



CHAPER - VII

"Research is perhaps the only assurance we have that a discipline or a profession will not decay into meaningless scraps of dogmatic utterance"

Bernard Mehl

CHAPTER VII

REVIEW, MAJOR FINDINGS AND SUGGESTIONS

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CHAPTER - VII

REVIEW, MAJOR FINDINGS AND SUGGESTIONS

7.1 Review

The present investigator as a teacher-educator and actively engaged in the educational apostolate of the society of Jesus, Mary, Joseph, also being one of the executive members of J.M.J. Education Committee, is interested in the growth and development of the schools run by the Society of Jesus, Mary, Joseph (JMJ schools). Appraisal of the schools was selected as one of the means of starting renewal and change. The significance of the study is seen from the fact that the results of the appraisal would reveal the strengths and weaknesses of JMJ schools, which would bring in awareness of all concerned and create opportunities for improvement and developmental programmes.

The study was 'An Appraisal of the Educational Institutions (schools) run by the society of Jesus, Mary and Joseph in Andhra Pradesh, India. The objectives of the study were to appraise the schools; to know its strengths and weaknesses; and basing on its findings to suggest a programme for improvement.

Studies on appraisal started in India by school surveys. The movement of evaluating the system of secondary schools began in 1950's. Prof. H.B. Wood, member of the U.S.A. Team of Educationists, under the auspices of the U.S. Educational Foundation in India, directed the school surveys. The evaluative criteria prepared in 1940, revised in 1950 were studied and adapted for India, resulting in the Evaluative Criteria for Indian Secondary School. These criteria have been revised by Mukherjee in 1959 and introduced the current terminology in the Indian set ups. He also condensed the criteria to a considerable extent (Mukherjee, 1959).

Desai (1966) started an evaluative study of the secondary schools of Gujarat in 1960, tried out the Evaluative Criteria, and conditioned it for a fairly complete picture of the secondary schools of any area chosen for investigation. Basing on this study and following the same model, but with increased aspects Rodrigues (1982) made an evaluation of the Jesus and Mary schools in India. Taking these studies as foundation, the present investigator proceeded to appraise JMJ schools.

The study was a normative survey, an operational research. The tool used for collecting quantitative data

was the appraisal tool used by Rodrigues (1982), adopting it to suit the Philosophy, goals and aims of JMJ Educational Apostolate and the conditions of JMJ schools. The school Appraisal Questionnaire (SAQ) was modified and SAQ - Form A was used to collect data from the Headmistresses and the teachers; SAQ - Form B and SAQ - Form C were constructed by the investigator on similar lines to collect information from the students and parents respectively. These tools were also translated into Telugu, the regional language. A Supplementary Questionnaire was also prepared by the investigator to collect qualitative data and to give scope for the respondents to give their opinions and suggestions. These SAQ were based on the purpose, process and product of the schools, which dealt with the aspects: Awareness of the aim, Institutional Planning, Leadership, Organisation, Curricular Programmes, Co-curricular Activities, Pupil-Welfare Services, School Community Relations, Religious and Moral Education, System Maintenance, System Renewal, Investment and Innovations. Each aspect was measured by different criteria indicating it and each criteria was determined by the extent of the conditions existing in the schools. The SAQ Form - A consists of 13 aspects, 82 criteria and 460 conditions given in the form of statements. The SAQ Form - B, and Form C are condensed form of SAQ - A and consists of the same number of aspects and criteria, but

160 conditions and statements: The Supplementary Questionnaire consists of 30 questions in SAQ - A and 20 questions in SAQ-B and SAQ - C for the free response of the respondents. An interview schedule and observation chart were also prepared to conduct case studies and make an indepth study of the selected schools. A General Information Schedule also was used to collect institutional data.

The study was the appraisal of all the schools run by the society of JMJ in Andhra Pradesh. Hence all the JMJ schools which were recognised by the Government in Andhra Pradesh were selected for appraisal. Since the aim was to evaluate the JMJ schools for their improvement, it was necessary to select the entire universe. The selection of the whole universe also helped to know the strengths and weaknesses of the entire JMJ educational apostolate in general and each school in particular. Only schools were selected, though there are colleges run by the society of JMJ. To make a comparative study and for efficacy of developmental and renewal programmes, a common grade was preferred.

The data was collected systematically. The four groups who are dealing with the schools, namely, Headmistresses, teachers, students and parents were selected as respondents in High schools and only Headmistresses and teachers in Elementary schools. The decision of appraisal of JMJ schools and its purpose was made known to the Headmistresses in the general body meeting of the JMJ Education Committee, by the investigator requesting their co-operation and involvement of their teachers, students and parents. The investigator visited each of the 25 schools on convenient dates given by the Headmistresses and met the respondents.

