

APPENDICES

APPENDIX I

PERMISSION LETTER

**CENTRE OF ADVANCED STUDY IN EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA-390002**

Date/....../2013

**To,
The Principal,
.....
.....**

Subject: Permission to conduct a study in your school

Respected Sir/Madam,

I, D'Souza Lorenzo Patrick, am pursuing my Ph.D. in Education from the Maharaja Sayajirao University of Baroda, Vadodara. As part of my study, I need to collect data from your school through Questionnaire/Checklist/Online Test/Reaction Scale/Semi Structured Interview /Observation Schedule/Focus Group Discussion with Staff and Students and Inventory. Kindly grant me your permission do so.

Thanking you.

Yours sincerely,

D'Souza Lorenzo Patrick

Recommended by

**Prof. D.R. Goel
(Guide)**

**Prof. S.C. Panigrahi
(Head of the Department)**

APPENDIX II

CERTIFICATE OF PH.D. COURSE WORK



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Fatehgunj, Vadodara – 390 002, Gujarat, INDIA

Telephone : [+91-0265] • (Registrar) : 2795521

• (DO/GCU/Audit) : 2793735 • (IA/CAO) : 2795506, 2795527 • (Dy.R./AR ADE) : 2792032

• (Dy.R.Exams/Academics) : 2789485 • (AR Exams/Academics) : 2795502

• (Dy.R./AR ADM) : 2784062 • (ADM/ADE) : 2795514 • (Engineer/CD) : 2795512 • (Security) : 2789385

No.ACA3/ **808**
Day & Date: 29-01-2015

16 FEB 2015

To,
The Dean,
Faculty of Education And Psychology,
The M. S. University of Baroda

Subject : Issuance of Ph.D. Course Work completion Certificate.

Sir/Madam,

Please find an enclosed certificate towards completion of Ph.D. Course work of the below specified Research Scholar:

Name of the Research Scholar	:	D' Souza Lorenzo Patrick
Registration Number	:	105
Registration Date	:	11/10/2011
Ph.D. course work certificate number	:	28

Since the certificate being a pre-requisite for the submission of the synopsis, you are requested to arrange to send the certificate to the Research Scholar concerned through the concerned guide for further necessary actions.

Thanking you,

Yours faithfully,

Deputy Registrar (Academic)
For Registrar (OSD)
The M. S. University of Baroda

Faculty of Education
and Psychology, Baroda.

Inward No. FEP / 914
Date 16/2/15

Enclosure:
Ph.D. Course Work completion Certificate of D Souza Lorenzo Patrick.

Copy to:
• Section Examination

DEAN
FACULTY OF EDUCATION & PSYCHOLOGY
M. S. UNIVERSITY OF BARODA
VADODARA



**THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
CERTIFICATE**

[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]

This is to certify that **D Souza Lorenzo Patrick**, Research Scholar, registered under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009, vide Registration Certificate Number **105** dated **11/10/2011**, for pursuing Ph.D. on has undertaken and completed the course work with the Grade **B**.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: **D' Souza Lorenzo Patrick**

Faculty/Institution: Faculty of Education And Psychology

Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
Core Courses – 09 Credits [Offered At University Level]			
I.	Introduction To Research & Research Writings	3	C
II.	Introduction To Basic Computer Functions & Application For Research Purposes	3	C
III.	Quantitative Research Techniques & Data Analysis	3	E
Departmental Courses – 06 Credits [Offered at Departmental Level]			
IV.	Review of Related Literature	3	A
V.	Conceptual Framework	3	A
Overall Grade			B

Date of Issue: 29-01-2015

Place: Vadodara

Registrar (OSD)

Grade Conversion Table and Grade Calculation Formula

Grade	Grade Points	Range
O	10	Above 9.01
A	9	8.01 - 9.00
B	8	7.01 - 8.00
C	7	6.01 - 7.00
D	6	5.01 - 6.00
E	5	4.01 - 5.00
F	4	Below 4.00

$$\text{Overall Grade} = \frac{\sum (\text{Grade Point} \times \text{Credits})}{\sum \text{Credits}}$$

Course Title	Credits	Grade
Introduction to Research & Research Methods	3	B
Introduction to Basic Computer Graphics & Applications for Research Purposes	3	A
Advanced Research Techniques & Data Analysis	3	D
Departmental Course - 06 Credits (Open to Postgraduate Level)		
Review of Research Literature	1	O
Research Methods	1	A
Overall Grade		A

[Handwritten Signature]

Date of Issue: 20-01-2015
Place: Varanasi

APPENDIX III
INFORMATION OF 19 DON BOSCO SCHOOLS

DON BOSCO SCHOOLS MUMBAI PROVINCE

1. DON BOSCO HIGH SCHOOL, MUMBAI-MATUNGA, MUMBAI



**DON BOSCO HIGH SCHOOL, OPP. KHALSA COLLEGE,
 MATUNGA, MUMBAI 19 TEL: 02224145228/33
 E - MAIL : donboscohsmatunga@hotmail.com Website: www.donboscomatunga.com**



School years are not just about classroom, library and laboratory. At Don Bosco, Matunga, students devote considerable time to co-curricular and extra curricular activities. The exposure leads to a higher level of self-esteem and confidence. Such children are perceived as Child Leaders.. 21st century skills for an active functional (successful) life are insisted upon at Don Bosco High School, Matunga using Collaboration, Creativity, Communication and Critical Thinking.



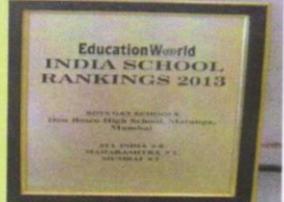
SCHOOL STARTED IN: 1941
GOVERNMENT APPROVAL: E/I A-13/7NORTH-Aug 1976
NUMBER OF STAFF IN SCHOOL: 138
NUMBER OF STUDENTS IN SCHOOL: 2845
SCHOOL BOARD: Maharashtra State Board
SCHOOL TYPE: Aided



FACILITIES AVAILABLE IN SCHOOL:
 Campus Area of the school: 10.70 acres
 -Total built up area: 2.15000 sq ft
 -Astro Turf (7 aside for football & hockey)
 -Number of Auditoriums: 04
 -Number of Books in library: 3312
 -Total seating capacity of Auditoriums: 400
 -Number of Laboratories:03
 -Number of classrooms Kg to X : 53
 -Number of IT enabled learning rooms: All class rooms
 -Computer laboratory: 03
 -Cyber Library: 01



**GROUNDS AVAILABLE: Cricket, Hockey, Football (2),
 COURTS: Basket Ball , Lawn Tennis, Badminton.
 OTHERS: Billiards, Carrom, Gymnastics, Chess,
 Music Dance & Drama, Don Bosco Fitness Centre.
 PTO for Achievements**



Don Bosco High School
 Matunga, Mumbai – 400 019
 ☎ 022 - 24182788

2. ST. JOSEPH'S HIGH SCHOOL, WADALA, MAHARASHTRA



School started in: 1917

Government Approval: PRIM NO. 407 Dt. 8.1.1960

SECONDARY – REG NO A13-EI dt 25.9.1954

School Strength

Number of staff in school: 67

Number of students in school: 1358

School Board: Maharashtra State Board

School Type: Self Financed – Primary, KG

Fully Aided – Secondary

Facilities available in school

a) **Infrastructure:** Playground, Auditorium, Audio-visual Hall

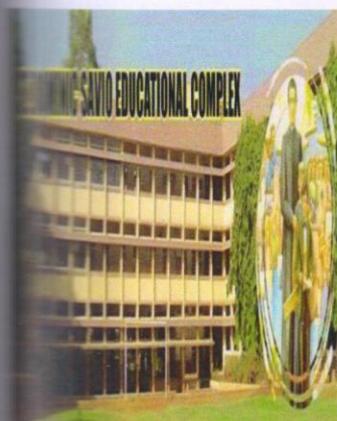
b) **Other facilities:** Computers, Library, Counselling services
The 'Inclusive Education Programme' for students with specific learning disabilities

Out-Reach-Activities : Annual Independence Day contribution to the Armed Forces; daily study class and free lunch/tea for 160 poor boys of the school; buddy system among the seniors to assist one another in studies; annual outreach programs to orphanages, homes for the destitute, and shelter homes for the marginalized.

Major Achievements of our school :

- 100% SSC results with few State merit-list students.
- City and State champions in basketball and handball (u-16, u-14, u-12); trophies in football, chess, gymnastics and athletics.
- Musicals staged on the school Annual Day on themes like environment, Don Bosco, etc.
- Winners of 'Greenest School Award' from Greenline for two consecutive years.
- SETSS - Special Education Teacher Support Services - a program assisting 80 learning disabled students from standards II to VI.
- School website: www.stjosephswadala.org
- St. Joseph's High School
- N.P. Marg Wadala
- Mumbai – 400 031
- ☎ 022 – 2418 27 88
- **No. of Beneficiaries: 1358**

3. ST. DOMINIC SAVIO HIGH SCHOOL, ANDHERI, MUMBAI



St. Dominic Savio High School
Wankali Caves Road,
Andheri (East), Mumbai – 400 085
Ph: 022-28321122 / 022-28370564
Email: stsdandheri@gmail.com

School started in: 1969
Government approval: A-13 dated 10-09-1970

School Strength
Number of staff in school: 66
Number of students in schools: 1340

School board: State board
School Type: Self Financed

Facilities available in school:

- a) **Infrastructure:**
 - i) Multipurpose Astro Turf ground, two auditoriums, Audio Visual hall, Laboratory, Art room.
 - ii) Classrooms that support Activity based learning and E-learning
- b) **Other Facilities:**
 - (i) Computer Lab, Library, Counselling services, Career Guidance.
 - (ii) Enriched Curriculum: Curriculum that supports overall development through Sports and Activities included in the Timetable.
 - Sports : Football, Basketball, Cricket, Hockey, Athletics
 - Activities : Dance & Drama, Singing, Instrumental, Art & Craft, Clay Modelling, Handwriting, Taichi, Yoga
- c) **Annual health Checkup Camp:**
 - (i) General (ii) Ophthalmologic (iii) Dental
- d) **Out- Reach Activities:**
 - (i) Christmas fete: Fund raising for the 'Basti children'
 - (ii) Neighborhood School adopted – 'Young India'
 - (iii) Evening Studies: Night School for 'Basti Children.'
- e) Graded Field Trips plan
- f) Educational Workshops
- g) Visitors Programme.

Major Achievements in our School:

School has been graded as 'Gold' at National Level organized by Adhayayan Quality Standards

Sports:

Calvin Baretto was selected to represent Maharashtra team for Football U /14

Alden Noronha represented Maharashtra for School National Games held in 'Etawah'

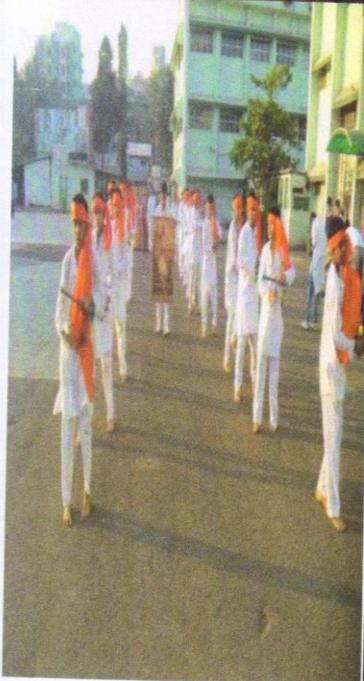
Athletics: 'Overall boys' championship. Mumbai Schools Sports Association (MSSA)

Website:

www.stdominicsavio.com



4. DON BOSCO HIGH SCHOOL, BORIVLI, MUMBAI



School started in: June-1971

Government Approval: GR-1 (New School) 64 - dated 28-09-1971

School Strength

Number of staff in school: 90

Number of students in school: 1361

School Board: SSC – Maharashtra State Board

School Type: Self Financed

Facilities available in school

a) **Infrastructure:** Playground, Audio-visual Hall, Other - Labs

b) **Other Facilities:** Computers, Library, Counseling services

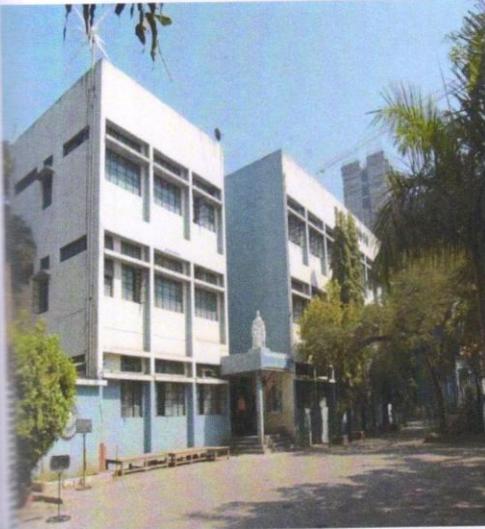
Out-Reach-Activities: Evening school for neighbourhood children.
Study facilities for outside students

Major achievements of our school :

- 14 students of Std. IV and 14 students of std VII selected for Scholarship on 'R' Ward Level
- 1st Prize for Science Exhibition project for "Carbon Credit"
- 100% SSC results for 2011-2012
- Gold certification at the National level organized by Adhyan.
- School was give 'A' grade at the R ward school level.
- Master Mihir Vahanwala of Std VII secured a gold medal at Dr. Homi Bhabha Balvaidnyanik.
- Master Rushil Kotian, awarded Best Scout, certificated (North Mumbai) from the Governor of Maharashtra.

