

## CHAPTER - VI

### CASE STUDIES

#### 6.1 Introduction

The case study is potentially the most valuable method known for obtaining a true and comprehensive picture of individuality. It makes an intensive investigation on the complex factors that contribute to the individuality of a social unit - a person, family, group, social institution or community. It is a form of qualitative analysis involving the very careful and complete observation of the institution in this study. It probes deeply and analyses the interaction between the factors that explain present status or that influence change or growth. After probing deeply into the factors and forces that condition the present status and analysing the sequences and inter-relationships of those factors, one can construct a comprehensive, integrated picture of the unit as it functions in the system. It makes possible a synthesis of many different types of data and may include the effects of many elusive personal factors in drawing inferences. "It is often helpful," observes Ent Whistle and Wilson (1977), "to start or end the investigation with detailed case studies."

In the present study, the investigator case studied four schools. The schools selected were the ones which are the most effective and the least effective from high schools and elementary schools. They were selected according to the condition that all the schools scoring above  $M + ISD$  are high effective and the schools falling below  $M - ISD$  are low effective, where  $M$  is the total mean score of the teachers appraisal scores for the schools and  $S.D.$  their standard deviation as mentioned in section 5.3. The school which has the highest score among them was considered to be the most effective one. The school having the least total score of the low effective groups was taken as the least effective one. One each from high schools and elementary schools were selected to case study. The selection of these schools also was checked with the grand total of the four groups total scores for high schools and the two groups total score for the elementary schools. The school ranking first was the most effective one and the one ranking the last was the least effective one. The schools so selected were school No. 1, 20 and school No. 9, 25, the most effective and the least effective from high schools and elementary schools respectively.

With regard to the term 'school effectiveness', the present study seeks to examine the extent of effectiveness

ranging from most effective to least effective in terms of the perceptions of teachers. These perceptions of effectiveness made by the teachers do not necessarily mean the ipso facto effectiveness of the school vis-a-vis the pupil performance in Board Examination, institutional planning or physical facilities. To illustrate, a school may have play field large enough for games like hockey etc. However, perceptions regarding the adequacy of this play field may vary, from most adequate to least adequate. Thus, it is not the play field which varies, but it is the perceptions of the play field that vary.

The techniques used to collect the information for the case study are the interview, and observation. In the high schools, the headmistress, three teachers, three students and three parents were interviewed separately, with the help of the case study. In elementary schools the headmistress and three teachers were interviewed. The information from the SAQ supplementary questionnaire and General Information Schedule also were very helpful for conducting the interview. At the end of the questionnaire survey, interviews helped to ensure that interpretations of statistical analysis fit in with the experiences of those more directly involved.

## 6.2 Descriptive Analysis Of Case Studies

In reporting 'the cases', the CERI frame work is followed in this chapter. First a brief description of the institutional characteristics, the origin, historical background, the special purpose if any is given. The findings of the interview conducted with the different persons are summarised and together with the ratings of the school is given under strong points and weak points. Then the observations of the investigator is given, followed by suggestions. After reporting the individual cases, a summary analysis of the data collected from the schools at the either end of the effectiveness continuum is made with a view to extracting 'critical incidents' tatics that discriminates the most effective from the least effective schools.

### 6.2.1 Case I

The case one selected for indepth study is the most effective high school, school No. 1.

School No. 1

Name of the School: St. Joseph's English Medium High School, Guntur.

#### 6.2.1.1. Background

St. Joseph's Girls' High School, English Medium, Guntur is the pioneer educational institution started by the sisters of Jesus, Mary and Joseph. A band of 7 dedicated Dutch missionaries came to the land of India to spread the love of God through their service to mankind. As they landed in India, and came to Guntur, they found no other apostolate as necessary and useful as Education, that too for girls, because the girls were a neglected section of humanity. So they started an Elementary school in 1906 with 43 pupils on rolls and 7 in the orphanage. In 1918, it was raised to a Higher Elementary school with 150 students on its rolls. In 1925 it was converted into a middle school. During 1928-30, the middle school was raised to a complete High School offering a variety of optionals with a strength of 750 students. In 1957-58, it was raised once again into a Higher secondary school and subsequently into a Multipurpose school. In 1968, it was once again converted to a High

School separating the Junior College in 1969 and shifting it to Nallapadu in 1970 due to lack of accommodation in the school campus.

It is one of the oldest English Medium schools in the Guntur town. The beginnings as in the case of any big institution were poor. The Inspection Reports, still preserved among the Annals of St. Joseph's Multipurpose school, dating back to 1914, go to prove the trying circumstances under which the few pioneer sisters had to labour. The Report mentions, "The School is composed of the children of the very poor and very uneducated, with a very poor beginning. The probationary teachers need very much, first in the direction of knowledge and second in the direction of Teaching Methods. The building is over-crowded and floors are appalling. The tiny windows are quite unhygienic".

The positive progress was already noted as is seen in the report of 1919, when the school was examined for grant-in-aid. "This is an Elementary school with classes 5,6,7 and 8 under a capable Secondary Grade Trained Headmaster with his three intelligent assistants. The school has a building of its own, a spacious hall, light and airy, built solely at the expense of the mission. A school garden,

where a variety of useful and ornamental plants are grown is attached to it."

The school developed gradually and it has a dedicated band of teachers, a beautiful building well furnished and equipped and a strength of 1500 students on its rolls.

It is the oldest recognised English Medium school in the town. The school admits students to the school purely on merit and in keeping with its aim and on no other consideration like donations or gifts. The school hand book (1990) reveals its aims and special features:

It states:

"We aim at:

- Forming a society where in human rights are respected and principles of justice and equality are upheld, acknowledging the fatherhood of God and brotherhood of man.
  
- Imparting spiritual, moral, academic and aesthetic values through formal and non-formal courses, with emphasis on

courtesy, honesty, integrity and loyalty..

- Contributing our share towards National Integration and community harmony by promoting a mutual appreciation and understanding of different social, economic and religious groups.
  
- Imparting sound education and enabling the children to blossom into personalities under an organised and healthy environment and to make them confident, self reliant and well-disciplined citizens.
  
- Fostering the total development of the pupils who will be intellectually well informed, emotionally balanced and spiritually oriented to assume their duties everywhere as responsible citizens of our country".

#### 6.2.1.2 Strong Points

##### Awareness Of The Aim

The Headmistress as well as the teachers are aware of the aim of the school. The school is a long standing one and most of the teachers are working in the school for a long time, some of them being former students of the school and have been educated in JMJ Educational Institutions, and hence have grown in and along with its values, policies, customs and traditions. Hence even as the Headmistress puts it, "it is easy to put across to the teachers the aim of the school and they spare no effort to achieve it." Thus having a band of dedicated, responsible, eager and hard working team of teachers is one of the envious strengths of the school. The motto of the school 'Love, Joy and Service' is alive in the school to a great extent. The parents and students are not very much aware of the specific aim and its objectives, though they are aware of the general aim of education.

##### Institutional Planning:

The school plans its activities well ahead by its institutional planning. The teachers are taken into

The school has conducted inter-school sports and games meet very successfully, has organized talent shows. The teachers are encouraged to take up experimental projects and every assistance is given to bring out their talents. Special mention could be made of the teachers Miss. Prasanthi. P. who under Innovation in Schools in Seminar Reading for the essay on "Inculcating Scientific temper among school children" was awarded the National Award 1989 by NCERT. Mrs. B. Nirmala Bai won the state III prize for her model of 'Ripple Tank', in January 1989 and Mrs. B. Vijaya Lakshmi was selected for the Tele school on "Pollute-Perish, Conserve-Flourish" in January 1989. The leadership and encouragement of the headmistress is very evident in the accomplishments of the teachers.

