesis

The thesis is divided into five chapters. **Chapter one** introduces the conceptual frame work of the study. This chapter explains the concept of school organizations, quality assurance in school organizations, role of government bodies in maintaining quality in school education, structure of secondary education, role of government bodies in strengthening secondary school education, scenario of secondary education in Gujarat and in Vadodara. The chapter also explains the issues and challenges in secondary school organization, development of sick organizations, sick secondary school and role of government bodies to minimize development of sick school. The later part of the chapter presents the **Rationale of the study**, the statement of the study and **objectives of the study**.

Chapter two presents the review of related literature. The studies and the literature reviewed and groped in five categories: (i) Literature on Sick schools and teachers perspective. (ii) Literature on Sick schools and student's motivation, aptitude and

study habits. (iii) Literature on Sick schools and parental background-their economic status and educational qualifications. (iii)Literature on Sick school and management practices. (iv) Literature on strategies on revitalizing sick schools. (v)Literature base for sick secondary schools from national policy perspective

Chapter three explains the methodology of the study. It explains the process of identification of sick secondary school, the method followed by the researcher to understand the process of development of sick secondary school. It focuses on tools used to conduct the systematic study, the method used to collect and analyze the data.

Chapter four presents five case studies and discussion on sick secondary school in Vadodara city.

Chapter five presents findings, implications and conclusion.

Figure 1.3. Chapterization