Website: www.dbborivli.com

**8.DON BOSCO HIGH SCHOOL AND JUNIOR COLLEGE, PUNE-YERWADA
MAHARASHTRA**



School started in: 1958: Primary, 1971: Secondary, 2005-2006:Jr. College, 2013: Evening College
Government Approval: Primary: 1958, Secondary: 21.06.1971, Junior College: 2006, Evening College: 2013

Number of staffs in school: 73
Number of students in school: 2387

School Strength

School Board: Stateboard
School Type: Fully Aided (Primary & Secondary)
 Self- Financed (Jr. College)
 Self-Financed (Evening College)

Facilities available in school

a) Infrastructure: Playground, Auditorium, Audio-visual Hall

b) Other Facilities: Computers, Science Lab, Library, e-Learning, Counseling services, Career guidance

Major achievements of our school :

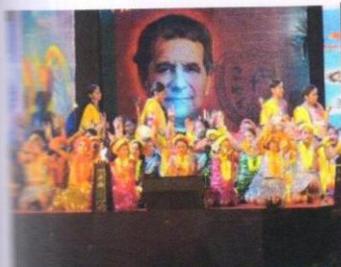
Secondary result	: SSC	-	95.93%
Junior college result	: Science	-	100.00%
(HSC)	Commerce	-	96.30%
	Arts	-	95.23%



Don Bosco High School and Junior College
 Don Bosco Marg
 Yerwada, Pune – 411 006
 ☎ 020-26686527



5.DON BOSCO HIGH SCHOOL & JR. COLLEGE, NAIGAON, MAHARASHTRA



School started in: 1999 (Primary) June-2001 (Secondary) 2008-2009 (Jr. College)

Government Approval: (Pri.) 2001, (Sec.) 2003, (Jr. College) 2009

School Board: Maharashtra Board

School Type: All sections self-financed

School Index No.: S 16.13.099

Jr. College Index No.: J. 16.13.025

School Strength

Number of staff in school: 82

Number of students in school: 2485

Facilities available in school

- a) **Infrastructure:** Playground, Computer lab, Science Lab, Library, A.V Room, School Hall, Class rooms with Tata Class Edge Projectors, Televisions, Well-furnished Staff Rooms, and Toilet block.

Major achievements of our school

- a) Achieved 100% results in the SSC exams almost every year
b) 2nd place in the 'Green School Campaign' in 2013-2014
c) Silver Star in the Adhyayan Quality Education & School, Self-Review & Evaluation
d) Numerous trophies and prizes at Inter-school & college competitions

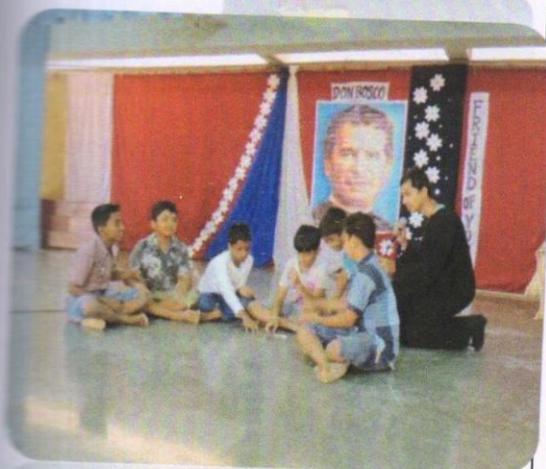
Website: www.donbosconaiigaon.org

Out-Reach-Activities: Remedial Education, Special classes for children with learning disabilities, Music-club, GI International classes and Tata Class Edge.



Don Bosco High School & Jr.College
Naigaon East, P.O.Juchandra, Taluka
Vasai, via Vasai Road,
Dist-Thane. 401 208
☎ 0250-6012404

6.DON BOSCO SENIOR SECONDARY SCHOOL- NERUL



Don Bosco Senior Secondary School
Plot No.8, Sector 42A
Seawoods, Nerul (W)
Navi Mumbai - 400 706
☎ 022-27712031
donbosconerul@gmail.com
Website : donbosconerul.com

School started in: 2006

Government Approval: CBSE Affiliation 113 0260,
School code no. 10 088 04

School Strength

Number of staff in school: 93

Number of students in school: 2001

School Board: CBSE

School Type: Co-educational, self-financed

Facilities available in school

a) Infrastructure: Playground, Indoor Hall, Audio Visual Hall, Interactive boards, Eco garden.

b) Other Facilities: Computer lab, Library, Well Equipped Science Laboratory, Counselling services.

c) Extra Activities: Phonics class, Sangeet Sadhana Music Academy, Abhimanyu Sports Academy, Art class, Indian Martial Art Federation, Mahi Dance Academy, Fusion Element Dance Academy, Bharatnatyam, Music class, Yoga Class, Abacus, Helen O Grady, Football School of India, Basketball, Trinity Academy.

Out-Reach-Activities: Evening Classes for Children of the Village.

Major achievements of our school: Conducted Scout Camps, Science Exhibitions, Field Trips, Sports Days, Monsoon Festival, Eco Club, Don Bosco Super Student, Annual Day - A Musical Drama 'Jagrut Aam Admi', Star Achievers:

- Riya Sangolkar: cash prize of Rs. 15,000/- in Handwriting Olympiad.
- Shivangi Prakash: 1st prize; Urja Bhattacharjee: 2nd prize in 'Interactive School Annual English Debate'.
- Schaleen Fernandes: two Gold medals in

7. DON BOSCO LONAVLA, PUNE, MA



School started in: 1962
Government Approval: 1

School Strength
Number of staff in school
Number of students in sch

School Board: STATE BO
School Type: UNAIDED
Facilities available in scho

a) Infrastructure: comput
Playgrounds

Library, Indoor hall, B

b) Other Facilities: Requi
Different clubs

Out-Reach-Activities
ADOPTION OF BALGRA

Major achievements of ou
Represented at District

Top the XII Board at Ta
Don Bosco High School

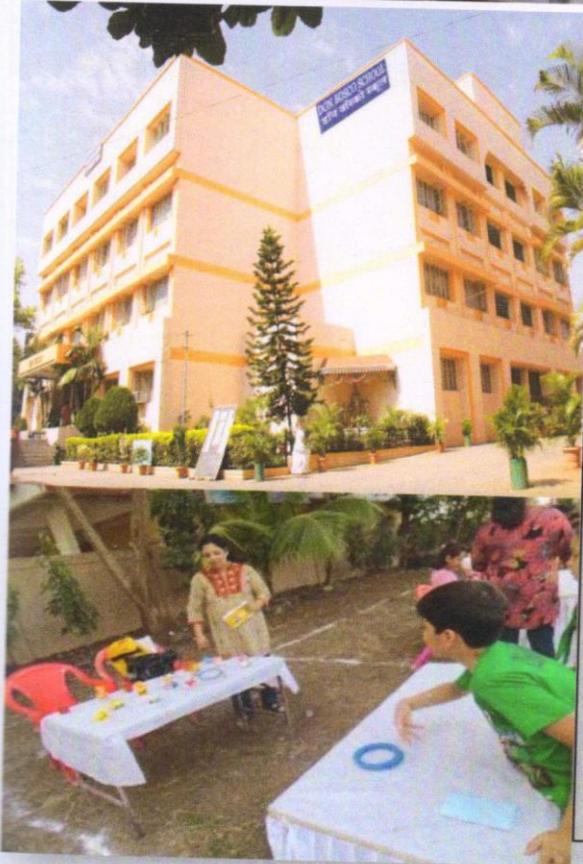
Lonavla - 410401

Pune District

☎ 02114-270672



9. DON BOSCO HIGH SCHOOL & JUNIOR COLLEGE, NASHIK, MAHARASHTRA



School started in: 1996
Government Approval: 1997

Junior College Started: 2011
Government Approval: 2012

School Strength
Number of staff in school & Jr. College: 68
Number of students in school: 1276
Number of students in Jr. College: 283

School Board: Maharashtra State Board
School Type: Un-Aided
Pre-Primary, Primary, Secondary & Junior College

Facilities available in school

a) Infrastructure: School Building: Library, Laboratory, Two Audio Visual Rooms, Computer Room, Sports Room, Play Room, Play Ground

b) Other Facilities: Educational Software for Std. V-X Animating Subjects, All Sports Facilities available, Counselor in the School.

Out-Reach-Activities: Activities (Quiz Competition) for Municipal Schools
Std. X Students visiting the Sick (Project)
Handicapped people invited for Christmas Symposium
Mini Olympics conducted for neighboring Schools

Major achievements of our school: Students excelled in Sports on National, State & District Level - Football. S.S.C & H.S.C Examination 100% result

Don Bosco High School and Junior College
Don Bosco Marg
Nashik - 422 005
☎ 0253-2313635

10.ST. JOSEPH VIDYALAYA, JAITALA, NAGPUR, MAHARASHTRA



St. Joseph Vidyalaya
Mount Don Bosco, Jaitala
Nagpur-440036
☎ 0712-2222865

School started in: 1936 (Primary), 1956 (High School)
Government approval: 1956 (High School)

School Strength

Number of staff in school: 22

Number of students in school: 702

School Board: State Board

School Type: Fully Aided

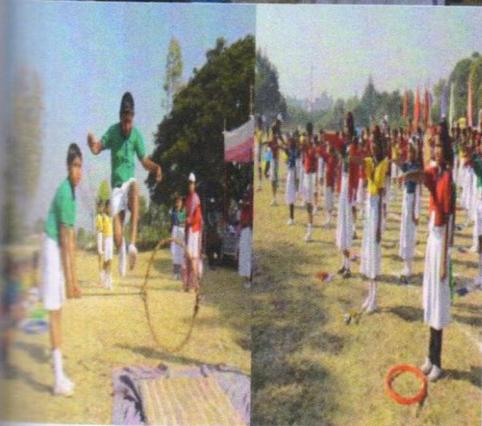
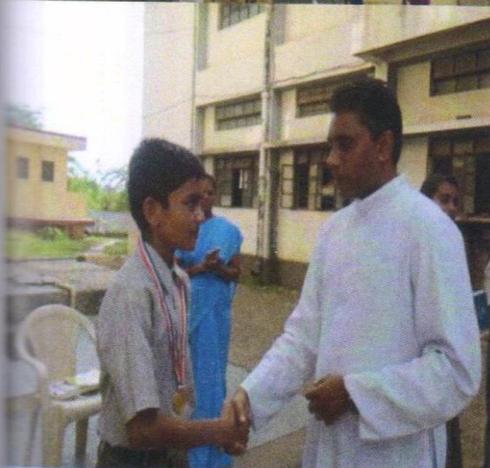
Facilities available in school

- Infrastructure : Playground, Auditorium, Audio-visual Hall
- Other Facilities : Computers, Library, Laboratory

Major achievements of our school:

- Result 100% at State Board in the Year 2013-2014.
- 1st & 3rd Prize in Inter School Science Exhibition at District level organized by Sakal Newspaper
- Runners -up in Inter School Hockey Tournament Organized by the DSO
- 1st & 2nd Prize in Inter School G.K Quiz...

**11. DON BOSCO ENGLISH MEDIUM SCHOOL, AHMEDNAGAR, SAVEDI,
MAHARASHTRA**



School started in: 2009

Government Approval: Aug 2011

School Strength

Number of staff in school: 14

Number of students in school: 473

School Board: Maharashtra State Board

School Type: Un-Aided, Pre-Primary and Primary

Facilities available in school:

- a) **Infrastructure:** Library, Audio Visual Room, Computer lab, Sports Room, and Playground.
- b) **Other facilities:** Numerous sports facilities are made available for sports coaching, school counselor, dance classes, karate Classes.

Don Bosco English Medium School and Parish

Bosco Nagar, Savedi

Ahmednagar – 414 003

☎ 0241-2421393

12. DON BOSCO VIDYALAYA AHMEDNAGAR, SAVEDI, MAHARASHTRA



School started in: June 1991

Government Approval: June 1992

School Strength

Number of staff in school: 41

Number of students in school: 1065

School Board: State board

School Type: Fully Aided

Facilities available in school

a) Infrastructure: Playground, Indoor Stadium, Auditorium

Audio-visual Hall

b) Other Facilities: Computer, ICT Lab, Library, Science laboratory

Major achievements of our school :

U-14 football team: runners -up at District level; U-

17 football team: winner at the District level.

Qualified for next level at Sholapur

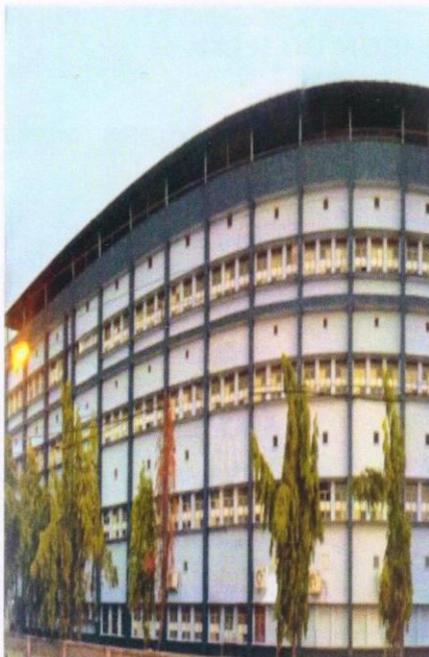
Don Bosco Vidyalaya

Savedi, Post office

Ahmednagar-414 003

☎ 0241-2421300

13.DON BOSCO HIGH SCHOOL, MAKARPURA ROAD, BARODA



Year of establishment: 1978

Government Approval: High School: 1982, Higher Secondary (Science): 1985, Commerce: 1996

School Strength

Number of staff in school: 80

Number of students in school: 2080

School Board: Gujarat State Board of Secondary & Higher Secondary Education

School Type: High School/Higher Secondary (Science): Grant-in-Aid; Primary/Commerce: Self-financed

Infrastructure and facilities: Playground/ Cricket Pitches/ Basketball Court / Table-Tennis Hall / Jungle Gym / Conference Hall / School Hall/ Library/ Laboratories/ Interactive Smart Boards in every classroom

Newly introduced features: Professionally designed-play way curriculum / Sports Curriculum / Interactive learning / On-going staff capacity building programmes

School activities: Leadership training / Clubs and groups / Faculties / Scouting / Value-based class assemblies / Literary festival / Cultural festival / Competitions / Annual Celebrations / Sports Coaching / Exhibitions / Excursions and Field Trips / Picnics / Fun Fair