#### Organization

There are committees set up for the different activities. There is a steering committee. The different clubs organized in the school is also on the initiation and encouragement of the Headmistress. The Mathematics club - Vyas Ganitha Club has prepared a set of nearly 300 mathematical aids and models which won the appreciation of all and were exhibited for all the local schools. These are a great help for the students to understand and apply

mathematical concepts, principles, theorems and formulae better and love the subject.

The school is set on a well organised pattern. It has a good tradition of good administration and organisation. The curricular and co-curricular activities are organised and run very effectively.

The school has a Parent-Teacher Association and there is a moderate rapport between the school and the Community around. The curricular programmes are carried on very systematically. The teachers plan ahead the teaching learning programmes and follow the schedule prepared by the Common Examination Board and D.E.O. carefully. The syllabus is completed well in advance.

There is a good and cordial atmosphere between the headmistress, teachers and students. The House system which is very active and functional in the school brings the students and teachers in close relationship.

The whole school is divided vertically into four houses. A member of the staff assisted by two other

teachers acts as the House Warden. They look after the general progress of their wards in academics, games and sports and co-curricular activities. All competitions are held on the House basis. A regular record of students participation and achievements in the House activities is maintained and points awarded to each House. The four houses are given different colours: Green, Blue, Red and Yellow. Every one is interested in the other and helps in the progress and growth of each other. It enables to maintain law and order, encourages group competition and an active involvement of everyone for the welfare of the school. It helps to bring out the talents of the students and makes them active participants in the many programmes and activities. All the activities of the school throughout the year are entrusted to each House by lottery system. This involves the entire school in organisation.

The moral and religious education which is planned and taught in an experience based and practical way since two years, is liked by most of the students. All the teachers are involved in it and the students are also actively engaged in it. Prayer services are conducted not only for the students but also for the teachers, where in all participate with joy, inspite of various religious beliefs.

Other educational institutions like schools, colleges, University which are close to it, provide rich community resources and personnel for the improvement of the staff and students. A lot of interaction is possible with experts on different levels. Scope and help is available in almost all the fields, for talks, discussions, seminars, exhibitions, competitions and the like. The teachers are given orientation and help in SUPW to involve actively and effectively in this field of education. A seminar was conducted for all of them to help them to be efficient in SUPW activities at different levels. The teachers were also helped through a seminar in Personal Growth and Achievement Motivation which was evaluated by the teachers as a great help and useful in their work. Excursions for the staff and students are another special activity of the school which bring the school community closer and helps in interpersonal relationship. The first hand information thus provided to the students widens their knowledge and helps in tolerance and respect for other cultures and thus promotes national integration.

Regarding curricular programmes, the teachers are given every encouragement, helped with teaching aids of all kinds, model lessons in teaching, refresher courses, etc.

Unit tests are conducted regularly. Subject wise achievement graphs are prepared for comparisons and competition in classes VII and X. Those teachers and students who achieve 100% are awarded points in the House system and their worth is recognised and appreciated as a motivating factor. I and II ranks proficiencies are given in the assembly and the rest of the progress reports in the class room by the class teachers or Headmistress. Parents have to come and collect the progress from the Head Mistress which enables them to be in touch with the development of their children and to discuss and collaborate with the teachers and the school in their educational efforts.

Co-curricular activities are also given equal importance in the school. Games and sports are encouraged and mass drills and yoga are conducted every week. Physical education is a regular feature. Games are conducted every evening. Practice in music, drawing, painting are also arranged. Dance is taught at special request and payment. Different competitions and celebrations of various festivals and functions give the students ample opportunities for the awareness of their talents, interests and aptitudes and for their nurture, practice and development.

The subject and language clubs organised in the school are an effective means of helping in the growth and development of the members and thus for school improvement. The teachers are members of these clubs according to their subjects and interest. The students are also members according to their interest and option. Many activities are conducted by these clubs: discussions, talks, seminars, model lessons, exhibitions, competitions and the like. The teachers of the neighbouring JMJ schools also are invited to be members and thus solidarity and collaboration is fostered, to help and encourage each other. These clubs give opportunity for the teachers to come in contact with subject experts, exchange their views and clarify their doubts, learn from each other; and stimulate each other to be better teachers.

Orientation to the aim of the school, its traditions and customs are explained to the new teachers just before the school year begins.

Computer Education is provided for the students during summer, to make them fit into the modern world of science and technology and to encourage their interest and talents. Meanwhile the teachers too are trained in Computer Science so that the school itself can provide the personnel. This

has given such a boost to the students that many of them even from lower classes have enrolled for this course and have shown good progress and achievement.

#### 6.2.1.3 Weak Points

The strength of the class is very high and hence individual attention is very difficult in the class room. There is too much pressure for admission.

The pupil welfare services are to be improved. It is very clear from the scoring and rating of the four groups especially from those of students and parents. It is rated below 50% by both these groups. Facilities like Co-operative stores, cycle shed, swimming pool, better play ground, etc. are lacking in the school. Since it is an English Medium school, not many poor students are able to get admitted due to the payment of fees and other expenses which goes with it; e.g. tuitions etc.

The school community relations is rated low by the parents. They are not taken into account in framing the policies of the school, neither in planning the activities, nor in organisation. Their participation is limited to the extent of making them known the progress of

their children and attending various functions, mainly the Parents' day. There is no active involvement of the community in the school affairs.

The parents and students are also not satisfied with the awareness of the aim of the school. It makes the investigator to state that though the aim of the school is stated in the school calendar, it is not clear to the parents and students. It remains mainly on the paper.

The parents rating of the Organisation is rather low. Religious and Moral education, and system renewal and Innovations are also perceived to be low in the school by the parents; and religious and moral education by the students. Hence some of these aspects are not very effective in this school.

Academic discussions and regular evaluation of the school is lacking. Though the school is rated as one of the best schools, considering the potential and the facilities, it can still rise to greater heights of achievement in many fields.

#### 6.2.1.4 Suggestions

Regular and critical stock taking sessions will bring the strengths and weaknesses of the school to lime light, and the awareness there-of is the basis of growth and improvement. Hence, if the school takes up regular evaluation, involving all concerned:the management, headmistress, teachers, students, parents and the community, progress is possible. Every activity, function, celebration, examination, and the whole academic year should be planned in advance and evaluated after its execution. Involvement of the executors and beneficiaries in appraisal, will give an objective picture of the same.

While planning for the improvement of the school, perspective planning, seeing the future needs of the school-students and society are to be taken care of, and the school needs to prepare long term and short term plans to have a systematic planning .

The school should become an agent of change. For this innovations are necessary. Risks are to be taken and experiments made; a lot of trial and error is to be encouraged to bring the school to an effective level.

Schools such as St. Joseph's, can really be a model school in every aspect, if fullest use of the resources, men, money and moments are properly made. It has unique personnel, sufficient finances, and making the best use of these in the proper time, can raise the school to greater heights.

The school community relations could be improved by having a steering committee with representatives of the teachers, parents and the community for the planning, organisation, execution and appraisal of the school activities and for the involvement of persons interested in the school. This could tap the community resources better and in an effective way. The Parent-Teacher Association could be made very active and efficient through frequent meeting and involvement.

The school could try for grant-in-aid from the Government which will enable the teachers to be eligible for all the benefits of pension, gratuity and other facilities provided by the Government to aided-school teachers.

The school is in great need of a bigger play ground. Hence, arrangements could be made for providing better facilities for play ground either by purchasing land or sharing with other institutions or public play grounds. The

teachers who are appointed in the English Medium should be fluent in English, and the strength be limited in the classes to make good and efficient care of the students possible.

More welfare services and facilities could be provided for the pupils. There is no facility for guidance or counselling in the school. A trained counsellor could be appointed, or one or two teachers could be sent for special training in counselling skills and be made comparatively free from academic work, to attend to the needs of the students in this line.