The purpose of the evaluation was explained to them and their co-operation solicited. A supporting material on the philosophy, History, Aims and objectives of JMJ Education was supplied as a background paper. Sufficient time was given to them to complete the SAQ. All the teachers and Headmistresses were involved in rating the school. The students of tenth class only were selected as they were in touch with the school long enough to know the strengths and weaknesses and were better able to give an objective view of the state of affairs. They were selected 5 to 10% at random. For the same purpose, the parents of the same students were selected from the parents group for rating the school using SAQ - C. They were called to the school and

the purpose was explained and the tool was given to them along with the supporting material to complete it (to fill up) at home. The general Information Schedule was filled in by the Headmistresses and the office staff.

The data thus collected through the SAQ were quantified. The entire data were computerised and analysed in the Indian Statistical Institute, Madras. The total score of the SAQ was taken as the appraisal score of the school. Based on the Appraisal score, the effectiveness of the school was determined and studied. The teachers total scores were taken to determine the high effective and low effective schools.

The schools were studied medium wise, and responding group wise. School Appraisal and School Effectiveness were done using descriptive and differential analyses. Medium, group and intergroup comparisons were made using 't' values and 'F' values. Correlational Analysis was done to find the intercorrelatedness of the aspects, group wise, medium wise and effectivenesswise based on the scores of the total sample. Multivariate Analysis was done by the Principal Component Analysis and the structure of effectiveness in high effective and low effective schools was studied. Case studies were conducted of four schools, the Most Effective

High school and Elementary school, the Least Effective High School and Elementary school. The Headmistresses, three selected teachers, students and parents were interviewed using the semi-structural interview schedule. The investigator observed the schools on several occasions based on the observation check-list.

Profiles of all the 25 schools were drawn aspectwise. Profiles of each aspect were also drawn for the entire sample. The findings formed the basis for recommendations for improvement and renewal programmes of the JMJ schools.

7.2 Major Findings

The main findings of the study are the following:

1. The JMJ high schools are rated above average by the four appraising groups: Headmistresses (70.7%) Teachers (70.5%), students (62.2%). Except the parents (58.2%) all the groups have rated the total SAQ score above 60%. (T. 5.14)
2. From the ratings of the four groups aspect wise the teachers lead the scores in seven aspects (5,6,7,8,9,11 and 12) headmistresses in three

(1,3,4) and students in the remaining three (2,10,13). (T. 5.15, 5.16, 5.17, 5.18).

3. The profiles seen groupwise reveal that the teachers', headmistresses', common average, students' and parents' profiles follow in descending order (Fig:5.1)
4. The Headmistresses and teachers have appraised all the aspects above 60%. (T. 5.15, 5.16).
5. The four aspects which scored below 60% by both the students and parents are (1,7,8, and 9) Awareness of the Aim, Pupil Welfare Services, School Community Relations, Religious and Moral Education (T. 5:17 and T. 5.18)
6. System Maintenance is rated the highest by Headmistresses, Teachers and Students, and Institutional Planning by parents. (T.5.15, T.5.16, 5.17, 5.18)
7. 'In the Elementary Schools, the Headmistresses have rated all the aspects above 60%. The teachers have rated eleven aspects above 60%. (T.5.33, T.5.34).

8. The Headmistresses top the scores of ten aspects, where as the teachers only three aspects, in elementary schools. (T. 5.33, T. 5.34).
9. The profile of the Headmistresses rises high above that of the teachers in the Elementary schools.(Fig: 5.2).
10. The aspects; pupil welfare services and Religious and Moral Education score very less (51% and 53%) in the elementary school teachers. (T. 5.34)
11. There is no significant difference in the ratings of the headmistresses between English Medium and Telugu Medium schools in any aspects (T.5.35).
12. The teachers perceive significant difference at 0.05 level in the aspects Pupil Welfare Services, System Maintenance and System Renewal between the English and the Telugu Medium schools. (T. 5.36)
13. The students appraisal shows marked differences in Awareness of the aim, co-curricular activities, Pupil Welfare Services, Religious and Moral Education, System Maintenance, System Renewal and

Innovations in the two media schools at 0.01 level and school Community Relations at 0.05 level. (T.5.37)

14. The parents find significant difference in Institutional Planning, and Pupil Welfare Services at 0.01 level and in Awareness of the aim at 0.05 level in schools of both the media. (T.5.38).
15. For all the aspects, the 'F' value among the groups is significant at 0.01 level in both English Medium and Telugu Medium. Hence the score of all the aspects of school appraisal differ significantly among Teachers, Students and Parents. (T. 5.40 and 5.41).
16. In the aspect Awareness of the aim, the four groups Headmistresses, Teachers, Students and Parents do not differ in their perceptions. For all other aspects all the four groups differ significantly at 0.01 level (5.39).
17. According to the perception of the teachers, the school numbers 1, 11,¹³ and 20 are found high

effective and the schools 2,⁹ and 25 are found low effective. (T. 5.44).

18. The school number 1 and 20 are found the Most Effective and 9 and 25 are found the Least Effective, among High Schools and Elementary Schools. (T. 5.43, T. 5.44, T. 5.52).