Out-Reach-Activities: 25 study centers in Slums / 200 Star students integrated into mainstream from these centers / NIOS study centre

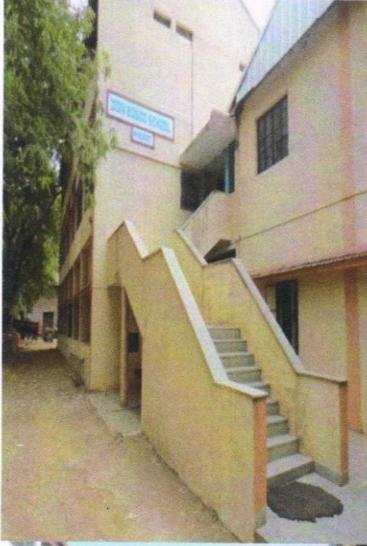
Don Bosco High School

Makarpura Road

Baroda – 390 009

☎ 0265-2655455

14.PILOO MODI SCHOOL, NARUKOT, PUNCHMAHAL, GUJARAT



Piloo Mody High School,
Narukot Education Society
Narukot-Jambhugoda
Panchmahal District, Gujarat – 389 390
☎ 02676-295106
✉ piloomodyschool@rediffmail.com

School started in: June - 1993

Government Approval: 14.07.1994

School Strength

Number of staff in school: 5

Number of students in school: 143

School Board: Gujarat Education Board

School Type: Self-financed

Facilities available in school

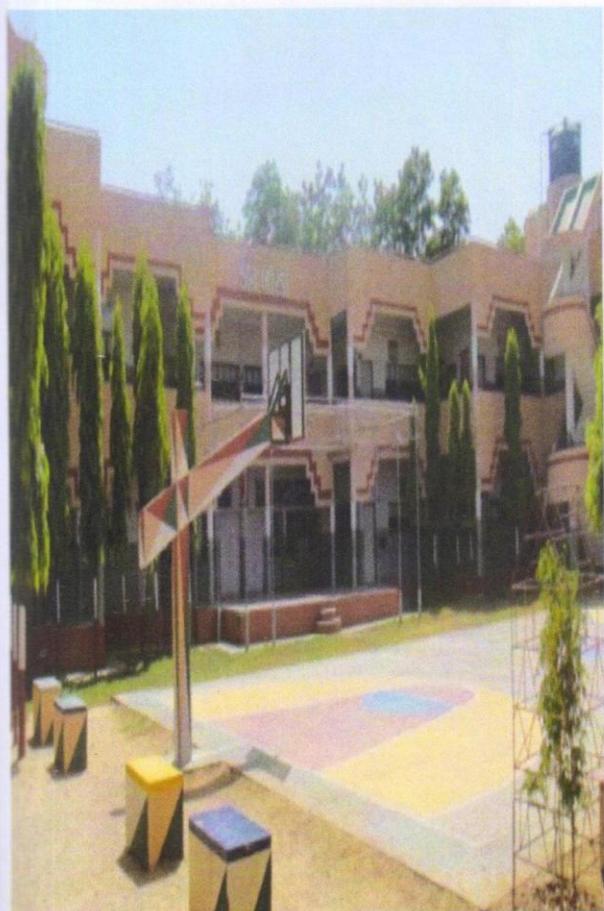
a) Infrastructure: Football & Hockey Playground, Multipurpose Hall, Audio-visual Hall

b) Other Facilities: Computer lab, Library, Career guidance

Out-Reach-Activities: Raised funds for various social causes

Major achievements of our school :

- Put up 3 Musicals in Gujarati during the last three years for the School Annual Day.
- Std. X result is above 98% for the last five years.
- The under -14 boys' football team reached the national level for the Subroto Cup; and represented the State of Gujarat.
- The under-14 and under-16 boys and girls football and hockey teams reached the state level for the last 10 years.



Don Bosco High School
Post Box 2 Dakor – 388 225
Ta: Thasra Dist: Kheda
☎ 02699-245598

School started Primary: June 1989
Government Approval: High school – June 1991

School Strength

Number of staff in school: 13

Number of students in school: 392

School Board: State board

School Type: Primary: Co-Ed school, self financed

High school: Co-Ed Granted

Facilities available in school:- Computer Labs, Library, A.V hall, playgrounds, library, Indoor hall,

Basketball Court and, Open Hall, Science Lab

Other Facilities: Required Offices and Classrooms and different Clubs like Eco club, carrier guidance club, Science club

Major achievement of our School:

The students have gone to State Level in sports.

- This year our school is completing 25 years of its existence.
- S.S.C results : 91.86%
- Good result
- Integral development of the students.
- Reaching out to the poor and needy through books, uniform and granting concession in fees.

16.DON BOSCO HIGH SCHOOL CHHOTAUDEPUR, BARODA, GUJARAT



School started in: 1990
Government Approval: 30.05.1991

School Strength
Number of staff in school: 27
Number of students in school: 956

School Board: Gujarat State Board
School Type: Partially Aided (Only Secondary & Higher Secondary Sections are aided)
Government College of Science is presently being run.

Facilities available in school

a) Infrastructure: Playground, Audio-visual Hall, Laboratory Drawing Room, Library, All Religion Prayer hall, Computer Lab

Out-Reach-Activities: Adoption of a Primary School, Village Education Programme-VEP, Serva Shiksha Abhiyan – SSA

Major achievements of our school:

- Good results, preference for poor tribal children
- State awards in Sports (Hockey, football, Kho-Kho)

School Website: www.donboscochhota.org

Don Bosco High School
Chhotaudepur
Baroda District-391 165
☎ 02669-232706
✉ dbscudepur@gmail.com



> **History:**

17.DON BOSCO SCHOOL, KAWANT, VADODARA, GUJARAT



School started in: 1995
Government Approval: Yes

School Strength
Number of staff in school: 09
Number of students in school: 366

School Board: State board
School Type: Self Financed

Facilities available in school

a) Infrastructure: Playground, Audio-visual Hall
b) Other Facilities: Computers, Library, Career guidance
Out-Reach-Activities: Adopting a neighbouring School

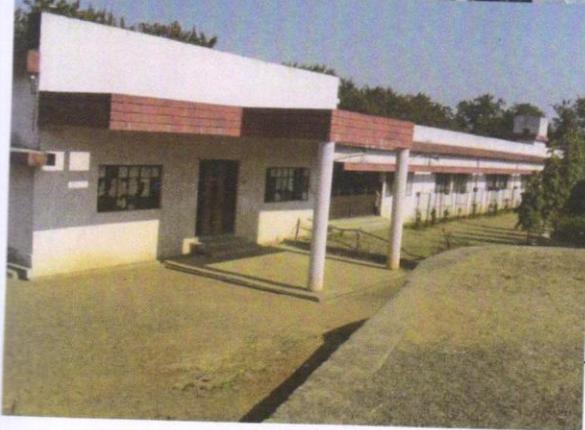
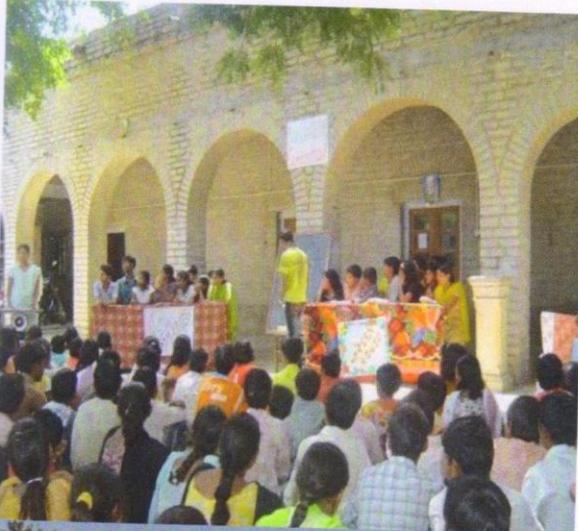
Major achievements of our school:

100% SSC results for last 2 years.
U-14 football team reached National Level (Subrotto cup)
U -15 hockey team reached National Level (Nehru cup)



Don Bosco School
Kawant, Dt. Baroda
Gujarat – 391 170
☎ 02669-254194

18.DON BOSCO SECONDARY SCHOOL, SUKET



School started in: 2009
Government Approval: Aug 2011

School Strength
Number of staff in school: 14
Number of students in school: 473

School Board: Maharashtra State Board
School Type: Un-Aided
Pre-Primary, Primary

Facilities available in school

a) Infrastructure: Library, Audio Visual Room, Computer lab, Sports Room, and Playground

b) Other Facilities:

Numerous sports facilities are made available for sports coaching, school counselor, dance classes, karate Classes.

Don Bosco Secondary School
Salawad, Suket P.O., Kota Dt.
Rajasthan – 326 530
☎ 07459 -234153

19. DON BOSCO ACADEMY, ALIRAJPUR, JHABUA, MADHYA PRADESH



School started in: 1992

Government Approval: REG. NO. IND/881/92
SCHOOL CODE-582004

School Strength

Number of staff in school: 45

Number of students in school: 1153

School Board: State board (M.P. Board)

School Type: Self Financed

Facilities available in school

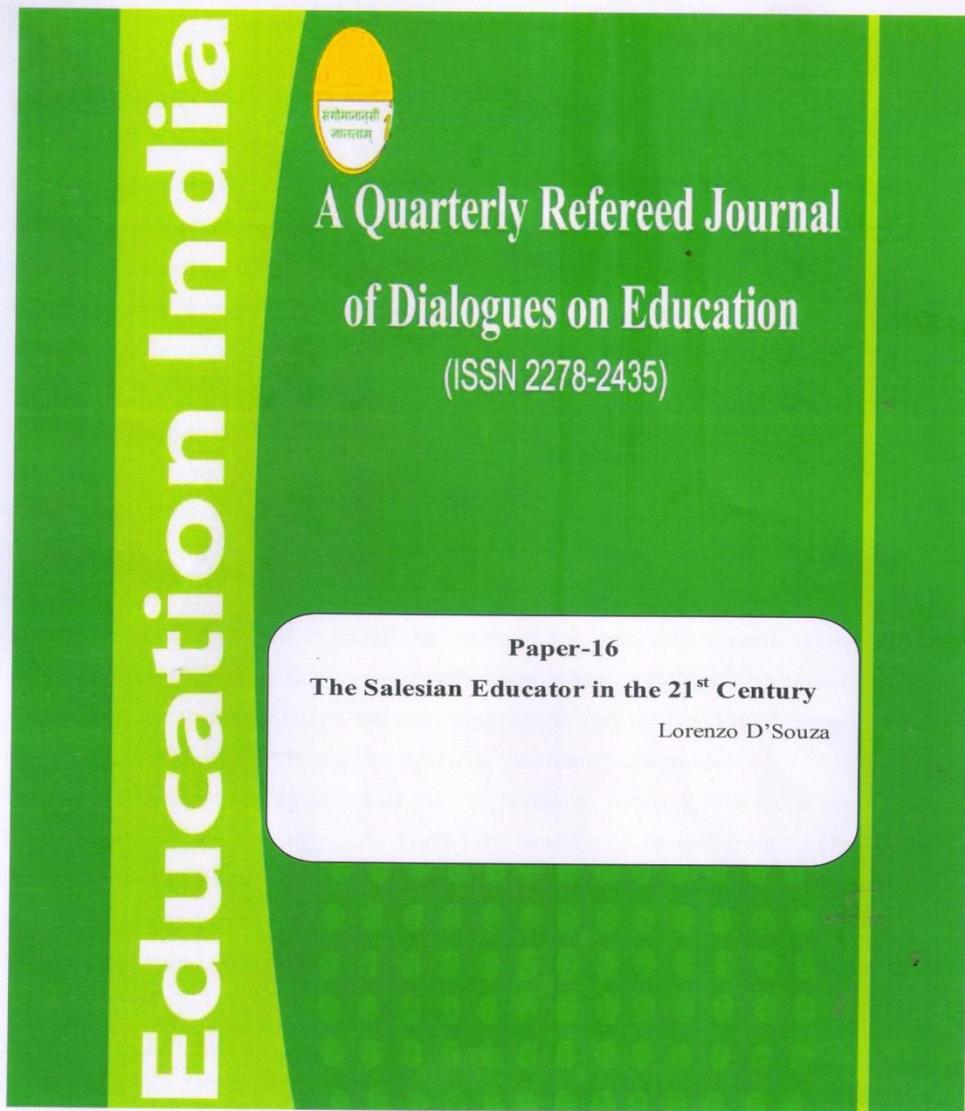
a) Infrastructure: Playground, Indoor Stadium Hall,
Audio-visual Hall

b) Other Facilities: Computers, Library

Major achievements of our school :

- 100% RESULT OF HIGH SCHOOL IN 2009 & 2010
- 100% RESULT OF H.SEC. IN 2009 & 2010 FOR COM & ABOVE 96% FOR SCIENCE STREAM

APPENDIX IV
A PAPER PUBLISHED



The Salesian Educator in the 21st Century

Lorenzo D'Souza¹⁸

Introduction-

“Education has always been important but perhaps, never more so, in man’s history than today. In a science based world, education and research are crucial to the development process of a country, its welfare, progress and security.”

(Indian Education Commission, 1964-66)

Education is a process which empowers the body, mind and spirit of the person so that one becomes a productive and responsible member of the family and society. It is a unique investment in the present or the future. The educational system is the foundation on which the future of any nation depends. Down the centuries, the world has witnessed different educational approaches viz. Repressive, Preventive and Expressive. The Repressive approach is based on fear, force & punishment. It is goal centred and the educator is seen as a dictator or a policeman.

The Preventive approach is based on assistance & accompaniment, where the educator is perceived as father, mother, brother, sister, guide and protector. The Expressive approach is based on encouragement and motivation. It is growth enhancing. The educator is seen as a friend, motivator and model.