Regular evaluation of the school in all its aspects involving the groups would result in the school becoming more effective and efficient.

Subjectwise and classwise performance comparison will help to reveal the strengths and weaknesses in each class and subject. This will help the teachers to improve their methods of teaching, in diagnosing and tackling the difficulties of students. Searching together for the potentials of the school, removing the obstacles and building up on the strong points with the cooperation of all concerned, will lead the school to greater effectiveness.

The aim of the school could be spelt out in achievable objectives and made known to the students and parents, so that there are purposeful activities to achieve them, and all will get involved and cooperate in an effective manner.

6.2.2 Case 2. The Least Effective High School is taken to Case study. In the present study it is No.9

School No.9: St. Theresa's High School for Girls (T.M), Sanathnagar, Hyderabad.

#### 6.2.2.1 Background

Keeping to the charism of the society, the ever adaptable apostolic availability and its readiness to meet the needs of the times, the Society of Jesus, Mary and Joseph, had opened St. Theresa's English Medium school in the year 1968, at Sanathnagar, Hyderabad, mainly to cater to the needs of people in that industrial area. At first, the school was housed in the church and later on shifted to a modest building. Like any other school it had its humble beginning with 200 students in the year 1968-69. In the year 1970-71 the school had become a recognised Upper Primary School. Meanwhile the management foresaw the need for a Telugu Medium school in that area, as there were many poor people who were not able to educate their children in English Medium. So, the management opened St. Theresa's Primary School, Telugu Medium in the year 1971-72 and very

soon got it upgraded into a High School. So both the English and Telugu Media Schools are situated in the same compound. Within a decade, the management built spacious classrooms, well equipped laboratories, a library and an auditorium.

#### 6.2.2.2 Strong Points

##### 1. Awareness of the Aim

The school has a well experienced headmistress and fully qualified teaching and non-teaching staff. Since the school was mainly started to provide educational facilities to the children of the lower and middle class families of the industrial workers, it is a blessing for that section of the society to have a well established, and well organised school close to their colonies. This aim of the school is kept in mind to a great extent. In general, the school community is not very much conscious of the aims of JMJ school. The headmistress is very much aware of the aim.

## 2. Institutional Planning

Institution has a plan, an yearly plan wherein all the activities proposed to be taken up are noted with the date and month. The headmistress takes a leading role in chalking it out.

## 3. Organization

The Headmistress administers the school in a very strict manner. The Supervision of the class work, home work and other academic activities is done regularly. The accounts are kept well. Studies are encouraged. The schedule is well kept up. Punctuality is maintained and all the students and teachers attend their classes on time. The teacher's help is taken in the execution of different activities. The teaching, and non-teaching staff are well aware of their duties and they fulfill it promptly.

The service conditions of the staff are sound monetarily. They receive grant-in-aid, and salaries are paid through the bank. They have retirement benefits. The office is maintained well and non-teaching staff do their work punctually. Maintenance is supervised by the office staff under the direction of the Headmistress. Stationary

is supplied in the beginning of the year. There is a budget prepared for the school and it is used as a guidance for different activities. There is a pre-planned schedule for the school and it is followed accurately. The teachers know their work and they attend to it promptly.

#### 4. Curricular Programmes

The curricular programmes are given importance in the school. The headmistress supervises regularly the lessons of the teachers and checks on their work frequently. The syllabus prescribed for the classes is followed and completed ahead of time by the teachers.

Examinations and tests are conducted very regularly and the progress is made known to the parents in time. Record of the pupils' progress and their information is kept up to date.

#### 5. Co-Curricular Activities

Care is taken for the allround development of the students through various co-curricular activities. The choice of some of the activities is mainly done, based on the needs of the students, and the others according to the

customs and traditions of the school. The activities are organised with the help of the staff. The pupils participate very enthusiastically. There is a well organised library with many useful and interesting volumes and the students make good use of it. Excursions are arranged to places of historical and educational importance and adequate care is taken for the participants' journey, accommodation, food and safety. Field trips are also arranged to local places to give a first hand information to the students.

A special feature of this school is that it is one of the experimental schools, selected by the Government to introduce SUPW, which has direct vocational bias like tailoring, T.V. mechanism, and para medical services. Special instructors come and teach the students as scheduled, with the cooperation of the headmistress. As it is an industrial area, this prospect is a welcome advantage for the students. Needle work and other activities under SUPW go on as a regular feature in the school.

Sports and games and other physical education exercises are given ample importance in the school. The students participate in the rallies organised by the D.E.O. and other organisations and take part also in the competitions.

Dramatics and cultural programmes are organised on Children's Day, Teachers' day, Parents' Day and on other important national and religious festivals. The talented children only usually get an opportunity. The shy ones lag behind. More encouragement in their participation will bring out their talents and result in allround development of all the students.

#### 6. Pupil Welfare Services

Informal guidance by the headmistress or the teachers to help the special cases are there. The school is mainly established for the children of the industrial workers, the economically backward pupils are helped by the school as there are no fee collections. Healthy atmosphere and prompt medical help is provided as there is a hospital in the next compound. Drinking water and sanitary facilities are provided.

#### 7. School-Community Relations

The school keeps good relationships with the educational authorities. School staff and pupils are closely knit and united in their endeavour to achieve the academic aim of the school.

#### 8. Religious and Moral Education

The headmistress and Correspondent inspire the staff in their duty of inculcating moral and religious values in the students. A few of the staff are given animation in content and methodology through seminars, and they share it with others. The students are fond of such classes. They are well behaved and disciplined.

#### 9. School Maintenance

The school takes very much care of maintaining the system. It has sufficient building, and material resources. The pupils achievement during the year and at the public examinations are steady and good through the years. They are dedicated and hard-working. There is a budget prepared to maintain the material resources and control and direct the investment.

#### 10. Investment

Investment in terms of materials and time is done very systematically. Perspective planning can be taken better care of.

## 11. Innovations

The school is innovative to the extent that it is chosen by the Government of Andhra Pradesh to be one of the experimental schools.

In the year 1985, the Government of Andhra Pradesh had decided to introduce vocationalisation at Secondary school level in 105 schools, throughout the State. In the twin cities of Secunderabad and Hyderabad, the Government selected 15 schools and this school was one of them. The following courses are conducted in the school.

1. Health and Paramedical care, nutrition and medical store management.
2. Radio, Transistor, T.V. Repairs and Servicing.
3. Knitting, garment making, Darning, Laundry, Dry cleaning and Embroidery.

The results of the common and Public Examinations are very good. Most of the time it is 100% both for seventh and S.S.C. Examinations. The material equipment is quite good and kept upto date. It has a good library and a good laboratory with modern equipment. The students are allowed to conduct experiments to satisfy their creative talents.

#### 6.2.2.3 Weak Points

The school community on the whole is not aware of the aims of the school. The teachers, students and parents are not fully aware of the aims and the objectives, as it is clear from the scoring and the interview. The specifications of the aims are not worked out in behavioural change forms. Hence aim remains very much in an aspirational level.

In the preparation of the institutional plan the involvement of the teachers is very little. Even in decision-making they have very little say. Hence the whole hearted participation and sense of belonging seems to be lacking among the teachers.

The leadership is mainly from the headmistress. In the opinion of the teachers, the regular change of leadership makes the school suffer, since it often brings about change in the policies, shift in the priorities and the climate of the school, which depends very much in the style of functioning of the headmistress. The managing committee is not very active, and seems to play rather a nominal role in sanctioning the budget and providing finance.

There is a feeling that enough academic freedom is not given for the staff in the class room. The learning process is neglected to the extent that the teachers are asked to give notes to the students, which makes them very much dependent on the teacher's material and help, and hence, the originality and curiosity of the students are not developed. Independent study is not much encouraged.