19. In the perception of the teachers of the High Effective and Low Effective High Schools, there is a significant difference between the scores of almost all the aspects (12) as rated by teachers, in a few aspects (6) in students and in none of the aspects rated by parents. (T.5.55, T.5.56, T.5.57).

20. In the Elementary Schools, there is highly significant difference between the scores of the teachers of the Most Effective School and the Least Effective school. (T.5.58)

21. In the school aspects appraised by the Headmistresses and teachers in Elementary Schools, only the curricular programmes and Pupil Welfare activities differ significantly at 0.01 level and

Awareness of the aim at 0.05 level. All the other aspects do not differ considerably in the scores of these two groups. (T. 5.42).

22. There is significant difference in the perception of the teachers of High Effective and Low effective schools, in all the twelve aspects at 0.01 level and in the aspect Innovations at 0.05 level. (T. 5.55).

23. According to the ratings of the students of the above schools, the aspects Curricular Programmes, Co-curricular Activities, School Community Relations, Religious and Moral Education, System Renewal, Investment and Innovations are significantly different in their mean values at 0.01 level. (T. 5.56).

24. The parents of the High Effective and Low Effective schools rated the aspects and though there are differences in their means, they are not significant at any level. Hence they do not find considerable difference in these schools. (T. 5.57).

25. Correlational analysis reveals that according to the ratings of the teachers, all the aspects of school Appraisal are significantly related to each other. (T. 5.59).
26. Almost all the aspects are significantly inter correlated according to the students and parents also. (Table 5.60, 5.61).
27. Medium wise the teachers find all of the aspects in English Medium inter-related significantly at 0.01 level. (T.5.62).
28. In Telugu Medium schools, except Organisation with Awareness of the Aim, with Curricular Programmes, with Religious and Moral Education and with Innovations, all other aspects are inter-related significantly. (T. 5.63).
29. In the High Effective schools, all the aspects except Awareness of the aim with Leadership, Curricular Programmes, and System Renewal, are related to each other. (T.5.64).

30. In the Low Effective schools, there are very few aspects which are inter-related. From the inter-correlation Matrix (T. 5.65), it is seen that only 16 out of 78 correlation co-efficients, are significant at 0.01 level. 22 are not significant at all. The aspect System Maintenance is not correlated with any other aspect. The aspects leadership, and organisation also correlate with very few aspects. Hence in low effective schools there is one sided growth in certain aspects to the neglect of other aspects. (T. 5.65).
31. The factor loading of the variables of Appraisal of schools by Teachers of English Medium, the factor loadings of the first five components account for 94.2% of the variance. The first factor explains 80.22% of the total variance. The first factor is equally influenced by the thirteen aspects of School Appraisal. (T. 5.66)
32. In Telugu Medium schools also the first five factors account for 94.2% of total variance; the first factor accounting for 67.4%. All the aspects, except Organisation and Investment,

have significant loadings with the first factor. (T.5.67).

33. On comparison of the components of the first principal component in English Medium and Telugu Medium Schools, they are almost the same. Nine out of ten aspects (except Pupil Welfare Service) of Telugu Medium coincide with that of English Medium. All other four Principal Components differ in these two media of schools (T.5.68).

34. In the High Effective schools, the first factor explains for 83.45% of variation and the first five factors together account for 99.55% of variation. Except the aspect Awareness of the aim, all the factors have high correlation with the first factor. (T. 5.69).

35. In the Low Effective schools, the first factor explains 89.84% and the five factors together explain 99.99% of the variance. The first factor has equal influence on all the thirteen aspects. All the aspects except System Maintenance correlate high with the first factor. (T.5.70).

36. Comparing the aspects in the Principal Components of the Effective schools, all the ten aspects except System Maintenance of the High Effective group coincide with those of the Low Effective group. All the other principal components have different constituent aspects (T.5.71).

The variables innovations, pupil welfare services, co-curricular activities and Institutional Planning are the distinguishing aspects in High Effective group. Awareness of the aim, Co-curricular activities, Religious and Moral Education, School Community Relations and System Renewal constitute the Principal Component I in Low Effective Schools. (T.5.69; T.5.70).

37. To the first Principal Component of the English Medium schools, almost all the aspects except Pupil Welfare Services, contribute highly. System Renewal is the most contributing factor. In Telugu Medium Schools, the aspects Religious and Moral Education, System Renewal, Innovations and Leadership are the distinguishing aspects in the first principal component. (T.5.74, and T.5.75).

38. The case studies reveal and confirm the school Appraisal findings. The most contributing factor of Effectiveness of the Most Effective High School (case 1) according to the teachers, students and parents is the Leadership of the Headmistress along with the open, cordial climate existing in the school campus. Institutional Planing and Organisation are done very much in collaboration with the teachers and they are involved very actively in all the activities of the school; motivation is provided by the Headmistress. School renewal programmes are conducted regularly and Innovations are attempted and institutionalised. (Case No. 1).