Don Bosco was an Italian priest of the 19th century. Many youth from all over Italy migrated to the city of Turin in search of employment. Due to unemployment, many youth were left stranded on the streets. Don Bosco, a visionary, opened workshops and technical institutions, whereby the youth were not only provided with shelter, but also education. His approach, the Preventive

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approach, kept the youth away from harm and evil. Soon this approach spread throughout the world and is now in practiced in 132 countries. His approach is an off – shoot of the industrial revolution mainly used in remand homes and for juvenile delinquents. He called his system the Preventive System but it's basically a blend of the preventive and expressive approaches. His education was directed towards self discovery, forming a character and facing the challenges of life. His was a **student centred** approach where the whole educational endeavour. (Syllabus, staff, location etc) was planned for the holistic development of the young. It was a way of being with the youngsters, a

A COMPARATIVE OVERVIEW OF THE THREE EDUCATIONAL METHODS

Method	REPRESSION	PREVENTION	EXPRESSION
Educational Philosophy	Mechanicism Man is a machine to be regulated.	Realism 'Man is free yet prone to evil.'	Humanism 'Man is a self-actualiser.'
Educator's Attitudes	Be distant, be severe. Control through fear.	Be responsible and caring. Protect, Assist, Accompany	Be growth-enhancing. Encourage, Motivate
Educator's Skills	Regulate through rules and sanctions, punishments and rewards. A measure of violence is needed to discipline recalcitrant behaviour. Maintain distance: familiarity breeds contempt. Forced	Prevent harm. Avoid punishments. Create the conditions to cultivate good habits. Create positive environments. Guide with foresight and discretion. Familiarity infuses confidence Know and defend children's rights. Guided	Begin from what students like and facilitate talent-development through opportunities. Create systems, networks and spaces for growth in freedom, creativity and responsibility. Self-determined
Learning	Dictator, Policeman, Intruder	Father / Mother, Brother / Sister, Guide, Protector	Friend, Motivator, Empathiser, Model
Educator is perceived as	Adult to be kept in check.	Child, Fragile, Vulnerable, Having rights	Friend, Fellow-seeker, Future contributor to society
Student is perceived as	Control	Protection / Defence of rights	Growth / Self-reliance
Emphasis on			

presence that was based on 3 principles – reason, religion and loving kindness. Presence and Family Spirit were the other hallmarks of his system. Here are a few hints about who a Salesian Educator is.

Reason: A Salesian Educator is one who-

- Is reasonable and clarifies one's goal and objective.
- Keeps a sense of proportion and uses a lot of common sense.
- Makes sure that the atmosphere is not suffocating.
- Sees that punishments are proportionate and reasonable.
- Allows the young person to speak. Don Bosco : "speak little let the young speak a lot"

- Creates a kind of discipline where one is obeyed without having to command.
- Has a deep trust in the good will of the young person
- Gives reasons why anything is done so that the young person acts because it makes sense to him. It also leads to responsibility and self – discipline
- Motivates and gently persuades.

Religion: A Salesian Educator is one who-

- Is a true believer and transforms the young into the same:
- Does not separate faith from life, but lives one's faith.
- Makes the students know and love God
- Instils in the students an awareness, understanding and practice of the religious ideals of love, humility and prayer.
- Establishes in the students a firm conviction about their religion.
- Gives a lot of importance to religious instruction.
- Encourages the exercising of self control which leads to the fulfilment of one's duty.
- Instils in the students a fear of the Lord based on love and reverence for God, thus shunning sin for fear of offending Him.
- Gives significant importance to humility and sense of duty. Don Bosco: "Every moment of time is a treasure ". Duty well performed was seen as a service and obedience to God

Loving Kindness: A Salesian Educator is one who-

- Places all his / her time, energy, talents and activity at the service of the young.
- Makes oneself loved because love opens up another person.
- Makes the students to reason, listen, take in and correct one self.

- Becomes the first to love i.e. takes the first step towards them.
- Has a personal love for each one which means accepting them unconditionally.
- Makes them known they are loved, which evokes love and confidence in return.
- Has a blend of patience and kindness.
- Is not merely sentimental but personally direct.
- Keeps in touch with the students even after they leave the institution.
- Instils cheerfulness which is a powerful educational means to growth and development
- Generously showers praise and whisper a word in the ear.
- Makes love the basis of one's system.

Presence: A Salesian Educator is one who-

- Loves to work with the young and makes his / her presence felt the whole time.
- Feels completely at home with the young.
- Shows an interest in the things that interest the young.
- Accompanies the young in their growth.
- Not only works for them but is with them.
- Offers the young, ideas and suggestions.
- Befriends the young rather than making them afraid of him/her.

Family Atmosphere: A Salesian Educator is one who-

- Makes the young feel at home in one's establishment.
- Does not keep the young in the dark.
- Gives them all the freedom compatible with discipline and good conduct.
- Avoids regimentation.

- Creates an atmosphere of freedom, creativity and joy.
- Is the soul of their recreation.
- Creates an atmosphere of Joy, Happiness and Optimism
- Encourages games because they are educative and fosters interdependence, team spirit, generosity and respect for rules.
- Encourages music and singing because it is an important means of fostering unity.
- Fosters drama which enhances growth in self and group expression.
- Encourages celebration of feasts where their affective and material needs are met.
- Encourages outings which are a healthy blend of apostolate, cultural enrichment, adventure and cheerfulness.

Education in Salesian Schools how it ought to be-

Education for social transformation: education is considered as the most effective agent of social transformation. Don Bosco had faith in education to transform society. He had two aims in education : 1) to teach the truth regarding faith and morals in order to help human beings achieve salvation 2) to form honest citizens by providing them with professional qualification. They should evangelize through education and educate through evangelization to bring about transformation in society.

1. **Education to transform societies:** True education consists of both information and transformation. If education does not lead to transformation, its purpose is not achieved. The Salesians should make serious efforts to make education transform not only persons but also societies, cultures and political structures.
2. **Education to form conscience:** Conscience is the subjective norm of moral behavior. Moral conscience is the faculty which judges human

actions by moral standards. The Salesians should see to the formation of a moral conscience and educate young people to social and political involvement.

3. **Education to justice:** Justice is a cardinal virtue which inclines one to give to another his dues.. It implies respect for one's personality and grants him what is his due as an individual. The Salesians should offer an education which is truly evangelizing and which succeeds in touching the heart of the young person so that he may be transformed within.
4. **Education to defend human rights:** Human beings are entitled to rights due to their nature as rational beings endowed with free will. The rights safeguard the dignity of the human beings against State and Society. Human rights are recognized and defended through the education received from different sources. Without correct and timely education one can violate human rights easily and in the process manipulate and exploit human beings and use them as means to an end. The Salesians should safeguard human rights. They have to respect and defend the rights of juveniles and other young people and condemn violations of these rights with prophetic courage and educative sensitivity.
5. **Education to Social Commitment:** Social commitment is a concrete expression of man's social nature. It is also a sign of solidarity with other human beings and recognition that all belong to the same human family and an occasion to manifest generosity, spirit of self sacrifice and sense of solidarity. Education must move from mere classroom and text book to actual situation of the people and actively participate with programs to help the weakest and helpless members of the human society.
6. **Education to Peace:** It should be made an integral part of our education and programs for youth in all our settings.

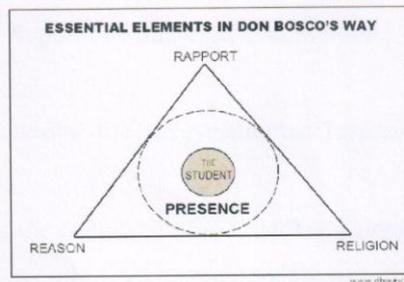
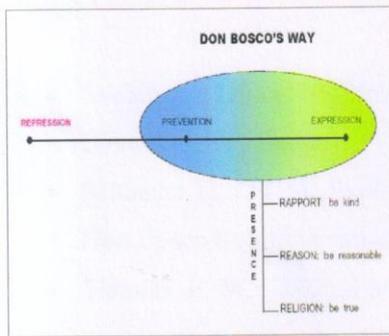
7. **Education to holiness:** The task is to offer a generous training in holiness. This requires the Salesians to be expert guides in spiritual lives. They also need to evoke and sustain in young people a true longing for holiness and a deep desire for conversion and personal renewal.
8. **Education to the affective life of the young:** In today's context of a counter culture which seriously distorts or entirely misinterprets the true meaning of true sexuality, education to love and chastity is absolutely essential for young people.
9. **Education to Social Communication:** The media has a direct influence not only on individuals but also on culture. The means of communication can reach and influence the whole of human society, and if they are properly used can be of considerable benefit to mankind. At the same time media can destroy some moral values if they are not used prudently. Young people must be educated to use media with caution and prudence.
10. **Education to Faith:** The need for accompanying the young in their faith journey till maturity is essential. Some youngsters feel that the religious authorities are an obstacle to their freedom, In this light the Salesians have to review their educative plan with a view to new evangelization, bringing the Scriptures to settings and situations which present new challenges.
11. **Education to prepare youth as agents of Social Change:** As educators of the young, the Salesians' first duty is to become more deeply aware of the needs of the youth and prepare and empower youngsters as agents of social change among themselves and in their neighbourhood.

Don Bosco used to say that parents send their children to us for good education, but God sends them to us to make them true believers and honest citizens.

Therefore the Salesians need some more initiatives like Guidance, Counseling, Spiritual Direction, Value Education and Vocational and Career Guidance.

The fundamental educational ideas which constituted Don Bosco's educative method were –

1. The **goal** of the educative method of Don Bosco was to make “**Good Christian and Honest Citizens.**” Therefore the students were given a sound education on physical, emotional, psychological, cultural, , moral and spiritual aspects of life.
2. This **method of education** is based on **reason, religion and loving kindness**, to be what we do or say, strengthening the child's faith and morals by religious and moral values, to show loving kindness or to love the students. Loving involves Salesian presence which is an essential element in the implementation of the Salesian method of education. With this presence, the students not only receive love but also know that they are loved. This in turn gives them confidence and trust to open their heart to education. Recreation, games and other social activities create an educational climate that benefit a child's development.
3. All forms of **corporal punishment** and harsh verbal abuse are entirely **forbidden**. In case there is any kind of punishment, an enlightened and humane approach is to be followed. Know the nature of the young who act impulsively and thoughtlessly. Be just in the punishment, never punish a child when one is angry or for any other motives. Let the culprit know and realize his/her mistake. Do not punish publicly unless there is a need for it. Be fair and ready to forgive and forget if the culprit is truly contrite. Respect the child's feelings.
4. When all else fails, **pray**. All these principles are the embodiment in the educative system of Don Bosco.



Summing Up-

Don Bosco's system of education is practiced in 132 countries. This 19th century system is still prevalent today in the 21st century, though times have considerably changed. In today's secular world, Don Bosco's ideas need to be read differently eg. His aim today would be read as making his students "true believers" and "honest citizens". Some questions that can be asked are : "Is the student the centre of education in his schools? , Are the staff physically present with the students?, Are punishments freely meted out in his schools?, Are his three pillars viz. reason, religion and loving kindness given importance?, Are his schools catering to the overall development of the students?". The researcher believes that this system in theory is very appealing. It is also very effective in practice. It just calls for belief in the system on the part of the educator and love for working with and for the youth in order to prepare them for life and in turn become agents of social change.

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APPENDIX V
QUESTIONNAIRE

Objective 1

Questionnaire For Management

Punishment

1. Do you believe in punishments?
2. What is your idea of punishment?(management, teachers)
3. What role does punishment play in your school?
4. Do you have a punishment policy? If yes, then describe its salient features.
5. What type of punishments do you give?
6. Do you punish in such a way that the students have hope of pardon.
7. Do you make the students understand that the punishment given is out of duty not out of revenge.
8. Do you punish students only when I feel that the punishment is absolutely necessary. /when do you feel punishment is necessary?
9. Do you punish the whole class or only the particular defaulter?
10. Do you make sure that any punishment given is of short duration.
11. Do you take care to see that the punishment given is proportionate to the fault committed.
12. Do you withhold for some time giving a responsible position to the offender as punishment.
13. Do you avoid disrespectful punishments of the following kinds
A) Making the pupil kneel in a painful position
B) Pulling the pupil's ears
14. Do you humiliate the students in public by humiliating punishments or remarks.
15. Do you punish severely slight faults.
16. Do you punish the students without reason
17. Do you physically punish the students
18. Do you believe in the principle, "spare the rod and spoil the child."
19. Do you punish for the sake of punishing.
20. If I don't punish, the students will go out of hand.

Methods of teaching(to the management)

21. Do the teachers come regularly to the school?
22. Are the teachers in time?
23. Are the teachers in the class before the students to welcome them?
24. Do the teachers mix about freely with the students?
25. Do the teachers know their students well (family background etc.)?
26. Do the teachers mix with the students during breaks?
27. Are the teachers concerned about the cleanliness of the students?
28. Do the teachers check the personal cleanliness of the students (hair, nails, uniform)?
29. Are the teachers in touch with the parents of the students?
30. Do the teachers prepare their class well?
31. Do the teachers prepare teaching aids?
32. Do the teachers give extra time for the slow learners?
33. Are the teachers role models for their students?
34. What method do the teachers adopt (chalk-talk, ICT, TLM)?
35. Do the teachers encourage the students to read?
36. Do the teachers give equal attention to all the types of students (gifted, average, slow learners)?
37. Is the child the center of the class?
38. Do the teachers conduct curricular activities? Which?
39. Are other human resources utilized? Which?
40. Do the teachers inculcate good values in the students? How?