The school has to go a long way in organizing more pupil welfare services. Guidance facilities do not exist in the school. Informal help by the headmistress or the teachers is given to help special cases. There is no trained counsellor for this purpose. Facilities like Canteen, Cooperative stores are lacking in the school.

Since the parents are mostly employed in the factories and elsewhere, they do not keep much contact with the school. The relationship between the headmistress and some of the teachers also does not seem to be open.

The school renewal is not very much taken care of. Much is to be done in the direction of personnel renewal. Staff meetings, though held regularly are not very

effective, as there is no constructive exchange of ideas and involvement of the staff through a pre-determined agenda, open dialogue and discussion.

The school has a play ground just in front which creates a noisy and dusty atmosphere during games and sports and interval. The climate of the school seems to be very closed. There is not an atmosphere of openness, trust, and feeling of oneness, among the teachers with the headmistress. The teachers seem to be forced to obey. There is a lack of consultation and involvement of the staff. This has resulted in a lot of ill-will and hurt among the teachers. The teachers carry out the orders of the headmistress, but the involvement and whole heartedness are lacking.

Academic discussions are very rare. While planning, the strengths and weaknesses of the school are not analysed or taken note of. Hence efficiency and effectiveness suffer.

#### 6.2.2.4 Suggestions

1. General policies should be laid down regarding the administration and organisation of the school and any change in it should not be allowed single handedly. The managing body should get more involved in the administration and any major changes in the policies, appointment or termination of the teachers etc. should be decided in common.
2. There should be regular staff meetings with pre - informed agenda where in there is discussion on important matters of organisation. Open dialogue is to be encouraged, where the teachers as well as the headmistress exchange, contribute, discern and decide together.
3. Academic discussions should be often held in the school, which will open up the teachers to new knowledge and methodology. It will also motivate and enrich them in their career.

4. While preparing the Institutional Plan, a survey of the strengths and weaknesses of the school and the community resources could be made so that the school can be developed on its strengths and the resources utilised fully. The parents can also be taken into confidence in the planning and execution of the programmes, as they are partners in the education of their children.
5. Evaluation of the students' development could be done more systematically, instead of being blissfully happy with the achievement of marks or pass percentage in the public examination. There is better scope for the growth and development of the school, with more personal involvement and guidance.
6. Guidance and counselling could be encouraged by experienced teachers, in case the school cannot have a trained counsellor. Pupil-welfare services are minimum in the school. More projects and services may be introduced for the benefit of the students. The slow learners may be spotted out, and diagnostic tests given, along with more personal attention and guidance, to help them to

improve their learning. Additional coaching facilities may be arranged for these. The gifted and more intelligent could also be traced, and extra work and attention for these will result in maximum growth and development. Scholarships for the intellectually and economically deserving students, by the management or the school community would be necessary. Canteen, co-operative stores, cycle shed etc. could be set up to meet the needs of students and teachers, and also to involve the students in their school activities, which will also help them in experience-based learning.

7. School community relations is to be improved to a great extent. The Parent -Teacher Association may be a great help in this. A survey of the community resources, and involvement of the community in the assessment of school needs, planning and execution, will bring the community closer to the school.
8. The religious and moral education is also to be improved by improving and developing the methods of teaching. The teachers may be sent for

refresher courses and seminars wherein they are introduced to effective and practical methods of teaching catechism and moral education. Experience-based and activity-oriented methods make the students actively and enthusiastically involved in this.

9. Being in the capital of the State, and in close touch with the Department of Education and other institutions, the school could take up some more innovations to make education more meaningful and effective.

#### 6.2.2.5 Comparison of the Cases 1 and 2

The ratings of the four groups of the school aspects were converted into percentage ( Table 6.1 ) for the two schools case studied and their profiles are given in fig 6.1 and 6.2 to compare their features.

**Table 6.1 Showing the Mean percentages of the responding groups of the most effective and least effective High schools.**

Sl.No.	School Aspects	H.M		Teachers		Students		Parents	
		No.1	No.9	No.1	No.9	No.1	No.9	No.1	No.9
1.	Awareness of Aim	97	70	85	47	74	32	62	52
2.	Institutional Planning	100	60	96	23	83	53	79	70
3.	Leadership	100	66	99	33	88	45	75	61
4.	Organization	98	72	92	47	86	62	62	50
5.	Curricular programme	94	61	98	58	84	50	80	62
6.	Co-curricular Activities	98	63	92	49	78	44	71	54
7.	Pupil welfare Services	90	35	85	40	47	28	45	48
8.	School Community Relation	96	65	95	40	76	32	48	50
9.	Religious and moral education	93	52	90	37	64	44	51	52
10.	System Maintenance	100	76	97	61	88	94	75	67
11.	System renewal	100	55	94	28	84	58	54	63
12.	Investment	93	51	89	34	89	62	84	70
13.	Innovations	97	28	91	20	88	55	53	58
14.	Total Scores	96	58	92	41	73	46	62	56

The headmistresses and teachers rate all the aspects of the most effective schools higher than that of the least effective school. With regard to the students, they rate system maintenance higher in least effective school(94%) than in the most effective school(88%). According to the parents, the aspects pupil welfare services, school community relations , religious and moral education, system renewal and innovations are higher in the least effective school than in the most effective school.

Table 6.2 Showing the discriminating aspects of the most effective and the least effective high schools.

Groups	Most Effective Schools	Least Effective Schools
H.Ms	All the aspects	Aspects I, IV, X
Teachers	All the aspects	
students	All the aspects except VII and IX.	Aspect X
Parents	Aspects II,III,V,VI, X, & XII.	Aspects II & XII

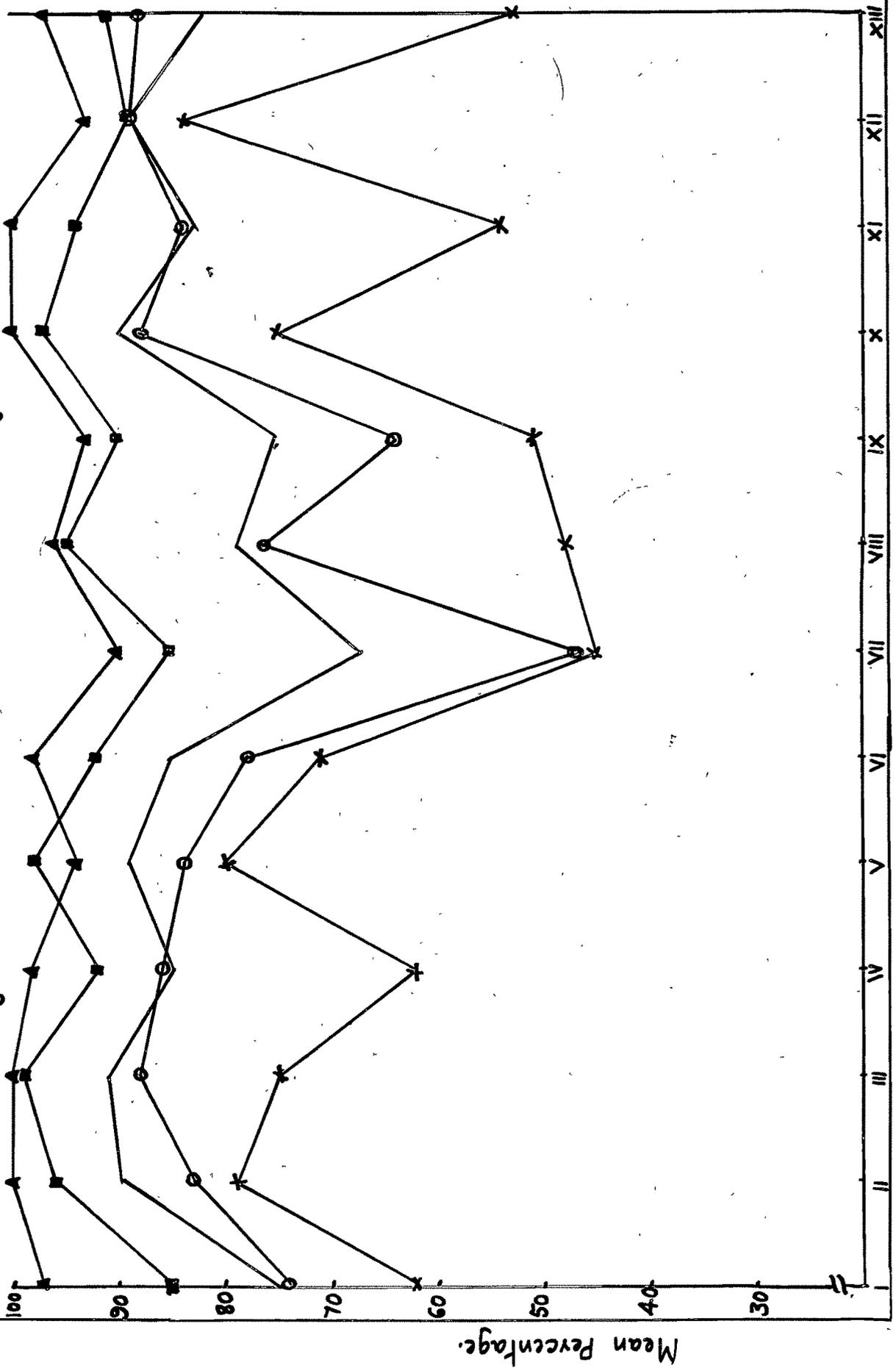
All the aspects which are scored 90% or above are considered to be distinguishing aspects of a school. The Table 6.2 gives those aspects groupwise in the most effective and least effective schools. From the table it is