39. This is the case with the Most Effective Elementary schools also. The School Community Relation, and Awareness of the aim also play a great role here. The cordial relationship existing with the High school in the same campus is said to be of great help. The H.M. and teachers consider this school to be the best in comparison to the other neighbouring schools; but not anything very significant is seen here. (Case No. 3).

40. The teachers on the whole identify the schools with the Headmistresses and it was very evident in case studies 1 and 2. The Leadership very much contributed to the success of the school. Similarly the discontent, dis-satisfaction or lack of interest in the school are also attributed to the behaviour of the Headmistress. A strict disciplinarian approach, with no involvement of the teachers or other groups of school community, where no cordial relationships exist, even though the school achieves high in examination results, is seen as a sad state of affairs by the respondents, mainly the teachers. The frequent change of Headmistresses and the stress of getting used to different personalities are seen by the teachers as a hindrance to the improvement of the school. (case No.2).

41. The co-existence of High School in the same campus is seen as a hindrance to leadership in the Least Effective Elementary School (case No. 4.).

42. The teachers dedication and involvement, institutional planning, inspiring leadership, System Renewal and Innovations are seen to be the

contributing factors for school effectiveness.
(case 1, & 3).

43. Lack of good Leadership, facilities and motivation, school community Relations and meticulous planning and Organisation of different activities seem to be the reason for ineffectiveness in the school (case 2, 4).

44. Case studies reveal that success leads to further success and failure or discouragement keeps one from further efforts. Faith in God, oneself and others, and the opportunity for making trial and error and risk taking, are necessary. Case study results confirmed the appraisal done by the groups.

7.3 Observations

The Appraisal of the schools run by the society of Jesus , Mary, Joseph (JMJ schools) has, opened a way for renewal and evaluation. There has been already an attempt made to spell out the goals of Education in JMJ schools, the aims and objectives in clearcut terms. Strategies and

activities are planned for their achievement ever since the appraisal was started by the investigator.

From the appraisal of JMJ schools in general, it is evident that they are above average or high in almost all the aspects. The four aspects, namely, Awareness of the Aim, Pupil Welfare Services, School Community Relations, Religious and Moral Education are considered around or below average by most of the respondents. With the existing facilities of money, men and materials, the JMJ schools have not developed proportionately, neither made adequate use of these resources. It amounts to management immorality. The main reason for this seems to be, the lack of awareness of the strengths and weaknesses of the school. This necessitates regular and systematic evaluations. Examination result or other achievement of the students is not the only index of school effectiveness or improvement. Involvement of all the groups of the school community in appraisal brings in awareness, willingness, co-operation and collaboration in the developmental programmes. Education is a combined responsibility of the state, community and school. Hence the teachers, parents and public have to be taken into confidence and collaborative efforts have to be made in this adventure of providing facilities for the all round development of the future generation. Parent-Teacher

Association and use of Community Resources could bring in the co-operation of all interested and involved in education.

Some of the JMJ schools pay attention mainly to System Maintenance; System Renewal is not given much thought. Keeping up the good traditions and customs started long ago seems to be their aim. Not any renewal or innovations is attempted, nor any evaluation of the plan, process or product is made for improvement. Carrying out the routine duties and daily chorus seem to occupy most of their time and effort. There is no eagerness for renewal or growth on the part of some schools. There are some other schools of the other extreme also. They plan meticulously, spare no efforts for its execution and evaluate the results regularly. They get possible helps through seminars, discussions, clubs, and refresher courses, visits and consultations. Many innovative practices are tried out, evaluated and institutionalised. Hence there are schools at both extremes of the effectiveness.

Looking at the schools, aspect wise in Table 7.1 it is observed that the appraisal has revealed the strengths and weaknesses of each school and of all the J.M.J. schools in general.

Table 7.1 Showing the level of the each aspect of school appraisal

Sl. No.	Aspect of School Appraisal	Low below 40 %	Average 41 - 60%	High 61-80%	Very High 81 - 100%
1	Awareness of the Aim	-	36%	52%	12%
2	Institutional Planning	-	20%	60%	20%
3	Leadership	-	16%	60%	24%
4	Organization	-	32%	56%	12%
5	Curricular Programme	-	32%	48%	20%
6	Co-Curricular Activities	-	36%	56%	08%
7	Pupil Welfare Services	16%	36%	44%	04%
8	School Community Relations	-	44%	52%	04%
9	Religious and Moral Education	-	60%	36%	04%
10	System Maintenance	-	04%	64%	32%
11	System Renewal	-	24%	64%	12%
12	Investment	-	24%	60%	16%
13	Innovations	-	32%	56%	12%

This table gives a bird's eye view of the aspects of school and their effectiveness there of. Majority of the schools are above average in all the aspects. There are a few schools which are very high in all the aspects. The one aspect which is seemed to be rather low in all the schools is Pupil Welfare Services: Religious and Moral

Education is also scored average. System Maintenance and Leadership are scored high.