Co-curricular activities(to the management)

41. Do you have co-curricular activities in the school?

42. Are the co-curricular activities an integral part of the school programme?
43. What according to you is the importance of co-curricular activities?
44. Name 5 curricular activities conducted in your school.
45. Name 5 co-curricular activities conducted in your school.
46. How does the school cater to the physical development- sports, gym, and athletics?
47. How does the school cater to the emotional development-outlet through activities?
48. How does the school cater to the social development- scouting, first aid, shramdan
49. How does the school cater to the moral development- sportsmanship, leadership?
50. How does the school cater to the academic development- enriching and widening bookish knowledge?
51. How does the school cater to the cultural development- drama , folk dance, folk music?
52. How does the School cater to the aesthetic development- drawing, painting, fancy-dress?
53. How often is the library frequented?
54. Are the students encouraged to read?
55. Does the school train you for leadership? How?
56. Does the school teach you to make proper use of leisure time?
57. Does the school cater to the discipline value e.g. To act according to the rules, self-imposed discipline?
58. Do the co-curricular activities dominate the academic activities?
59. How much importance is given to curricular and co-curricular activities?
60. How often do you have co-curricular activities?
61. Are the students involved in the planning of co- curricular activities?
62. Does the school conduct assemblies?
63. Who conducts the assemblies?
64. Does the presence of co-curricular activities have a positive effect on the students? If no, specify

Clubs (to the management)

65. Do you cater to the holistic development of the students? How?
66. Do clubs feature as part of the holistic development programme?
67. Why clubs?
68. What effect do the clubs have on the students?
69. What types of clubs do you have? How many?
70. What are the aim and objectives of the clubs?
71. What is the criterion for membership of the clubs?
72. Who is in charge of the clubs?
73. is the mode of selection of the club in-charge?
74. How often do the members meet to plan and evaluate?
75. How many activities do the clubs undertake?
76. is the role of the Management in the running of the clubs?
77. What is the role of Staff in the running of the clubs?
78. What is the role of PTA in the running of the clubs?
79. What is the role of the Past pupils in the running of the clubs?
80. What is the role of the parents in the running of the clubs?
81. Are your clubs only academically oriented? If not, give details.
82. Are the activities conducted only during the school hours? If not then when?

Functioning, challenges (to the management)

83. What is the vision of your school?
84. What is the mission statement of your school?
85. Which system does the Management follow? How?
86. Does the Management have an admission policy? What is it?
87. Does the Management have a policy for appointment of teachers? What is it?
88. Does the Management have the necessary infrastructure?
89. How does the Management frame the policies for the running of the school?
90. often does the Management meet to plan and evaluate?

91. What is the relationship between the Management and the teachers?
92. What is the relationship between the Management and education authorities?
93. What is the relationship between the Management and neighbouring schools?
94. What is the relationship between the Management and the other NGOs?
95. Does the Management send the teachers for in service training?
96. Does the Management send the teachers for other orientation courses? Specify.
97. How is Don Bosco's educational approach carried out with respect to the students?
98. How is Don Bosco's educational approach carried out with respect to the Past pupils?
99. How is Don Bosco's educational approach carried out with respect to the parents?
100. How is Don Bosco's educational approach carried out with respect to the Staff?
101. Is the school financially viable?
102. From where does the Management get the funds?
103. Does the Management encourage leadership in the school? How?
104. Are the rules set down in the calendar followed?
105. What steps are taken to enforce the following of the rules?
106. Is the Staff aware of Don Bosco's system?
107. What orientation is given to the teachers?
108. Are the teachers familiar with the students?
109. Are you satisfied with the presence of the teachers?
110. Are the teachers patient enough to reason out with the students?
111. What significance is given to religion in the school?
112. Being a minority is your religion given due significance
113. How do the local schools look at you?
114. Do you face any opposition from other religious bodies?
115. Do you face any opposition from other political bodies?
116. Do you face any opposition from other educational bodies?
117. Do you face any opposition from the education department?
118. Do you face any opposition from other related NGOs?
119. What steps are taken against erring teachers?
120. What steps are taken against teachers who inflict punishments on the students?

Objective 1.

Questionnaire For Staff

1. Do you believe in punishments?
2. What is your idea of punishment?(management, teachers)
3. What role does punishment play in your school?
4. Do you have a punishment policy? If yes, then describe its salient features.
5. What type of punishments do you give?
6. Do you punish in such a way that the students have hope of pardon.
7. Do you make the students understand that the punishment given is out of duty not out of revenge.
8. Do you punish students only when I feel that the punishment is absolutely necessary. /when do you feel punishment is necessary?
9. Do you punish the whole class or only the particular defaulter?
10. Do you make sure that any punishment given is of short duration.
11. Do you take care to see that the punishment given is proportionate to the fault committed.
12. Do you withhold for some time giving a responsible position to the offender as punishment.
13. Do you avoid disrespectful punishments of the following kinds
 - A) Making the pupil kneel in a painful position
 - B) Pulling the pupil's ears
14. Do you humiliate the students in public by humiliating punishments or remarks.
15. Do you punish severely slight faults.
16. Do you punish the students without reason
17. Do you physically punish the students
18. Do you believe in the principle, "spare the rod and spoil the child."
19. Do you punish for the sake of punishing.
20. If I don't punish, the students will go out of hand.
20. How long since you are teaching in the school?
21. Why did you choose this school?
22. What type of school is this? (government/minority)
23. Who is the founder of this school?
24. Who runs this school?
25. What system is this school following?
26. What are the main pillars/salient features of this system?
27. What is the vision of this school?
28. What method do you employ in teaching?
29. Are you familiar with Don Bosco's method of teaching
30. Have you attended any orientation programme on Don Bosco's method of teaching?
31. Are you involved in the planning and evaluating of the school calendar? If yes, how?
32. How is this school different from the other schools?
33. What is special about Don Bosco's approach?
34. Who is the center of your teaching?
35. How do you instil interest in your students?
36. Do you employ the chalk and talk method or any other?
37. Do you freely mix about with the students or stay away from them?
38. Is your school only academic oriented? If no, then specify.
39. Do you receive any information/guidance about the system from the management?
40. What benefits have you received from the institution? Specify.
41. Does the school cater to your religious development ? How?
42. Does the school cater to your social development ? How?
43. Does the school cater to your emotional development ? How?
44. Does the school cater to your aesthetic development ? How?
45. How has the school/institution influenced you, your thoughts and ideas, concept of education?
46. Does the management introduce new trends in education? How?
47. What is the purpose of your teaching?

48. What is the end result of your teaching?
49. Does the management encourage you to try out new ways of teaching?
50. What role does curricular activities play in the school?
51. What role does co-curricular activities play in the school?
52. Name 5 extra ordinary features of this method of education

Objective 1.

Questionnaire For PTA

1. Why did you choose this school for your child?
2. What is the vision of the school?
3. Do you have an idea of the rules of the institution?
4. Have you seen the calendar of the schools?
5. Do you feel part of the school? How?
6. Are you involved in the planning and decision making of the School?
7. Are you happy with the standard of education of the school?
8. Are you aware of the syllabus
9. Are you satisfied with the mode of teaching?
10. Does the school give importance to curricular activities? Which?
11. Does the school give importance to curricular activities? Which?
12. Is the focus of the school the student? If not what?
13. Does the school give importance to religion in general?
14. Does the school give importance to value education? How?
15. Does the school cater to the overall development of the student? How?
16. Does the staff reason out with the students?
17. Are the students loved by the Staff and Management?
18. Does your son/daughter feel loved by the Staff /Management?
19. Is your child being prepared for life?
20. Name 5 things you are happy about the school
21. Name 5 things you are not happy about the school
22. Are the teachers well-trained?
23. Are the teachers dedicated?
24. Are the teachers well-versed with their subject?
25. Are the teachers kind and loving?
26. Are the students given an opportunity to be creative?
27. What is the standard of discipline?
28. Are the students being punished in the school?
29. What kind of punishments is given?
30. Do the teachers give time for weak students?
31. Is there a spirit of joy and optimism in the school?
32. What can be done to improve the PTA?
33. Are you satisfied about the way the school is run by the Management? If not why?
34. Do you find number of meetings sufficient?

Objective 1.

Questionnaire For Past Pupils

1. Are you proud to be a past pupil of your school?
2. Does your school have a past pupils association?
3. Are you a member of the past pupils association?
4. What kind of memories do you have of your school?
5. What kind of education did you receive in your school?
6. Is the main contribution of the school to your life?
7. What system did your school follow?
8. What were the pillars of your school system?
9. Did the school curriculum draw out, cultivate, excite and inspire the all-round development of each student?
10. Did the school create an atmosphere in which the students learnt to think critically and constructively?
11. Did the school create an atmosphere to seek the truth and solve problems?
12. Did the school curriculum help the students in establishing values?
13. Did the school curriculum develop the students character -integrity, judgment, co-operation, and good will?
14. Did the school curriculum prepare the students to be good citizens?
15. Did the school curriculum meet the needs of students with wide range of ability, aptitudes and interests?
16. Was the curriculum child centered?
17. Was the curriculum related to life? How?
18. What kind of relationship existed between the management and the staff?
19. What kind of relationship existed between your teachers and you?
20. What kind of climate existed in the school?
21. How would you rate the standard of teaching?
22. Were the weak students given extra attention?
23. Was your school solely academic oriented?
24. What was the role of curriculum activities?
25. What was the role of co-curriculum activities?
26. What is your present role in the development of your school?
27. Do you have any say in the running of your school?
28. Do you have any say in curriculum transaction of the school?
29. Can you say that your school has prepared you for life? How?
30. How often do you visit your school?
31. How often do you visit your teachers?
32. What is the present status of the school?
33. Is the spirit of Don Bosco still prevalent?

Objective 1.

Questionnaire For Students

- 1.What is the name of your school?
- 2.Who is Don Bosco?
- 3.Mention 5 facts that you know about Don Bosco.
- 4.What is the name of Don Bosco's educational approach?
- 5.How many years are you studying in this school?
- 6.How interested is the management in the students?
- 7.Do you feel that you are the center of education in the school?
- 8.What methods of teaching are followed in the school?
- 9.Are you happy with the existing infrastructure of the school?
- 10.How is the academic standard of the school?
- 11.Does the school give importance to only academic? If no, specify.
- 12.Name 5 co-curricular activities conducted in the school.
- 13.Name some extra-curricular activities in which you have participated.
- 14.Are the students encouraged to participate in activities?
- 15.Do you have a student council?
- 16.Are the students given an experience of leadership?
- 17.Are you permitted to participate in activities outside the school? Mention some.
- 18.Does the school give importance to your overall development?
- 19.Does the school contribute to your physical development ? How?
- 20.Does the school contribute to your social development ? How?
- 21.Does the school contribute to your aesthetic development ? How?
- 22.Does the school contribute to your religious development ? How?

APPENDIX VI

CHECKLIST (1)

Credibility of Don Bosco's Schools in employing Don Bosco's Educational Approach

Sr. No.	Statements	True	False	?
General				
1	I attend school every day without taking any kind of leave			
2	I do not take casual leave			
3	I do not take sick leave			
4	I take less than 10 days of casual leave			
5	I take sick leave (each leave being 3days and less) on less than 3 occasions per year			
6	I reach school before 10 minutes before classes start			
7	I welcome students as they enter the class			
8	I sign the muster roll 10 minutes before the final bell for the class			
9	I leave the school premises 10 minutes after the bell for the dismissal of the school			
10	I take care to see that every single student reads the rules of the school			
11	I take care to explain well the rules of the school to the students			
12	I believe that students break the rules more because of thoughtlessness rather than mere malice			
13	I remind the students of the rules so that their thoughtlessness may not make them break the rules			
14	I make only reasonable demands from the students			
15	I make demands in a request form (e.g. could you oblige or would you do me a favour or could do this for me would you object in doing this)			
16	I reprimand the student privately for his faults after he has become calm			
17	I forgive the students for their faults once they express their sorrow for their faults			
18	I do not humiliate the students in public by humiliating punishments/remarks			
19	I build up the self confidence of my students by the praise of the work well done			
20	I do not punish the students without serious reason			
21	I do not punish severely slight faults			
	I dialogue with the students when occasion arises (sickness, death, calamities) during the explanation of the lessons or outside the class			
22	Faith in god			
23	Service to fellowmen			
24	National integrity			
25	My watchfulness over the conduct of the students makes them commit fewer faults			
26	I do not accept any engagement other than school work during school hours so I can be the present with the students			
27	I put off punishments as long as reason would			

	tolerate			
Religion				
28	I make a sign of reverence when i pass a symbol which depicts God in the school			
29	I go to temple/mosque/ church to pray with the students			
30	I go to the school prayer hall if any to pray with the students			
31	During prayer in the school I together with the students ask god to forgive us our sins as we forgive the faults of others			
32	I take pain to explain to the students that doing their duties is serving god and fellow human being			
33	I make the students realize with suitable anecdotes serving fellow human beings is serving god			
34	I explain the lives of saints (holy people) so that my students believe in god as the saints did			
35	I thank god for the gift of life in the presence of god when they greet me on my birthday			
36	I with my students pray before the class			
37	I with my students pray after the class			
38	I pray with the class for success in the exams of the X std, students			
39	I along with the students spend a few minutes in silent reflection during the school assembly			
40	I explain to the students that prayer helps in ameliorating the consequences of natural calamities (earthquakes, floods etc.)			
41	I see to it that pupils of different religions, caste, and states live like brothers and sisters			
42	I encourage students to call upon god in every circumstance of life to get his blessings			
43	I display on the class notice board materials regarding God			
44	I exhort the students to love god with their hearts and minds as the saints have done when their feast occurs			
45	I explain the purification from sin is an act pleasing to god as all religions practice it			
46	I explain that god is the true light during diwali celebrations			
47	I suggest to the students to shun vice so that they be holy as God is holy			
48	I explain the various feasts celebrated in the country to students to gain knowledge of god			
49	I cite the examples of the saints who pray			
50	I urge the students to have the right conscience when events like murder take place			
51	I dissuade them to join any kind of riots as they harm fellow human beings			
52	I urge the students to follow the true percepts of their respective religions			
Loving kindness				
53	My interaction with the students creates true rapport			
54	I collaborate affectionately with the students			
55	My pupils know that they are loved by me			