seen that all the aspects except pupil welfare services and religious and moral education are rated to be very high by the three groups headmistresses, teachers and students in the most effective schools. Considering the perception of all the four groups including the parents, the discriminating aspects are institutional planning, leadership, curricular programmes, co-curricular activities, system maintenance and investment.

The least effective schools are very high in awareness of the aim, organization and system maintenance according to headmistress. The students find only system maintenance and parents consider the aspects institutional planning and investment to be distinguishing. The teachers find none of the aspects high. The profiles 6.1 and 6.2 also reveal the same.

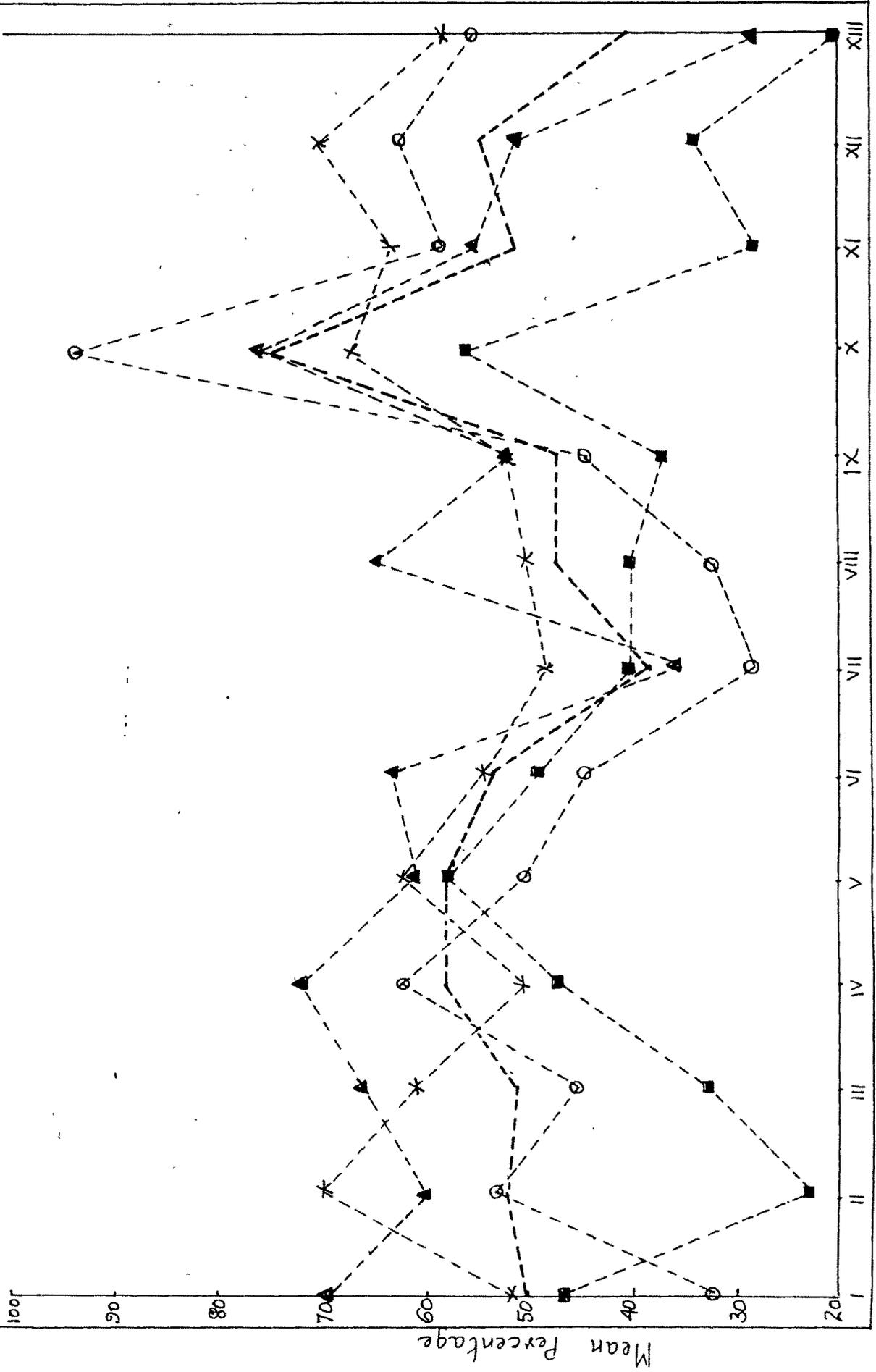
The ratings of the four groups show that in all the thirteen aspects, the most effective schools are at a higher level operationally than in the least effective schools.

Fig: 6.1 Profile of the Most Effective High School.



SCHOOL APPRAISAL ASPECTS

Fig: 6.2 Profile of the Least Effective High School.



SCHOOL APPRAISAL ASPECTS

### 6.2.3 Case Study 3

#### Case Study of the Most Effective Elementary School

School No. 20: Our Lady of Fatima Elementary School,  
Porumamilla.

##### 6.2.3.1 Background

The place where the school is situated was selected for the service by the sisters, by preference, out of so many offers, "as its inhabitants are the poorest of the poor in complete contrast to their hey-day glory, and in comparison with the other applications". (Annunciata, 1979). Though the sisters came to this place in June 1952, the immediate need of the people being medical help, a hospital was started immediately. But one of the sisters used to collect children loafing in streets and teach them alphabets and prayers, the compound being her spacious class room and a stone her furniture; On June 9th, 1953, formal school was opened with four children on rolls. As people were uncivilized, they did not realise the value of education yet. A week later, an orphanage (boarding) was opened to take in the village girls, and to teach them culture.

On 12th October, 1955, the school was recognized though it had only thirty students on rolls. By November , 1956, the Management got ready with the construction of buildings for school and orphanage. In July 1958, the school was awarded by the Government with a Shield for being the Best School of this region.

There is a High School also in the same campus and both work very much in collaboration and coordination. The locality is very poor and also the surrounding rural area. The orphanage is a boon to the students who come from the villages. The uncultured and illiterate pupils undergo a revolutionary change, by the time they leave the school. They become cultured, educated with better manners, values and qualities, filled with self esteem and confidence, and become a "leaven" in the Society for their fellow men and the future generation.