Awareness of the Aim

The school can progress on the basis of the purposes and aims it has formulated. Without the specification of purposes, the school may undertake many activities, but they will not be effective and will not bear relevant results. All those who are in the school, and are dealing with it, should be aware of its aims. Unless the headmistresses, teachers, students and parents are conscious of the aims, it is quite impossible to realise them in actuality. The aim has to be defined into specifications and these should be translated into educational activities to achieve them. J.M.J. schools have a special purpose and a specific philosophy of education. From the appraisal, it is observed that the Headmistresses are aware of it to a great extent. Teachers are also to be educated about the aim of the JMJ schools. Some of them had expressed discouragement as they have to cater to the students who are not very good intellectually, socially and economically. But some of them are very dedicated to the cause of the uplift of the weaker sections in every sense. The students and parents are yet to know, and understand it to a great extent. Awareness of the

aim is average in 36% of the schools, above average in 52% and high 12% of schools. It is observed that no definite attempt is made to make the aim reach the school community. It is taken for granted that they are aware of the aim. Talks, discussions and orientation programmes should be arranged so that everyone concerned is aware of what the school stands for, what are its aims, what are the means to achieve them, how are they spelt out in the activities and the daily life in the schools.

On the whole, the majority of schools lack the awareness of the philosophical orientation of JMJ schools. Evaluation in terms of specific educational purposes, is very rare in JMJ schools. There are no specific programmes for acquainting the pupils with the aim of the school. Hence it is concluded that the philosophical orientation of the JMJ schools is just average and in its absence, all the endeavours at improvement of the school programmes are not likely to be very fruitful.

Institutional Planning

It is observed that every JMJ school has an institutional plan prepared mostly by the headmistress and the teachers. It is pre-planned and also revised every

year. This^{is} mainly due to the Departmental instructions as well as the directions from the management side, where an institutional plan has to be prepared. In some schools it is prepared very superficially, just following the pattern of the previous year. In some other schools, great pains are taken to chalk out the programmes, keeping in mind the specific purpose and aim of the school, in accordance with the needs of the students, teachers and the community. Similarly in the execution and evaluation part of the plan also, there are schools which are very earnest and painstaking and on the other hand schools which are very easy going and negligent. 20% of the schools are average in this aspect, 60% high and another 20% very high. Which shows this aspect is high in the JMJ school. It is observed that the main force behind the success of this aspect and its effectiveness is the headmistresses, along with the motivated, dedicated teachers.

Leadership

All the headmistresses of the JMJ schools are sisters, qualified and experienced. They are not given orientation in administration and supervision in a planned way. Most of the time they learn from trial and error and from experience. Through the many meetings and exhortations and

informal guidance they are helped to some extent to equip themselves with the necessary skills and qualities of a good leader. From scorings, it is observed that 16% of the schools have average leadership, 60% of the schools high leadership and 20% very high. It is observed also that generally the headmistresses divided their time suitably between the administrative and supervisory duties. But some of them are not able to fulfill the academic teaching along with administration. Specially in Elementary schools where the H.M. has to handle a class by herself, administration suffers. Delegation of powers and involving the teachers in administration and supervision of activities, are done in certain schools, which relieves considerable burden for the headmistress.

Organization

The organization is mostly left to the headmistress in the school. The JMJ schools organization is average in 32% of schools, high in 56% and very high in 12%. It is observed that the managing committee (Governing Body) is not very active in the school. The appointment of the staff, and provision of finance' seems to be its main functions. The reason for this may be, because the headmistress understands the aims and objectives of the JMJ schools, is

aware of its philosophy. In most of the schools teachers and other non-teaching staff are involved in the efficient organization of the schools, but there are schools where in the headmistresses do not involve sufficiently the teachers and others. School organization is a combined responsibility of the Headmistress helped by the teachers. Making the teachers feel the responsibility and by giving them opportunities for sharing in the planning and execution will result in efficient organization of the school. A steering committee is not existing in many schools, which would have been greatly helpful in planning and organization.

Curricular Programmes

All the schools follow the prescribed syllabus. Some of them try to plan and implement teaching units on the basis of the given syllabus and a few of them try to reorganize the syllabus in order to make experiments to it by giving newer and more learning experiences *for* the pupils. It was observed that in almost all the schools, the objectives of teaching of each subject are not clearly understood by the teachers. Though the lesson plans are prepared to a certain extent, some teachers did not follow it in the day today teaching in some of the schools. The academic achievement is

very good in the schools. The S.S.C and VII class common examination results are very high and encouraging. Class room climate is familiar and pleasant in most of the schools. Teachers are mostly concerned and interested in the pupils. 32% of the schools are average, 48% high and 20% of them are very high in curricular programmes.