56	My pupils consider the school as a second home because of the love they receive from me			
57	My love for the pupils is directed towards their achieving arduous goals of life			
	I take pains to see that the students take responsibility for their life by :			
58	Checking whether they do their daily lessons			
59	Checking whether they prepare a daily study time-table			
60	Assigning them tasks to do within their capacity			
61	Giving them positions of responsibility			
62	I show patience in dealing with the troublesome students			
63	I make it a point to appreciate any good performance of my students			
64	I treat the students with kindness in spite of the rebuffs received from students with difficult character			
65	I create a friendly atmosphere with personal contacts with them			
66	I take pains to avoid dominating attitude with the students			
67	I do not give dogmatic criticism on the behavior of the students			
68	I am more loved by the pupils than feared			
69	I converse with the pupils as friends			
70	I am firm but kind			
71	I overtake many faults of the students			
72	I lovingly take lead in the activities of the students			
73	I correct the faults of my students in a gentle way			
74	The corrections given by me are not resented by the students			
75	My advice is sought by the past pupils in their difficult moments			
76	I take trouble to see that the poorer students have sufficient books, clothes and stationary			
77	I have won over the confidence of my students by loving kindness			
	The students confide in me :			
78	Their doubts			
79	Their fears			
80	Their anxieties			
81	Their secrets			
82	Weaknesses of their character			
83	I yearn for the return of the sick students			
84	I visit the pupils who are sick			
85	I put up with the weariness I feel in working with the students			
86	There is a past pupils unit in the school			
87	The past pupils gather for a get-together once a year with me			
88	The past pupils return to visit their alma mater			
89	The past pupils keep corresponding with me			
90	The past pupils take part in the activities of the school like the school day and the sports day			
91	I accept the students just as they are			

92	I win esteem of the students by learning their names			
93	I take pleasure in being in the company of students			
94	I give security to the students with my presence			
95	I give students freedom and scope to love and develop			
	I create an atmosphere of love:-			
96	By caring for their welfare			
97	By showing appreciation			
98	By saying kind words			
99	I join pupils informally when they are free from class			
100	I participate informally in the activities of the students			
101	I avoid creating barriers of age by taking interest in their pursuits			
102	I do not create barriers of relationship with my authority as a teacher			
103	I do not beat/strike students			
104	I am lenient towards weaknesses of the students			
105	I empathize with the students whenever they are in trouble			
106	I supervise the students with concern so that they may not fall into trouble			
107	I show a serene appearance amidst worst mistakes of students			
108	I take trouble to prepare for the celebrations of the school to increase the joy of the students			
	I foster with my personal example			
109	Sincerity in the students			
110	Openness in the students			
111	Loyalty in the students			
112	My students and I have a mutual feeling of being at home in each other's company			
113	There is a mutual feeling of affection between my students and me			
	During recreation			
114	I mix freely with the students			
115	I do not allow the students to sit idle in the class room			
116	I allow and encourage the students to run, jump and play in the playground			
117	I take part in their youthful interests			
118	I whisper in the ear of the student a few words of advice that is particularly needed for him/her			
119	I counsel the student who approaches me on a one-to-one basis			
120	I take special interest in the weak students by coaching them			
121	I discuss with each student the grades obtained in the tests with a view to improve his/her performance			
122	I question the weak students daily in class to clear their doubts			
123	I make the weak students to sit in the front row so that they may pay greater attention			
124	I appoint a clever student to look after a weak student			
125	I seek a remedy to help the student who is in trouble			
	(note :- the educative community means a community			

	formed by the management, staff, parents, well-wishers and students. They have a common goal, common spirit, and common method of education)			
	The educative community and I have common			
126	Goals of education			
127	Method (procedure) of education			
128	Spirit of unity among ourselves			
129	The educative community and I evaluate the chalked out programme of education at the end of each term			
130	I supervise the election of the leaders of the groups/associations in the school that are under my charge			
131	I arrange that the groups/associations have regular meetings			
132	I attend the meetings conducted by the groups/associations			
133	I foster unity among the different teams of the school by seeing to it that the playing fields are shared according to the needs of each team			
134	I help groups/associations to discuss freely and frame the rules which they have to observe			
135	I join the get-together organized class-wise/group wise			
136	I help the group of monitors to help in the class discipline			
137	I allow spontaneity in the group activities of the students			
138	I permit the students to express their identity without any inhibition in the group activities			
139	I allow self direction during group activities			
140	I promote self determination during group activities			
141	I foster democratic sense during group activities			
142	I foster respect for each other during group activities			
143	I allow pupils to make their own choices during group activities			
144	I foster dialogue between equals during group activities			
145	I foster in the students the understanding that their companions as their own during group activities			
146	I foster leadership of students during group activities			
147	I foster creativity of students during group activities			
148	I foster shared responsibility among students during group activities			
149	I foster commitment to serve others during group activities			
150	I take care to see that punishment if given is proportionate to the fault committed			
151	I do not punish the whole class but only the particular defaulter			
152	I make sure that any punishment given is of short duration			
153	I punish in such a way that the students have hope of pardon			
154	I make the student understand that the punishment given is out of duty and not out of revenge			

155	I punish students only when I feel that the punishment is absolutely necessary			
156	I praise the students as a reward			
157	I record their good deed in the school handbook as a reward			
158	I take care that the students are well aware of the rewards too.			
159	I take care that the disciplinary measures are clearly made known to the students			
160	I withhold for sometime giving responsible position to the offender as a punishment			
	I avoid disrespectful punishments of the following kind			
161	Making the pupil kneel in a painful position			
162	Pulling the pupil's ears			
163	I show sufficient maturity whenever I deal with the students			
164	My presence with the students is not seen by them as of a spy			
	My presence			
165	In class helps me to make formal interventions on behalf of students			
166	In the recreation helps me to make informal interventions on behalf of students			
167	With the students helps them attain maturity			
168	I watch over the students in such a way that bad companions do not influence others			
	My presence			
169	With the students helps me to involve myself with the students			
170	With the students in the get-together make them enjoy better			
171	With the students helps me show them that I enjoy what they love			
	My relationship with the students			
172	Is informal (not standing on ceremonies)			
173	Is affectionate in feeling			
	I respect			
174	The rights of students			
175	The freedom of students			
176	The person of the student and vice-versa			
	I foster creativity of the students in different ways by making them			
177	Draw and paint			
178	Write essays and poems			
179	Plan a programme			
180	Put up an exhibition			
	I motivate the students by			
181	Narrating lives of great men/women			
182	Giving reasons to motivate rightly			
183	Explaining the meaning of life			
184	I communicate with the students in every situation			
185	I give information regarding the different situations that arise			
186	I programme certain activities of the students to keep			

	them active			
187	I take the lead when necessary in the activities of the students			
188	I guide the activities of the students			
189	I animate the students with a view to form their character			
190	I make suggestions for the growth of the students			
191	I awaken the responsibility of the student by making him/her aware of it			
192	I make it a point to see that the young student is the leading agent in the management of his/her own life			
193	I am looked up to (respected) by the students because they like my behavior			
194	I am self disciplined so is the student			
	The student avails himself of my presence			
195	For guidance			
196	For help in difficulty			
197	For learning			
	I avail myself of the presence of the student to learn			
198	How the student behaves			
199	How the student thinks in certain situations			
200	I illumine the path of the students by an exemplary life			
	I liberate the student from slavery			
201	Of negative influence like smoking			
202	Of acquired bad habits like laziness			
203	Of defects by correction			
204	To external structures by inculcating reflection and thinking			
	I set before the students challenging goals			
205	In the academic standards			
206	In co-curricular activities			
207	In social activities			
208	In attaining high deals			
209	In striving to acquire virtue			
210	In bringing out their potentialities			

APPENDIX VII

ONLINE TEST

www.donboscoway.dbit.in/moodle/login/index.php

The above is the site for the online test on Don Bosco and his Educational Approach. The test is out of 50 marks and it is a multiple choice test. The result shows how much one knows about Don Bosco and his Educational Approach.

APPENDIX VIII
REACTION SCALE
OBJECTIVE 4 (MANAGEMENT)

No	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	The school caters to the poor students					
2.	Your school is following the preventive system					
3.	Your school is following the repressive system					
4.	Your school is following the expressive system					
5.	In your school the student is the center of learning					
6.	In your school the Management shows interest in the running of the school					
7.	In your school the Management single handedly run the school					
8.	In your school the Management is aware of the schools vision, mission and objectives					
9.	The institution has considered and formulated the aims and objectives					
10.	The aims and objectives are in keeping with Don Bosco's philosophy of education					
11.	The aims and objectives are related to the needs of the students					
12.	The aims and objectives are adopted to the needs of the day					
13.	The Management selects staff according to their professional and individual ability to attain the aims of the institution					
14.	The Staff is motivated to feel responsible for achieving the aims					
15.	The Management conducts					

	orientation programmes regarding Don Bosco's system					
16.	The aims and objectives are communicated to the parents					
17.	The aims and objectives are regularly evaluated					
18.	The parents seek to admit their children in your school because of its aims and objectives					
19.	The school's programmes help the students to achieve the aims of the institution					
20.	The success of the institution is measured in terms of its achievement of the aims					
21.	The teaching community offers and witnesses to Don Bosco's philosophy of education					
22.	A family atmosphere with good inter relationship prevails					
23.	The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life					
24.	The teachers are motivated with proper incentives					
25.	The teachers participate with enthusiasm					
26.	There is good rapport within the educational community					
27.	The Principal/Headmaster divides his/her time suitably between administration and supervising duties					
28.	S/He fosters professional growth					
29.	S/He treats the Staff and students with respect					
30.	S/He involves the Staff and students in the yearly planning					
31.	Punishments are given very freely to the students					
32.	The school caters to the overall development of the school					
33.	The school encourages co-curricular activities					
34.	A very good rapport exists					

	between the Management and the Staff					
35.	A very good rapport exists between the Staff and Students					
36.	The Staff is always present with the students					
37.	The Staff is well-qualified					
38.	The Staff caters to the weak students					
39.	The school encourages creativity from the students					
40.	The school gives an opportunity to practice leadership.					
41.	The school has a spirit of joy and optimism					
42.	The school caters to the physical development of the students					
43.	The school caters to the cultural development of the students					
44.	The school caters to the religious development of the students					
45.	The Management runs the school according to its rules and objectives.					
46.	The students are trained to be good citizens					
47.	The students are trained for life					
48.	The students are trained to contribute to the society					
49.	The PTA body exists in the school					
50.	The PTA is involved in the running of the school					
51.	The Management has a good rapport with the parents					
52.	There is a Past pupils association in the school					
53.	The Past pupils are always welcome to the school					
54.	The Past pupils are treated with respect					
55.	The Past pupils are permitted to use premises with the permission					
56.	The Past pupils are welcomed to be part of the school activities					
57.	The Past pupils are a very active body of the institution					

58.	The Management has a good rapport with the neighbouring schools					
59.	The Management has a good rapport with other NGOs					
60.	The Management has a good rapport with the educational department					
61.	The Management updates the Staff members regularly					

OBJECTIVE 4 REACTION SCAE (STAFF)

No.	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	The school caters to the poor students					
2.	Your school is following the preventive system					
3.	Your school is following the repressive system					
4.	Your school is following the expressive system					
5.	In your school the student is the center of learning					
6.	In your school the Management shows interest in the running of the school					
7.	In your school the Management single handedly run the school					
8.	In your school the Management is aware of the schools vision, mission and objectives					
9.	The institution has considered and formulated the aims and objectives					
10.	The aims and objectives are in keeping with Don Bosco's philosophy of education					
11.	The aims and objectives are related to the needs of the students					

12.	The aims and objectives are adopted to the needs of the day					
13.	The Management selects staff according to their professional and individual ability to attain the aims of the institution					
14.	The Staff is motivated to feel responsible for achieving the aims					
15.	The Management conducts orientation programmes regarding Don Bosco's system					
16.	The aims and objectives are communicated to the parents					
17.	The aims and objectives are regularly evaluated					
18.	The parents seek to admit their children in your school because of its aims and objectives					
19.	The schools programmes help the students to achieve the aims of the institution					
20.	The success of the institution is measured in terms of its achievement of the aims					
21.	The teaching community offers and witnesses to Don Bosco's philosophy of education					
22.	A family atmosphere with good inter relationship prevails					
23.	The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life					
24.	The teachers are motivated with proper incentives					
25.	The teachers participate with enthusiasm					
26.	There is good rapport within the educational community					
27.	The Principal/Headmaster divides his/her time suitably between administration and supervising duties					
28.	S/He fosters professional growth					
29.	S/He treats the Staff and					

	Students with respect					
30.	S/He involves the Staff and Students in the yearly planning					
31.	Punishments are given very freely to the students					
32.	The school caters to the overall development of the school					
33.	The school encourages co-curricular activities					
34.	A very good rapport exists between the Management and the Staff					
35.	A very good rapport exists between the Staff and Students					
36.	The Staff is always present with the students					
37.	The Staff is well-qualified					
38.	The Staff caters to the weak students					
39.	The school encourages creativity from the students					
40.	The school gives an opportunity to practice leadership.					
41.	The school has a spirit of joy and optimism					
42.	The school caters to the physical development of the students					
43.	The school caters to the cultural development of the students					
44.	The school caters to the religious development of the students					
45.	The Management runs the school according to its rules and objectives.					
46.	The students are trained to be good citizens					
47.	The students are trained for life					
48.	The students are trained to contribute to the society					

OBJECTIVE 4 REACTION SCLAE (PTA)