#### 6.2.3.2 Strong Points

The School is situated in the rural area surrounded by villages. It has a very good building, necessary equipment and furniture in all the classes except in 1st and 2nd class. The High School is also in the same compound.

The school is well aware of its aim. The main purpose of the school is the education of the girls belonging to the rural area. The girls admitted to the school are well cared for and looked after, and their education is taken good care of, providing them with hostel and every other needs. The management and staff are aware of this aim, and they try to make the community around to understand it and encourage the illiterate girls to come to school.

The school has a well chalked out programme and the activities are planned ahead keeping in mind the aim, and the resources both human and material. The needs of the pupils and the area are taken into consideration while planning.

The headmistress is experienced and takes the teachers into confidence and they work in a team for the benefit of the school. The school has a happy, contented, well experienced and qualified staff, who are dedicated to the cause of education, and unpolluted by the evils of society like laziness, moneymindedness, dissention, etc. Some of them are the old students of the school and hence they are aware of its demands and needs. There is an openness to receive and willingness to cooperate, for the betterment of the students and the school.

The High school existing in the same compound is a help according to the Headmistress and teachers. The Elementary school is given ample freedom and opportunity for its programmes and activities.

The staff try to provide experience-based learning to the students. This is done mainly through field trips to places like Jyothi forest, Museum and other places of importance and utility. These are important since the children come from very underdeveloped and undeveloped villages where they have the meagre facilities or service centres. T.V. Programmes, film shows, puppet shows etc, are also made available to the students. The pupils enact the poems, story etc in the assembly, so that they are made clear to them and also their talents are recognised and developed.

Gardening is one of the SUPW which the school is able to conduct for the students. Since most of them come from agricultural background, gardening brings them very close to the life situation. Knowledge and skill in this field help them in their future life in farm work and rearing kitchen garden. The vegetable garden is also taken care by them, which meets the needs of the hostel to a great extent.

The school has a good hostel and the students who reside therein are well cared for, and there is great change in them by the time they complete schooling - in their intellectual, moral, spiritual, and cultural aspects. The many girls who would otherwise be illiterate due to lack of schools in the villages, are happily educated because of this school and become agents of progress and development in the villages.

The rural atmosphere of the school also helps to make the children feel at home, and they are in their natural surrounding. Their growth is facilitated because of the native climate and culture. They are also of great help for the uplift and development of the rural folk to whom most of them belong. When the sisters go to villages on social work and to supervise or organise developmental activities, these students are volunteers and, go between for such welfare activities.

A good playground which is attached to the school is a boon for the physical development and in nurturing the athletic talents of the students. The school has also good sanitary facilities, drinking water, drainage etc. which add to the healthy rural atmosphere. Since there is a modern hospital in the adjacent compound, immediate medical help

can be provided whenever necessary. Regular medical checkup is done by the resident doctors, and students are treated for all kinds of diseases and deficiencies.

School is maintained very well. The building is spacious, clean, well ventilated and airy. Repairs are done in time and upkeep is seen periodically. The staff and student performance are also taken care of, to a great extent.

The teachers are sent for seminars and refresher courses conducted by the department and management. The school climate is friendly and a cordial relationship exists in the school community. Campus ministry is well provided for, and the spiritual and moral education is regularly conducted.

#### 6.2.3.3. Weak Points

The school has too many students in each class, which makes it difficult for the teachers to pay individual attention to the students and hence their growth is neglected to some extent.

Academic discussions are very rare which would have helped in personal growth and development and also professional growth of the teachers..

Though everything seems to be successful and bright, with the existing facilities and resources both material and human, the school could have been made more effective, had there should have been regular critical evaluation of each activity, functions and the performance of students etc.

In preparing Institutional Plan, proper care and attention is not paid to the existing resources, including human, finance, time and the needs of the staff and students. If these are taken into consideration and planned effectively, more progress and development can be achieved.

Yoga sessions and meditations in the rural, calm and peaceful atmosphere are neglected to some extent.

#### 6.2.3.4 Suggestions

The investigator feels like suggesting that regular appraisal of the school will bring to light the strong and weak points to the attention of the management, staff,

students and parents and they all will work together for the growth and development of the institution.

The aim and purpose of the institution should be specified in achievable objectives and behavioural changes in the school community, (management, staff, students, parents and the society around it), so that every one connected with the school, strives for its attainment, and is earnest and proud about it.

Regular meeting of the staff with the headmistress and the management, to discuss and decide important issues, to plan for the welfare of the institution, to organise functions, activities and seminars, for the personal and professional growth of the inmates is recommended. Some vocation oriented education could have been provided in the school along with the general education, as it would make the rural girls self-sufficient when they get settled in life, and also to organise other illiterate rural women when they return to the villages.

The Headmistress could be given help in administration, planning and management skills so that more renewal activities can be taken up. Evaluation of the individual staff by themselves and also of the class can be encouraged

so that the teachers themselves come forward with suggestions and provisions for the betterment of the school.

While planning, the future needs of the school and students can be foreseen and decisions and plans be made accordingly. More innovative practices are to be introduced other than remedial teaching and field trips etc which are existing in the school. Social awareness and Social responsibility of the rural youth could be developed so that they realise their rights and responsibilities for their own welfare and also for that of their own villages. Hence more programmes and activities can be planned in collaboration with the High School and other schools in the neighbourhood.

6.2.4 Case Study of the Least Effective Elementary School No. 25: N.S.M. Elementary School, Repalle

6.2.4.1. Background

The School is situated in the outskirts of the town, in a plot of 4 acres of land, which was offered by the Bishop of Guntur, to the Sisters of J.M.J. to start a convent and school. The very beginning of the school was in a rented building, and the sisters had another rented building to shelter them, as they had neither material nor money to put up building initially. The school started in English Medium, began functioning in June 1968. Within a month, it had 210 children on its rolls, which kept on increasing. As the rented house was inadequate, due to increasing strength, sisters were forced to erect sheds on their own grounds and the school was shifted. In 1969, a building was put up with the help of the Society's headquarters to house the sisters, and was used also as part of the school. A hostel was also opened, for the children coming from faraway villages.

The need for a Telugu Medium School was felt to facilitate the entry of the poor children. Accordingly on June 4, 1971, a Telugu Medium school was started. During the course of years, keeping with the charism of the

Society, and true to its aims of catering to the needs of the economically and socially backward girls, and fearing that the co-existence of both English and Telugu Medium school might hinder the growth and progress of Telugu Medium school, the English medium school was closed down. In Telugu Medium, there exists an Elementary School and a High School with separate headmistress, staff, and building.

The Elementary School has 5 teachers on its roll and 290 students. There are thirty students in the hostel. They come from the nearby villages and are economically and socially very poor and down-trodden. Most of them are first generation learners. The school is thus fulfilling its aim of catering to the education of poor rural girls.

#### 6.2.4.2 Strong Points

The school has good building with proper furniture and equipment. It is maintained very well. The teachers are dedicated and are willing to cooperate and do hard work along with the Headmistress. Curricular programmes are conducted according to the institutional plan and directions of Deputy Inspector of schools. The academic achievement of the school is very good. They are even coached for entrance to Navodaya Schools, and secure admission therein.

Co-curricular activities such as dances, games, songs, Quiz for 4th and 5th class students; SUPW are conducted and there is active participation by the students.

System maintenance is rated highest both by the Headmistress and the teachers and it is one of the strengths of the school. The next highest score is for Innovations, Curricular Programmes and School community Relations.