The investigator is of the opinion that the teachers be given refresher courses in teaching methods so that they can organise the learning process more effectively. Better and effective use of audio-visual aids and other experience based teaching will make learning more participatory and interesting. Remedial classes could be organised in a more effective way after finding the causes for difficulties of the students through diagnostic tests. Pupils' profiles could be kept up-to-date and used for reference, educational, vocational guidance and counselling.

Co-curricular Activities

The schools prepare the schedule of the co-curricular activities well in advance through the institutional planning and various committees. 34% of the schools have scores only average (41 - 60%), 56% of them have high scores and 8% of the schools have very high scores in this aspect,

which shows that there should be more effort for improvement. The choice of activities is done sometimes routinely. An intelligent and purposeful selection of activities would prove it more interesting and helpful for the students. The common co-curricular activities are physical education, games and sports, literary programmes like essay writing, quiz, elocutions; field trips and excursions, SUPW activities, music, dance, painting etc. Group competitions are encouraged in a few schools through house systems.

The investigator considers that the choice of co-curricular activities could be done more purposefully and selectively keeping in mind the needs of the students. More social and community service programmes would help in creating social awareness in them and enlighten them of their social responsibility. A selected programme in SUPW will also help the pupils to be self-reliant after their education, and a taste for job oriented education. 'Earn while you learn' could be encouraged.

Pupil Welfare Services

There are wide ranging scores in this aspect from 32% to 83%. The schools were appraised on different services

like guidance, help for economically backward and exceptionally bright pupils, health and medical help, drinking water, sanitary, and hostel facilities, campus ministry and recreational facilities. This aspect scored very low in almost all the schools by all the responding groups. 16% of the schools have scores below 40%, 36% have scores between 41 - 60% which is considered to be average 44% fall in the score percentage interval 61 - 80 and only 4% have above 80%.

None of the schools have a trained counsellor. Most of the schools do not provide for regular and systematic guidance services, though informal help is given when certain cases come to light. The economically backward students are given preferential admission in the schools: Fees, books, uniforms are given freely or at a concessional rate, in most of the cases. Immediate medical help is given as most of the schools are adjacent to hospitals run by the JMJ society. Regular medical check up is done. Drinking water and sanitary facilities are provided to a great extent. 21 out of 25 schools have hostel facilities. Campus ministry to look after the spiritual development of the students is very active and efficient where there are residential facilities, but nominal in day schools. Religious services, prayers, recollections and retreats are

arranged for the catholic students and staff, and other relevant services for the entire school community from time to time.

The investigator is of the opinion that the schools should either provide a trained councillor or one or two members of the staff should be given the necessary help and training to help the students in need. Old Students Association is existing in only one school. It would be helpful to have it in all the schools. Good recreational facilities can be provided to make the school a place they love to live. Canteen, co-operative stores, cycle shed are some of the major requirements of the students as revealed in the questionnaire. These may meet their needs to a great extent.

School Community Relations

Only 4 schools have Parent Teacher Association. Eleven (44%) of the schools fall in the average groups (41 - 60%) 13 (52%) in the high group (61 - 80%) and only one (4%) in the very high group (81 - 100%) in the rating in this aspect.

The fact that parents are partners in the education of their children is not given importance in many schools. Parents attend the celebrations in the school. They come to the school when they are called for, regarding the progress of their wards. Parents are informed regularly of the programmes, schedule and progress of their children. Most of them feel satisfied and confident, when their children are admitted to the school for education. The schools do not have much rapport with the community at large. A few schools do accommodate to the needs of the community by lending the buildings or compound for some meetings or functions. Public service is not usually taken up by the schools. Most of the schools maintain good relationship with the educational departments.

There is a good rapport between the headmistress, teachers, and students in most of the schools.

The investigator is under the impression that the schools are neglecting their duty to the community around it. The effective functioning of the parent-teacher association in every school will give an opportunity for bringing the community, mostly the parents into the school campus; see and experience what is going on in the school; express, discuss and suggest ways and means of bettering the

education of their children and also for ensuring more cooperation from them. They would realise the aim and purpose of the school. More involvement in the community life by organising and participating in its service and cultural programmes, will bring in more social awareness in the school members and utilisation of human and personnel resources on both sides.

Religious And Moral Education

This aspect is also one of the weak points in the schools. 15 schools fall in the average group, 9 in the high group and one in the very high group according to the ratings of the responding groups. Religious and moral education is provided regularly in all the schools, keeping in mind the secular characteristic of our nation. The teachers do teach religious and moral education, but most of them are not trained in its methodology, which results in the lessons not being very effective and interesting. Necessary books are provided along with aids. Some of the schools sent their teachers for in-service programmes and refresher courses in its content and methodology. A few schools have taken this aspect seriously and are experimenting new methodology in experience - based learning and meaningful activities in this aspect. The hidden

curriculum of the school goes a long way in inculcating the true values in students and developing their character.