Sr.no.	Statements	Strongly agree	agree	Undecided	Disagree	Strongly disagree
1.	The school caters to the poor students					
2.	The school is following the preventive system					
3.	The school is following the repressive system					
4.	The school is following the expressive system					
5.	In the school the student is the center of learning					
6.	In the school the management shows interest in the running of the school					
7.	In the school the management single handedly run the school					
8.	In the school the management is aware of the schools vision, mission and objectives					
9.	The institution has considered and formulated the aims and objectives					
10.	The aims and objectives are in keeping with Don Bosco's philosophy of education					
11.	The aims and objectives are related to the needs of the students					
12.	The aims and objectives are adopted to the needs of the day					
13.	The Staff is motivated to feel responsible for achieving the aims					
14.	The Management conducts orientation programmes regarding Don Bosco's system					
15.	The aims and objectives are communicated to the parents					
16.	The parents seek to admit their children in your school because of its aims and objectives					
17.	The schools programmes help the students to					

	achieve the aims of the institution					
18.	The teaching community offers and witnesses to Don Bosco's philosophy of education					
19.	A family atmosphere with good inter relationship prevails					
20.	The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life					
21.	The teachers are motivated with proper incentives					
22.	The teachers participate with enthusiasm					
23.	There is good rapport within the educational community					
24.	The principal/headmaster divides his/her time suitably between administration and supervising duties					
25.	S/He treats the Staff and Students with respect					
26.	S/He involves the Staff and Students in the yearly planning					
27.	Punishments are given very freely to the students					
28.	The school caters to the overall development of the school					
29.	The school encourages co-curricular activities					
30.	A very good rapport exists between the Management and the Staff					
31.	A very good rapport exists between the Staff and Students					
32.	The Staff is always present with the students					
33.	The Staff is well-qualified					
34.	The Staff caters to the weak students					
35.	The school encourages creativity from the students					
36.	The school gives an					

	opportunity to practice leadership.					
37.	The school has a spirit of joy and optimism					
38.	The school caters to the physical development of the students					
39.	The school caters to the cultural development of the students					
40.	The school caters to the religious development of the students					
41.	The students are aware of Don Bosco's system of education					
42.	The students are trained to be good citizens					
43.	The students are trained for life					
44.	The students are trained to contribute to the society					
45.	The PTA body exists in the school					
46.	The PTA is involved in the running of the school					
47.	Meetings with the general body of the parents are held often					
48.	The parents are allowed to meet the teachers					
49.	The Management has a good rapport with the parents					

OBJECTIVE 4 REACTION SCLAE (PAST PUPILS)

OBJECTIVE 4 PAST PUPILS						
No.	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	The school caters to the poor students					
2.	The school is following the preventive system					
3.	The school is following the repressive system					
4.	The school is following the expressive system					
5.	In the school the student is the center of learning					
6.	In the school the Management shows interest in the running of the school					
7.	In the school the Management single handedly run the school					
8.	In the school the Management is aware of the schools vision, mission and objectives					
9.	The institution has considered and formulated the aims and objectives					
10.	The aims and objectives are in keeping with Don Bosco's philosophy of education					
11.	The aims and objectives are related to the needs of the students					
12.	The aims and objectives are adopted to the needs of the day					
13.	The staff is motivated to feel responsible for achieving the aims					
14.	The Management conducts orientation programmes regarding Don Bosco's system					
15.	The aims and objectives are communicated to the parents					
16.	The parents seek to admit their children in your school because of its aims and objectives					

17.	The schools programmes help the students to achieve the aims of the institution					
18.	The teaching community offers and witnesses to Don Bosco's philosophy of education					
19.	A family atmosphere with good inter relationship prevails					
20.	The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life					
21.	The teachers are motivated with proper incentives					
22.	The teachers participate with enthusiasm					
23.	There is good rapport within the educational community					
24.	The Principal/Headmaster divides his/her time suitably between administration and supervising duties					
25.	S/He treats the Staff and Students with respect					
26.	S/He involves the Staff and Students in the yearly planning					
27.	Punishments are given very freely to the students					
28.	The school caters to the overall development of the school					
29.	The school encourages co-curricular activities					
30.	A very good rapport exists between the Management and the Staff					
31.	A very good rapport exists between the Staff and Students					
32.	The Staff is always present with the students					
33.	The Staff is well-qualified					

34.	The Staff caters to the weak students					
35.	The school encourages creativity from the students					
36.	The school gives an opportunity to practice leadership.					
37.	The school has a spirit of joy and optimism					
38.	The school caters to the physical development of the students					
39.	The school caters to the cultural development of the students					
40.	The school caters to the religious development of the students					
41.	The students are aware of Don Bosco's system of education					
42.	The students are trained to be good citizens					
43.	The students are trained for life					
44.	The students are trained to contribute to the society					
45.	The PTA body exists in the school					
46.	There is a Past pupils association in the school					
47.	The Past pupils are always welcome to the school					
48.	The Past pupils are catered with respect					
49.	The Past pupils are permitted to use the premises with permission					
50.	The Past pupils are welcome to be part of the school activities					

OBJECTIVE 4 REACTION SCLAE (STUDENTS)

Sr. No.	Statements	Strongly Agree	Agree	undecided	Disagree	Strongly Disagree
1	The school caters to the poor students					
2	Your school is following the preventive system					
3	Your school is following the repressive system					
4	Your school is following the expressive system					
5	In your school the student is the center of learning					
6	In your school the Management shows interest in the running of the school					
7	In your school the Management single handedly run the school					
8	In your school the Management is aware of the schools vision, mission and objectives					
9	The institution has considered and formulated the aims and objectives					
10	The aims and objectives are in keeping with Don Bosco's philosophy of education					
11	The aims and objectives are related to the needs of the students					
12	The aims and objectives are adopted to the needs of the day					
13	The Staff is motivated to feel responsible for achieving the aims					
14	The Management conducts orientation programmes regarding Don Bosco's system					
15	The aims and objectives are communicated to the parents					
16	The parents seek to admit their children in your school because of its aims and objectives					
17	The schools programmes help the students to					

	achieve the aims of the institution					
18	The teaching community offers and witnesses to Don Bosco's philosophy of education					
19	A family atmosphere with good inter relationship prevails					
20	The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life					
21	The teachers are motivated with proper incentives					
22	The teachers participate with enthusiasm					
23	There is good rapport within the educational community					
24	The Principal/Headmaster divides his/her time suitably between administration and supervising duties					
25	S/He treats the Staff and Students with respect					
26	S/He involves the Staff and Students in the yearly planning					
27	Punishments are given very freely to the students					
28	The school caters to the overall development of the school					
29	The school encourages co-curricular activities					
30	A very good rapport exists between the Management and the Staff					
31	A very good rapport exists between the Staff and Students					
32	The Staff is always present with the students					
33	The Staff is well-qualified					
34	The Staff caters to the weak students					
35	The school encourages creativity from the students					
36	The school gives an					

	opportunity to practice leadership.					
37	The school has a spirit of joy and optimism					
38	The school caters to the physical development of the students					
39	The school caters to the cultural development of the students					
40	The school caters to the religious development of the students					
41	The students are aware of Don Bosco's system of education					
42	The students are trained to be good citizens					
43	The students are trained for life					
44	The students are trained to contribute to the society					

APPENDIX IX

SEMI STRUCTURED INTERVIEW SCHEDULE

Objective -5

1. When did the school begin?
2. What are the vision statement/mission statement/aims and objectives?
3. Where is it situated?
4. Is the school aided /unaided?
5. Describe the structure of the school in the beginning and now.
6. How many class divisions do you have?
7. Do you have the necessary infrastructure to run the school?
8. What kind of students do you cater to?
9. From where do you get the funds to run the school?
10. Is the school financially viable?
11. Do you grant concession to poor students?
12. Do you have an admission policy? Mention a few salient features.
13. What are your priorities in selecting the Staff?
14. Is the Staff given an orientation on Don Bosco's method of education?
15. Is the Staff frequently evaluated? How?
16. Have the staff members answered the online test on Don Bosco's system?
17. Does the staff have an adequate knowledge of Don Bosco's method of education?
18. How would you rate the presence of the staff with the students?
19. Does the staff have a sufficient background of the students?
20. Does the staff mix around freely with the students?
21. Can the staff identify slow learners?
22. How does the staff deal with slow learners?
23. Has the Staff attended any seminars regarding how to deal with students with L.D.?
24. Is the staff encouraged to participate in courses and seminars? Name a few.
25. How is the relationship between the Management and Staff?
26. How is the relationship among the staff members?
27. How is the relationship between the staff and students?
28. Are all the staff members qualified?
29. Is there a spirit of joy and optimism in the school?
30. Do the members of the Management mingle with the students during the breaks?
31. Does the Manager meet the students of higher classes?
32. What role does religion play in your school?
33. Are the rules and regulations of the school clearly mentioned in the calendar?
34. Do you feel that your school is preparing the students for life?
35. What methods does the staff employ in teaching?
36. What measures are used to enforce discipline?
37. Does your school have a punishment policy?
38. Do the teachers regularly punish the students?
39. What steps are taken to correct erring teachers?
40. Do the students feel loved by the staff?
41. Is the school catering to the overall development of the students?
42. What do you do to inculcate moral uprightness in the school?
43. What measures do you take to develop physical and aesthetic talents?
44. How do you foster intellectual skills and competences of the students?
45. Are the students trained in occupational skills? Mention/explain.
46. How does the school foster cultural development and social integration?

47. What activities aim at training the head of the students?
48. What activities aim at training the heart of the students?
49. What activities aim at training the hand of the students?
50. What role does the PTA play in the school?
51. What difficulties do you face in employing the preventive system in the school?
52. Can you say that there is an atmosphere of a joyful learning experience in your school?
53. How much importance is given to a value based education? Explain.
54. Can you say that a family spirit exists in your school?
55. Do you follow the norms laid down by the education department and the province?
56. Do you meet with obstacles or interference from the Management in the running of the school?
57. Do you have a school committee?
58. Do you have a Managing committee?
59. Does the Rector and Administrator have a role to play in the school?
60. Does the school maintain the required documents and records?
61. How would you term your relationship with the neighbouring schools, education department and other NGO's? Explain.

APPENDIX X
OBSERVATION SCHEDULE

CRITERIA	
Time-table	
Assembly	
Workload	
Curriculum	
Teaching methods	
Activities	
Behaviour	
Punishments	
Relationships	
Teachers	
Office records	
Past pupils	
PTA	
Weak students	
General atmosphere	

APPENDIX XI

FOCUSED GROUP DISCUSSION STAFF

- 1.What system of education did Don Bosco start?
2. What are the three pillars of Don Bosco's education system?
- 3.How do you employ reason in the school?
- 4.How much importance is given to religion in your school?
- 5.How do you employ loving kindness in your school?
- 6.Do know your students personally?
- 7.Do you make an effort to intervene personally in their lives?
- 8.Do you identify weak students? How?
- 9.What intervention do you have for the weak students?
- 10.How would you term the relationship between students and staff?
- 11.What is the role of punishments in your school?
- 12.What means of punishments do you use in your school?
- 13.Are you happy with the school timing/time-table?
- 14.How would you term the relationship between staff and management?
- 15.Does the management know you personally?
- 16.What methods of teaching do you use?
- 17.How much importance is given for counseling in the school?
- 18.How much importance is given to the career guidance in the school?
- 19.To what extent the parents are involved in the school?
- 20.How does your school bring about social transformation?
- 21.How does your school help students to defend human rights?
- 22.How does your school help students to be the agents of social change?
- 23.Is there education for peace in your school?
- 24.Is there education to love in your school?
- 25.Is there education for social communication/mass media in your school?
- 26.Is there a balance between academics and activities in your school?
- 27.Are all the sections given equal importance?
- 28.Who is the center of education in the school?
- 29.What are the benefits of the house system in the school?
- 30.What roles do the school leaders play in the school?
- 31.Name the things that you like in the school.
- 32.Name the areas in your school that need improvement.

Objective no. 5
FOCUSED GROUP DISCUSSION FOR STUDENTS

1. Who runs the school?
2. Which congregation/society do the fathers belong to?
3. Who is the founder of this congregation?
4. What system of education did he start?
5. Do you know which are the three pillars of his education system?
6. How is reason being used in the school?
7. How much importance is religion given in the school?
8. Do you witness loving kindness? How?
9. How would you describe the atmosphere in the school?
10. In what way is your school different from the other schools?
11. Are you happy with the school timing/time-table?
12. How would you rate the teachers?
13. What teaching method do your teachers use?
14. Does your school stress only on academics?
15. What activities are conducted in your school?
16. What is the role of punishment in your school?
17. Are you punished publically?
18. How is the relationship between students and teachers?
19. Can you say that your teachers have personal contact with you?
20. How many fathers are there in the campus?
21. Can you say that the fathers are in touch with you?
22. Does the school have the counsellor?
23. Do you have an opportunity to consult the counsellor?
24. What facilities are for career guidance?
25. Do your parents have the role to play in the school? What?
26. Does your school bring about social transformation? How?
27. Does your education teach you to defend human rights?
28. Is there education for peace in your school?
29. Is there education to love in your school?
30. Is there education for mass media/social communication?
31. What new trends do you see in your school?
32. Name the things you like about your school.
33. Name the things to improve in your school.