#### 6.2.4.3 Weak Points

The least scored aspect both by the Headmistress and the teachers is the Pupil Welfare Services. The school being located in a poor area and having many poor children should have better welfare services for the poor. The social welfare department distributes free text books to the deserving students. They have a cycle shed and sanitary facilities, hall and a play ground. There are 30 Elementary school students in the attached hostel. No scholarship is given to the S.C & B.C students neither for the S.T students. Uniforms also are not supplied to the poor.

The staff seems not to be satisfied with the aspects of the school. They have scored all the aspects except school

Maintenance and School Renewal, below 40%. Institutional planning, Leadership, Co-curricular activities, School Community Relations, Religious and Moral Education are also aspects scored below 30% by the teachers which shows the school is weak and has to be improved in all these aspects.

The Leadership seems to be very weak due to the co-existence of a High School in the same Campus. As a result of it, all the other aspects reflect a low momentum or state of affairs. Institutional planning is considered the chart of activities for the year, which is prepared along with the teachers. Planning is not done based on the needs of the students and staff. Similarly execution is not regularised and decided. Evaluation of the activities is rarely done. Staff meetings are not regularly conducted and nor effectively used for appraisal and renewal.

Co-curricular activities are not paid much attention to as there is no scope for conducting separate assembly or competitions for these small children. They naturally feel insecure in front of bigger and elder students and shy away from participation.

Most of the parents come to the school for admitting the children and for paying their special fees. For the

rest, they don't feel concerned or responsible for the education of their children. Some of them are illiterate and day-wagers. Their only hope of education for their children is the school. Some parents and public are interested in the education imparted in the school and cooperate and collaborate with the school authorities.

Religious and Moral Education is also one of the weak aspects of the school. Since it is not a subject considered for the examination and rank, it is not very much insisted. Though there is a set of text books prepared by the society of J.M.J. and recommended for use in the schools, not much of enthusiasm and care is shown in it. The teachers may not be well versed with the different methods of teaching it effectively and interestingly.

#### 6.2.4.4 Suggestions

1. The whole school community be made aware of the aim of the institution and its objectives be specified in detail. There should be a meeting of the management, staff, students, parents and the public to reorient them about better cooperation from them in its achievement.

2. Institutional Planning should be done based on the need of the school, the strengths of both in material and personnel, and the future need of the society. The teachers and Community should also be involved in giving suggestions and help in drawing up the plan.
  
3. Leadership should be improved. The Headmistress should be given authority to decide and act regarding matters of the Elementary school. Leadership courses can be arranged and the headmistress be helped in administration and organisation systematically.
  
4. The Co-curricular activities could be conducted separately for the Elementary school. There should be a separate assembly ground or auditorium for them so that, the smaller children are on their own and come out spontaneously with their talents. Prizes and certificates can be awarded for better performance, and group competitions should be encouraged rather than individual. House system can be introduced to involve and encourage all the students.

5. Pupil welfare services could be better organised based on the needs of the children. Remedial teaching, financial assistance in the form of uniform, books, fee concessions and scholarships should be renewed by approaching the officers concerned, or through private funds. The boarding facilities in the hostel should be given, on a preferential option for the poor and socially backward children. Counselling and guidance facilities should be provided.
  
6. Parent-Teacher Association should be started and organised effectively to make the parents responsible and interested in the education of their wards. The resources of the Community around could also be tapped more successfully by making use of the specialised services, facilities etc. by contacting the public and authorities. The good work of the school is to be shared by the community also.
  
7. The teachers should be given refresher courses in content and modern methods of teaching. They should be encouraged for continued Education. Central classes and subject committee should be

organised for bettering their knowledge and skill. Orientation to teach Moral and Religious education is very necessary. They can be encouraged to become members of the subject committees and clubs, organised by the St. Joseph's High School, Guntur.

8. Academic discussion should be arranged to exchange views and to learn from each other. Evaluation of every activity in the school, should be taken up as a matter of great importance, so that there is scope for improvement. At the end of the year, stock-taking sessions should be there to examine the state of affairs in the school, to rededicate to the cause of education and to overcome the difficulties and failures; and to assure proper resource (man, money and material) utilisation. A common meeting of the headmistresses of all the J.M.J. elementary schools can be had yearly once, to discuss, to discern and decide the course of action for better and more effective schools.

#### 6.2.4.5. Comparison of Cases 3 and 4

The headmistress and teachers of the most effective elementary school, No.20 and the least effective school No.25 rated the schools as follows.

Table 6.3 The percentage of ratings of the headmistress and teachers of the most effective and the least effective schools.

Sl.No.	School Aspects	H.M		Teachers	
		No.20	No.25	No.20	No.25
1.	Awareness of Aim	92	61	87	32
2.	Institutional Planning	94	53	93	27
3.	Leadership	96	63	96	28
4.	Organization	91	51	89	31
5.	Curricular programme	94	68	96	39
6.	Co-curricular Activities	97	62	91	27
7.	Pupil welfare Services	86	49	80	22
8.	School Community Relation	88	68	83	27
9.	Religious and Moral Edn.,	94	66	93	25
10.	System Maintenance	94	71	95	47
11.	System renewal	95	50	94	40
12.	Investment	93	59	93	33
13.	Innovations	100	70	100	33
14.	Total Scores	93	60	91	31

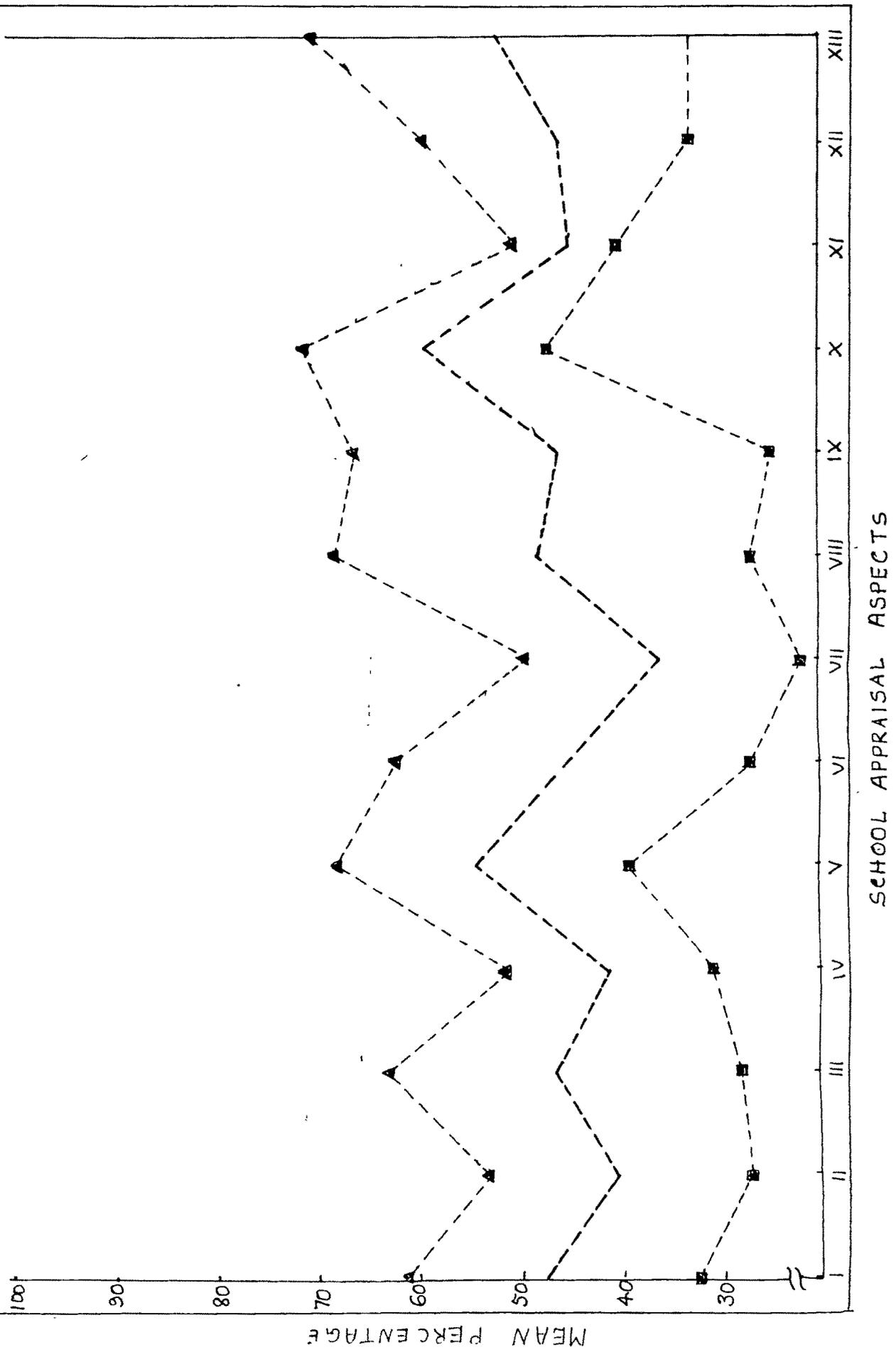
The headmistress and teachers of the most effective schools find all the aspects very high in the most effective school. The headmistress of the least effective school finds system maintenance, to be very distinguishing in the school. The teachers find all the aspects very low. These schools' profiles are given in Fig 6.3 and 6.4.