The investigator considers that there should be an animator for religious and moral education in every school, who will co-ordinate the classes, content and methodology in a meaningful and effective way. Teachers should be given training in methodology. More activity-based and pupil participatory lessons should be planned.

System Maintenance

The aspect which is rated very high by all the groups in all the schools is system maintenance. Almost all the schools have scores above 60% in this aspect. 16 of them have high scores (61 - 80%) and 8 of them very high scores (81 - 100%). This finding agrees with Desais (1966) that the missionary schools are economically stable and maintained well. All the schools have good buildings, with furniture and equipments. Maintenance of material resources is well taken care of. Timely repairs and regular upkeep of the building, furniture and the whole school plant is paid attention to, in almost all the schools. Maintenance of the pupil achievement is also strived for. Staff are attuned to hard work. The dedication and example of the senior staff

inspire and motivate the new incumbents. Most of them are regular and fulfil their duties to the satisfaction of the headmistress, students, and parents.

System Renewal

System Renewal is attempted in almost all the schools. The scores show that the material renewal is sufficiently taken care of. Six schools have average scores, 16 high scores and 3 very high scores in this aspect.

Renewal programmes are conducted in some schools for the staff. Teachers are deputed to attend refresher courses. Planned renewal programmes are not a regular feature in any school.

The investigator is of the opinion that change can take place when all concerned are enlightened, motivated and inspired in the right direction. Hence schoolwise, subjectwise or areawise refresher courses would help in revamping the teachers and the school community in personal and professional development which would result in school renewal and growth. Regular staff meetings, with open dialogue and academic discussions can create opportunities for better development. Constructive discussions,

participatory decision making and effective planning will be helpful in this aspect.

Investment

Most of the schools have the aspect investment scored high. Six of them have average, 15 high and 4 of them very high scores in investment. Investment in money, time and men are considered in this. The investigator has observed that the material resources of the schools are adequate. Better and earlier planning could save time and better use could be made of them. Staff development programmes would yield better results in the schools, if they are periodically conducted, resulting in the awareness and opportunity to use their skills and talents. The investigator suggests that more schools invest in programme improvement and staff development, so that it will in turn result in the development of the school. A proper evaluation of the school with all concerned will bring to light the needs, and the renewal can be thought of in those lines. Long term plans for the development, will also point the direction of real investment.

Innovations

All the schools have made some attempt on innovations. Mostly it is the initiative of the headmistress and at other times the encouragement given to the teachers to experiment and make trials which initiate the innovations. Most of the schools feel safe in keeping to the traditional methods and ways of running the system. There are a few schools which take lead and challenge the old, and try out new and meaningful ways of imparting education. The scores in this aspect are: 8 of the schools have average scores, 14 high and 3 of them very high. Some of the innovations introduced and institutionalised are the school complex, subject committees, house system, evaluation of the subjects - classwise and section wise, student participation in maintenance of law and order, cleanliness, etc.

7.4 Suggestions

The Appraisal is the means to bring awareness into persons by bringing out the strengths and weaknesses of a situation, thing, an event or institutions, whatever is evaluated. In the present study the appraisal of JMJ schools has revealed its state of affairs. It brings the to persons concerned with the JMJ schools, awareness of the

situation, its strong points and weak points. It makes each concerned person sensitive to the needs of the institutions for the sake of the students and the community they serve. When one is sensitive to the situation, a desire to renew, change or improve starts, which will result in an action plan. This action plan and its execution will drive one for a reevaluation to see where it has led one and whether the goals are achieved. Basing on this reevaluation, discussions are made and the strengths and weaknesses are known. The strengths arouse self confidence and create greater self awareness while also knowing one's weakness. It will bring about a greater readiness for accepting limitations and desire for working for a change.

With the awareness of the need and willingness to renew and change, the growth takes place by improving on the strengths and overcoming the weaknesses. The investigator therefore would like to arrive at the following suggestions:

7.4.1 Suggestions For The Schools Improvement

1. The appraisal and its findings of every school can be made use of, for generating awareness among the staff and all concerned about the

(a) strengths and

(b) weaknesses of the school.

Every school is strong in certain points and even the most effective school is weak in certain cases. Appraisal acts as a diagnosis of the situation, an acknowledgement of the assets and liabilities so that one can draw upon the strengths, build on it and overcome the short comings. Awareness is the starting point of change and growth.

2. Appraisal should become a regular feature of the school. Every year a systematic appraisal should become a built in process so that the development and change is continuous and ever moving forward.
3. Along with the institutional appraisal, there could be appraisal of each subject wise

performance taught in the school. For example, Mathematics. An evaluation of the achievements of the students from classes VI to X or I to V or I to X can be made as the case may be, in a deeper level involving all the persons concerned; graphical representation of the results can be made section wise and class wise for easy grasp and comparison. A diagnostic study of the weaknesses of certain class can reveal many truths for the betterment of the teaching - learning process.