APPENDIX XII**INVENTORY****Inventory**

I. GENERAL INFORMATION	
Name of the school	
Complete address	
Telephone No	
Website	
Email_id	
Year of Establishment	
Kind of school	
Name of the manager	
Name of the Principal	
Does the school have a minority certificate?	
In which year was it obtained?	
Recognition of Govt.	
Recognition from S.S.C. Board	
Registration No & Date	
If not aided is there a proposal to get aid?	
Give details	
School Building Ownership :- Owned by Management/Owned by School/Rented	
Name of the Trust managing the school	
Trust Registration No & Date _ Section wise	
School Building Area	
If there is more than one School in the same building	
Does the school have a Pre- Primary section?	:
Medium of Instruction	
Number of Standards	
School Timings:- Full Day/Half Day	
Number of Shifts & Timings	
School Timings, since when?	
School Uniform Section wise (colour code)	

Has it been changed? Since when? Reasons for change...					
Name the BIS correspondent of the school					
Does the school have a grievance cell? (Yes / No) Mention any complaints of the school					
Does the school have a PTA committee (Yes / No) <i>Refer to attached list (section wise)</i>					
Does the school have a school committee (Yes / No)					
STUDENTS PARTICULARS					
Students particulars	No of Division	No of Christians		No of Non-Christians	
		Boys	Girls	Boys	Girls
Junior K.G.					
Senior K.G.					
TOTAL					
Std I					
Std II					
Std III					
Std IV					
TOTAL					
Std V					
Std VI					
Std VII					
Std VIII					
Std IX					
Std X					
Total					
Std XI/XII Arts,					
XI/XII Sci					
XI/XII Com					
TOTAL					
No of SC and ST students (Section wise)					
Has the School reserved 25% seats for poor children? (Yes / No)					
Are there cases pending with the State/Government/Education Dept? If so, give details. NO					
Are there any new initiative / ventures planned / started in the school this year?					
Annual Result:-	No of students	No Promoted	No Detained	% of Promotion	
Std I					

Std II					
Std III					
Std IV					
Std V					
Std VI					
Std VII					
Std VIII					
Std IX					
Std X					
Staff information	No of Staff:-	Catholic	Non-Catholic	Total	
	PRE PRIMARY SECTION				
	PRIMARY SECTION				
	SECONDARY SECTION				
	JUNIOR COLLEGE				
Has the school started the right-based education programme :-					
MENTAL HEALTH					
Does the school have a mental health programme? Which are they?					
Have the teachers been trained to handle students with learning disabilities?					
How many students are certified L.D. by a govt. hospital?					
Class	No. Of Students	Class	No. Of Students	Class	No. Of Students
Std I		Std V		Std VIII	
Std II		Std VI		Std IX	
Std III		Std VII		Std X	
Std IV					
Does the School have counselors?					
Names of the counselors					
The following have been planned/implemented:-		How Often		No attended	
Staff meetings for animation					
Staff meeting for administration					
Courses on teaching English Grammar (Primary)					
Workshop on teaching Science					
Computer training for teachers by INTEL					
Workshop on inclusive education by Spastic Society India					
Workshop by Bhabha Institute Of Science Education					
Workshop on use of Internet in English Language by British Council Of India					

Seminar on Preventive System/bringing up children - K.G & Primary Trs			
Courses on relationships			
Seminar on Value Education/Media Education			
Seminar on Education Policies/Syllabus/Evaluation for Language & History Trs			
Recollection day/retreat			
Staff excursion			
Does the school have a neighbourhood school programme?			
Does the school have an admission policy?			
Does the school have a Behavior Management policy?			
Does the school have a punishment policy (Yes / No)			
SCHOOL AMENITIES			
AUDIO-VISUALS			
Tick off the equipments the school possesses: (Number in brackets)			
Intercom system		Tape recorder	
Overhead Projector		Mikes & Loudspeaker Film Projector	
Television Set		Epidiascope	
Any other		Record Player	
LCD			
COMPUTERS			
The School has computer classes?		Number of Computers 1	
Office			
School			
TEACHING AIDS			
The School has sufficient maps/charts/models for effective teaching in the following subjects:-		Yes how many?	No
Science			
Computer Science			
Geography			
Mathematics			
History			
Civics			
English			
National Language			
Regional Language			
Any other			
The school has the necessary equipment/instruments for the following:-			
Drawing/Craft/Needlework			

The library has a library sets (of books) for each class.			:
PHYSICAL TRAINING/SPORTS			
Tick off the games played by the students of your school:-			
Football		Cricket	
Basketball		Throw ball	
Baseball		Softball	
Handball		Square ball	
Dodge ball		Volleyball	
Badminton		Tennis	
Ring Tennis		Table-Tennis	
Carrom		Draughts	
Chess		Atya Patya	
Kho-Kho		Langadi	
Individual Games		Any other	
Does the school celebrate an Annual Sports Day/Sports Festival?			
Does the school participate in Inter-School Sports/Tournaments?			
If so specify: PUNE DISTRICT/PSSA			
Event / Game			
Hockey			
Football			
Cricket			
Basketball			
Volleyball			
Chess			
Table-Tennis			
Athletics			
Does the school have Inter-Class matches/tournaments?			
Does the school organize Inter-House tournaments?			
CO-CURRICULAR / EXTRA CURRICULAR ACTIVITIES			
Tick off the activities offered by your school:			
Scouts		Book Bank	
Road Safety Patrol (RSP)		Class Magazine	
N.C.C.		School Magazine	
School Band		Literary Club	
Co-operative Stores		Quiz Competitions	
First-Aid		Symposiums	
Sanchayika		Science Club	

Social Service		Nature Club	
Annual Day		Essay Competitions	
Commemoration of Imp days		Dramatics:English	
		Hindi	
Hiking		Regional Language	
Camps		Debates	
Field Trips		Sc Projects/Exhibitions	
Judo		Film appreciation	
Karate		Elocution: English	
Yoga		Hindi	
Dance Training		Regional Language	
Music Training		Lectures / Seminars	
S.U.P.W.		Any other	
Cultural Programmes			

Does the school operate on the House/Class System?	
Are House/Class marks given regularly for all competitions?	
Are the Jayantis of each House celebrated by the students of the respective houses?:	
Is the National Anthem sung daily with due respect?	
Are the National Festivals celebrated in school? If so, specify: RAKSHA BANDHAN, DIWALI	
Republic Day	
Independence Day	
Childrens' Day	
State Day	

Social Relevance Programmes/Activities conducted to inculcate Social Relevance in the students.	A	B	C	D	E
** Guidance given in moral/catechism classes					
** Guidance given in individual interviews					
** Guidance given in good-morning talks					
** Guidance given in retreats/recollections					
** Guidance given in certain language lessons					
** Guidance given in certain history lessons					
** Seminar/symposium on some socially relevant topic					
** Visit to slums/hospitals/villages/handicapped/reformatory schools, etc.					
** Camps in villages					
** Social work for the uplift of the poor, the handicapped, etc.					
** Programmes of games, dramatics, etc, arranged for slum & Poor					

children/One month programme for a particular cause.					
Name of the Catechetical Moderator					
The School had a meeting of the Catechism/Value Edn Teachers at the beginning of the school year.:					
If so, were the following planned? :					
** School Catechetical Day :					
** Periodic meeting of Teachers :					
** Method of animating liturgy & the ones responsible for it :					
** Religious groups / sodalities					
** Retreat / Recollection Days					
There is a catechism/value education syllabus in the school calendar. (Diocesan sylbus):					
The Teachers use charts / filmstrips & other A.V. Aids.					
Vocations:-					
The school has a Vocation Director.					
Name of Vocation Director					
The Rector animates Vocation Promotion by means of: TALKS/ INTERVIEWS/ CONFERENCES					
Students sent to the Apostolic School:					
Std	VIII	_____	Std	IX	
Std	IX	_____	Std	XII	
Std	X	_____	Post	XII	
Students sent to the Diocesan Seminary :NIL					
Students sent to other Religious Orders : NIL					
Vocations are being fostered through: (write Y or x) Personal witness (Y); Talks (Y); Guidance (Y); Retreats (Y); Notice Boards (Y); Vocation Day (Y); Camps (Y); or					
Vocational Guidance:-					
a)	We have trained personnel for Vocation Guidance :				
b)	Tests are administered regularly to students :				
c)	Results of the tests are communicated to students :				
d)	There is a proper process of dissemination of information to students regarding careers available :				
e)	Introducing to the World of Works part of the syllabus				

Any comments?	
<u>Name and address of the institution</u>	
Date	

APPENDIX XIII**CHECKLIST (2)**

Sr. No.	Statements	Yes	No	Undecided
1	The school has the prescribed number of classrooms.			
2	The classrooms are airy and of the prescribed size.			
3	The school has spacious corridors.			
4	The teaching Staff is selected by the Principal/Headmistress and the management			
5	The selection is made on the basis of the fitness of the candidate for the particular position			
6	The School has been organized on departmental lines			
7	The specified teacher pupil ratio is maintained			
8	The School recruits non-teaching Staff according to its needs			
9	Facilities in terms of quiet, space and equipment for easy flow of work exist.			
10	The school has the required offices viz. Principal's Office, Staff Room, School Office and Supervisor's Office.			
11	The school has a required number of trained teachers.			
12	The school is well furnished with dustbins at all required places.			
13	The school has clean drinking water facilities.			
14	The school has required number of toilets for boys and girls separately.			
15	The school has a decent playground for athletics , cricket, hockey, football, volleyball, basketball etc.			
16	The school has a decent hall for table tennis, badminton, chess etc.			
17	The school has a gymnasium.			

18	The school has a necessary equipment for gymnastics.			
19	The school has the necessary sports equipment for athletics , cricket, hockey, football, volleyball, basketball, table tennis, badminton, chess etc.			
20	The school has a canteen and a place to have meals.			
21	The school has stationery facilities.			
22	The school has the necessary office stationery.			
23	Adequate records are maintained			
24	Book keeping and recording are done regularly			
25	Records are systematically filed			
26	Old records are transferred to the archives			
27	Receipts are given for payments accepted			
28	Vouchers are received for payment made			
30	The school has a language laboratory.			
31	The school has a scout room.			
32	The school has a computer lab with internet facility.			
33	The school has a well-equipped library.			
34	The school has a decent number of books, reference books, classics, fiction, magazines, periodicals and newspapers.			
35	The school updates the library regularly			
36	The school has a class library.			
37	The school has a librarian to assist the students.			
38	The school has well equipped physics, chemistry and biology laboratories.			
39	The school has a maths lab.			
40	The school has a well equipped audio-visual hall.			
41	The school has necessary audio-visual equipments viz. television set, cd player, tape recorder, overhead projector, mikes and loud speakers, film projector , intercom system.			

42	The school has sufficient teaching aids in all the subjects viz. maps, charts and models.			
43	The school has the necessary equipments/instruments for drawing/craft/needle work, work experience, music, social service, scouting, R.S.P.,N.C.C. etc.			
44	The school has a well equipped stage for cultural events.			
45	The school has an infirmary and first aid facilities.			
46	The school has a bus.			

APPENDIX XIV

COLLAGE





VISION STATEMENT

WE, THE SALESIANS OF DON BOSCO INSPIRED BY THE PREFERENT LOVE OF CHRIST THE GOOD SHEPHERD FOR THE POOR, AND DON BOSCO'S PREDILECTION FOR POOR AND DISADVANTAGED YOUNG PEOPLE, ARE AN EDUCATING COMMUNITY COMMITTED TO THE EDUCATION OF THE WHOLE PERSON IN THE SPIRIT AND STYLE OF DON BOSCO. ACCOMPANYING THE YOUNG IN THEIR JOURNEY OF FORMATION TOWARDS BECOMING MATURE APOSTLES AMONG THEIR PEERS, BUILDERS OF A CHRISTIAN COMMUNITY AS WOMEN AND MEN OF CHRISTIAN CONSCIENCE, COMMITMENT, COMPETENCY, AND SOCIAL RESPONSIBILITY.

OUR MOTTO

GRAPHICALLY PICTURED IN THE SCHOOL LOGO, THE "BURNING TORCH" AND THE "BRIGHT LIGHT" ARE SYMBOLS OF THE VISION OF DON BOSCO PUNE.

ENLIGHTENMENT AND EXCELLENCE

THIS VISION INSTILLS IN EVERY STUDENT THE DEEP CONVICTION "LET YOUR LIGHT SHINE"

OUR MISSION STATEMENT

OUR GOAL THEREFORE, IS INTEGRAL EDUCATION, TO WHICH DON BOSCO PUNE IS PRIMARILY COMMITTED AND TOWARDS WHICH IT DIRECTS ALL TALENTS, ACTIVITIES AND ENERGIES.

INTEGRAL EDUCATION EMBRACES:

- ▶ INCULCATING MORAL UPRIGHTNESS,
- ▶ DEVELOPING PHYSICAL AND AESTHETIC TALENTS,
- ▶ FOSTERING INTELLECTUAL SKILLS AND COMPETENCE,
- ▶ TRAINING IN OCCUPATIONAL SKILLS,
- ▶ FURTHERING CULTURAL DEVELOPMENT AND SOCIAL INTEGRATION.

OUR EDUCATIONAL METHOD

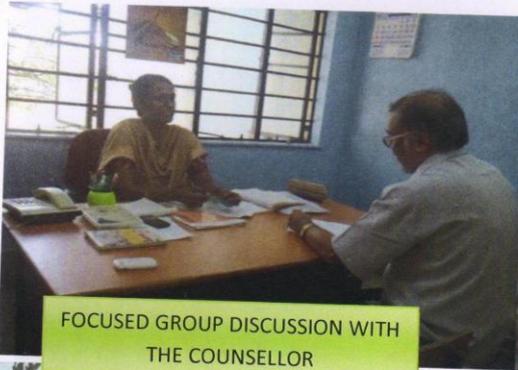
AT DON BOSCO PUNE, THE PROCESS OF EDUCATION CONSISTS IN INVOLVING YOUNG PEOPLE, THEIR PARENTS OR GUARDIANS TOGETHER WITH THE MANAGEMENT AND STAFF IN AN ATMOSPHERE OF FAMILY TO FORM AN EDUCATIVE COMMUNITY.

THE EDUCATIONAL METHOD HINGES ON THREE BASIC PRINCIPLES:

- ▶ REASON
- ▶ FAITH IN GOD
- ▶ LOVING KINDNESS

BASED ON THE CONVICTION THAT THE HEART OF EDUCATION IS THE EDUCATION OF THE HEART. DON BOSCO PUNE AIMS AT TRANSFORMING OUR STUDENTS INTO HONEST CITIZENS, WHO WILL TAKE THEIR RIGHTFUL PLACE AND PLAY A RESPONSIBLE ROLE IN SOCIETY.

FOCUSED GROUP DISCUSSIONS AND INTERVIEW



FOCUSED GROUP DISCUSSION WITH THE COUNSELLOR



INTERVIEW WITH THE SUPERVISOR



DON BOSCO HIGH SCHOOL AND JUNIOR COLLEGE, YERWADA



FOCUSED GROUP DISCUSSION WITH THE STAFF



FOCUSED GROUP DISCUSSION WITH THE STUDENTS

**DON BOSCO
KINDER GARTEN**

**DON BOSCO
PRIMARY SCHOOL**

**DON BOSCO
HIGH SCHOOL**

**DON BOSCO
JUNIOR COLLEGE**