### 6.3 Summary Analysis of the Case Studies

A descriptive analysis of the case studies is reported in the previous section of the report. Summary analysis identifying the distinctive aspects of the two groups the most effective and the least effective schools is made in this section.

The distinguishing points of both the most effective and least effective schools are given in table 6.4

Fig:6.4 Profile of the Least Effective Elementary School.



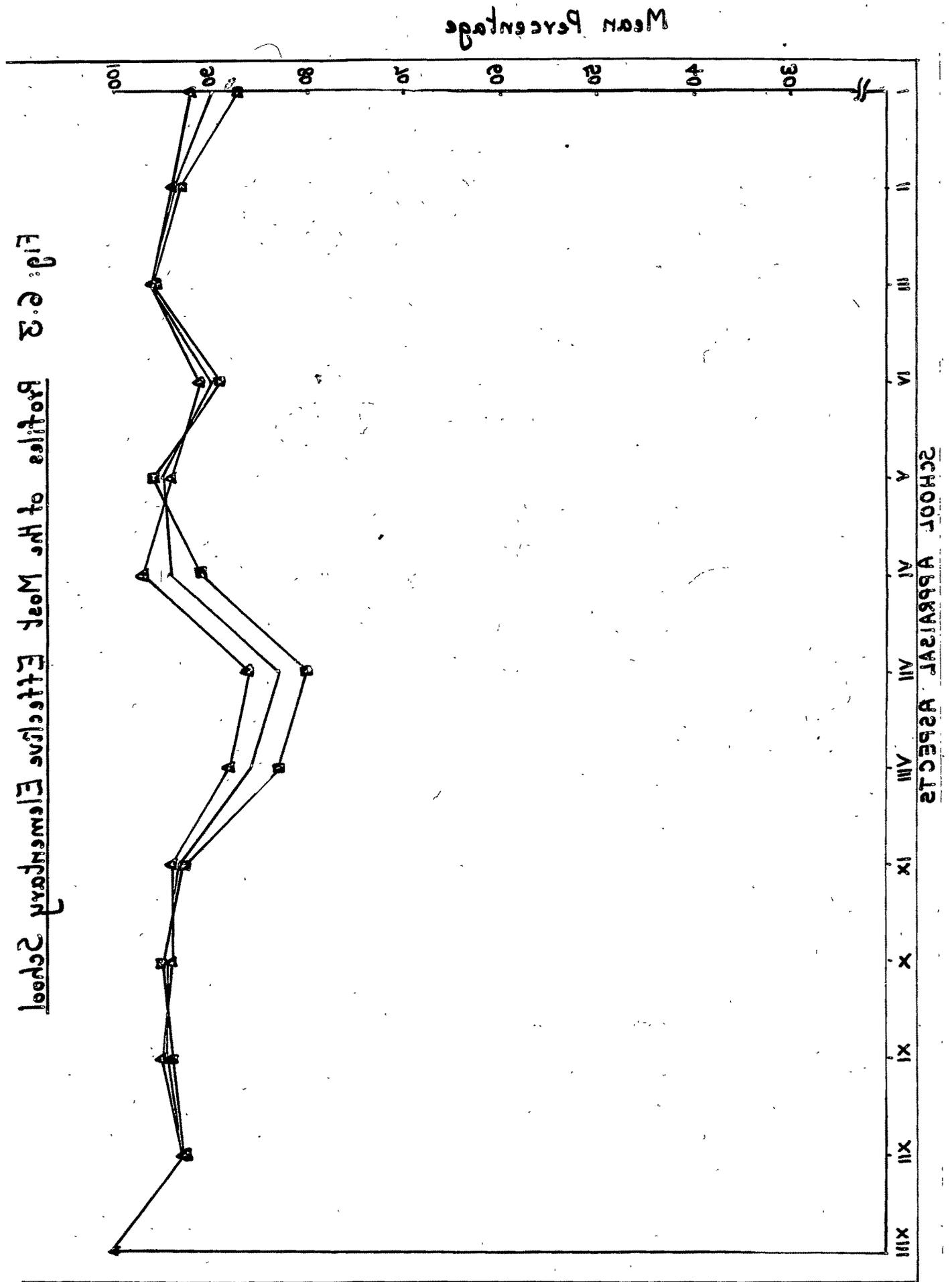


Fig: 6.3 Profiles of the Most Effective Elementary School

Table 6.4 Showing the Strong and Weak points of the schools case studied.

Schools	Strong Points	Weak Points
Most effective Schools	Encouraging leadership of the headmistress / Involvement of the staff in institutional Planning decision making, and organization / Curricular Programmes / Co-curricular Activities / Open climate / Physical facilities and equipments / Innovations: subject clubs, house system, projects taken up by teachers, computer education / System Maintenance / Renewal Activities / Investment.	Weak in - Pupil welfare services / Lack of involvement of parents in the school development /, high teacher pupil ratio / Ineffective P.T.A / Lack of academic discussion and regular evaluations / Lack of long term plan / small play ground.
Least effective schools	Experienced leadership / Strict discipline / Dedicated staff / System Maintenance / Physical facilities and equipment / Investment / High academic achievement / Curricular Activities / Vocational courses.	Weak in - Pupil Welfare Services / - Religious and Moral Education / - School Community Relations / Closed climate / Lack of involvement of the staff in planning, decision making / Lack of regular academic discussion, open dialogue, and periodic evaluation.

1. The schools are strong in physical facilities and equipment, system maintenance, institutional planning, curricular programmes and co-curricular activities.

2. The open climate in the school with strong and inspiring leadership, involvement of the school community, mainly the teachers in the planning and organization, and effecting change for better, through planned innovations, result in effective schools.
  
3. The aspects pupil welfare services, school community relations, innovations, lack of involvement of the school community in the decision-making, planning and implementation, closed climate, religious and moral education, lack of periodic academic discussions and regular evaluation are the main weak points and aspects in the schools.

In all the aspects the most effective school is rated higher than the least effective school by the groups.

#### 6.4 Conclusion

Four schools are case studied selecting two from high schools and two from elementary schools, one from either end of the effectiveness continuum . Interview and observation are the techniques adopted to collect the information. A semi-structured schedule was followed to conduct the interview and a checklist for observing the schools. The headmistress, 3 teachers, 3 students and 3 parents were interviewed individually. The observation made of the schools and the survey results are in concordance with the case study findings.