4. Appraisal can also be taken up as a group technique. The headmistresses of JMJ schools belonging to a certain district or a particular Province (Region) can come together and discuss on the strengths and weaknesses of their schools. They can learn from the strengths of each other's schools. For example, one school may be very strong in co-curricular activities, and another in Innovations. They can listen, discuss, share and learn from each other. They can find solutions for the problems they face in their school by a common search.

5. Every headmistress should arrange for a discussion of the academic progress and results at the end of every term. Probing on possible opportunities for growth becomes a combined effort, creating an awareness and an earnestness for change in the teachers.

6. Every school must try to involve the parents, students and teachers in a more formal way and also in a scientific way in the evaluation of the school, as education is a combined enterprise, a co-operative effort of many persons. Growth and improvement is possible and will be accelerated, when all co-operate and contribute their share.

7. All the JMJ institutions (schools in other states, colleges, hospitals etc) should be systematically and regularly evaluated.

8. The entire JMJ schools can be evaluated so that the evaluation becomes a starting point of an ever growing process for the entire JMJ school system.

9. There should be a regular academic meet of the JMJ educational institutions sectionwise (schools, colleges etc), and also in general, to discuss on the findings, strengths and weaknesses of the philosophy, aims and objectives of the JMJ educational services, and to plan in a systematic way for their improvement.

10. During inspection of the schools, the District Educational officers could make a scientific appraisal rather than the routine observation and inspection of the school. Guidance for the growth of the schools concerned, basing on strong and weak points should become a regular feature of the school inspection.

11. A number of leaders could be trained for conducting appraisal systematically, and for using appraisal as a technique for school improvement.

12. School visitation within the order: visiting the Most Effective Schools to learn and to generate faith and confidence can be arranged.

13. Research and Development (R & D) wing for J.M.J. institutions can be set up for staff orientation and development programmes.
14. Educational Institutions like College of Education can become an umbrella for training and orientation of the teachers, in methodology and innovations in education.
15. Orientation capsules for the newly admitted students and newly appointed staff towards the JMJ Philosophy of Education, its aims and objectives can be prepared.
16. Institutional visitation by selected persons for rejuvenation exercises and sharing the new experience and knowledge with the entire groups can be arranged.

7.4.2. Suggestions for Further Study

1. A historical study of the JMJ Educational institutions and services can be made. Such a study is so far not made. The purpose of each institutions, the felt need for the

establishment, history and development in the different fields could be put in a systematic way with supporting documents so that it becomes a source of inspiration and reference.

2. A deeper case study of the very strong institutions can be taken up so that they can be helped to become excellent ones and become an experimental, innovative school in all aspects, to show a way of growth for others.

3. A diagnostic case study of the weak institution can be taken up to help them diagnose the causes of their weakness and overcome them by building on their strengths.

4. An orientation programme on school appraisal for school effectiveness can be prepared and the schools helped.

7.5 Conclusion:

Many of the institutions today are literally dying out because they have neither the insight to read the signs of the times, nor the alertness and the will to leave the beaten tracks of mediocrity and routine, to face the challenges offered by the century. A rigid adherence to traditions only, without taking into cognizance the changing trends in current education, will leave educators asleep, while the rest of the world goes by exploring newer pastures and adopting finer aspirations and broader visions. The pursuit of education must be conducted on a professional, scientific, efficient footing, leaving nothing to chance. It is by launching into goal-setting, planning and evaluation, to integrate the various forces and complexities into the vital part of the normal educational process, that the schools become efficient and effective.

This research was taken up by the present investigator for generating greater awareness among the JMJ principals and educators. This is an on-going process. That the research will take its roots in a system, helping the development process of the system, that day will be a glorious day in the history of Education in India. This research cannot be concluded because appraisal criteria have

been enriched since the time 1950 (U.S Educational Foundation), there after Desai made a study in 1966 by constructing a tool on the indogenous criteria and Rodrigues (1982) again revising the criteria for Jesus and Mary order schools and the present investigator revising and reconstructing the tool for the 1990's. The change, alterations and additions suggest that appraisal is a continuous process and it cannot be the end, or it cannot be prescriptive in the water tight fashion.

But it must be said that, the present investigator is enriched herself and many principals got orientation to appraisal which enlarged their awareness. They are looking forward to a day when the results of this study are presented to them for further improvements.

In the previous studies, the analysis was made average wise and only descriptive. But in the present study, an advance is made towards

- a. Differential Analysis
- b. Correlational Analysis
- c. Multivariate Analysis
- d. Profile Analysis and
- e. Involvement of students and parents in evaluation.

The study ends here as far as doctoral degree work is concerned. But the investigator being actively engaged in Education and involved in the Executive Committee of JMJ Education service, will continue her efforts towards orientation of teachers towards and implementing the suggestions arrived at the study.

When the research findings are planted in the very system, it is indeed a pleasure to see the seeds of change sprouting and the new reality, emerging. This study depicts the present reality and on future depends the emerging reality.