

CHAPTER I

"Education is the organised development and equipment of all the powers of a human being, moral, intellectual and physical, by and for their individual and social uses, directed towards the union of these activities with their Creator as their final end."

T. Corcoran S.J.

CHAPTER I

SIGNIFICANCE OF THE STUDY

	Page No.
1.1 Introduction.	1
1.2 School as an Agency of Education.	3
1.3 Jesus, Mary Joseph (J.M.J) Schools.	5
1.3.1 The Philosophy and Aims of JMJ Educational Service	6
1.4 Need for Growth and Development of J.M.J. Schools.	8
1.5 Appraisal.	11
1.6 Rationale of the Study	12
1.6.1 Need and Significance of Appraisal.	12
1.6.2 Appraisal and School Effectiveness.	14
1.6.3 National Educational Goals and Appraisal.	15
1.6.4 Expectations of the Catholic Church and Appraisal.	18
1.6.5 Efforts of the Society of J.M.J. in Education and Appraisal.	20
1.6.6 School Community and Appraisal.	22
1.6.7 The Present Study.	24

CHAPTER 1.

Significance of the Study.

1.1. INTRODUCTION

Education is an integral, inescapable and essential part of the development process. The development of a nation depends on education. Education as a process, aims at making organised efforts for individual development and social progress. Dewey(1931) says, " All education proceeds by participation of the individual in social consciousness of the race". Dewey believes that society plays a vital role in the process of education.

Individual development requires provision for suitable opportunities and experiences to actualise one's potential to the maximum extent possible. This would mean helping the individual develop certain skills, competencies and other personality attributes, needed for leading an effective life in the society. According to Mahatma Gandhi, "A Nation cannot advance without the units of which it is composed advancing, and conversely, no individual can advance without the nation of which he/she is a part, also advancing". Individual development would find its directions in the needs of the social system. The development of human

potential in this way would account for the social progress. The preparation of individuals for these goals would demand organising suitable influences to be exerted on them. It is in this sense that education can be looked upon as a social process by which people are subjected to the influence of selected and controlled environment. Education, thus may be seen as a process, making planned efforts for human development and social progress. Planned efforts in education would mean identifying educational activities, ensuring their potential and evolving effective ways of their organisation. This would involve aspects like educational policy planning and decision making, organising and managing the educational institutions, conducting instructional process and evaluating them.

The effectiveness of these aspects of education would be judged in terms of their contribution towards the pre-specified educational goals, and the feasibility pertains to the practicability of organising these activities. In order to make the various aspects of education effective and feasible, it would be necessary to carry out these in a systematic and scientific manner. (Menon, 1985).

1.2. School as an Agency of Education

In the modern age, when society has been rapidly industrialised, science has grown tremendously, data on history and social sciences have grown rich, no other agency than schools can impart education in an organised way. The knowledge has grown so tremendously, and cultural needs have grown so much, that it is almost impossible to provide education without the help of the school. Therefore in the modern age of complex society, school is the most important formal and active agency of education (Dhiman, 1987).

The functions of the school have been variously interpreted. They can be conveniently divided into two broad categories - formal functions and informal functions.

The formal functions are:

- To equip the pupils with such useful knowledge which helps in the cultivation of a dynamic and adaptable mind that is always resourceful and enterprising in different situations and that is capable of creating values in an unknown future.
- To develop in the pupils powers of thinking and judging so that they may be able to use their independent critical faculty to think, feel and act.
- To preserve the cultural heritage of the past, to transmit it to the rising generation and to help it to make valuable additions to the existing heritage.

- To develop the qualities of initiative and leadership in pupils so that they may efficiently perform their duties as good citizens in a democratic society.
- To impart such training to pupils that they may be able to solve their "bread and butter" problems in an honourable way.
- To impart training in character building and spiritual freedom.

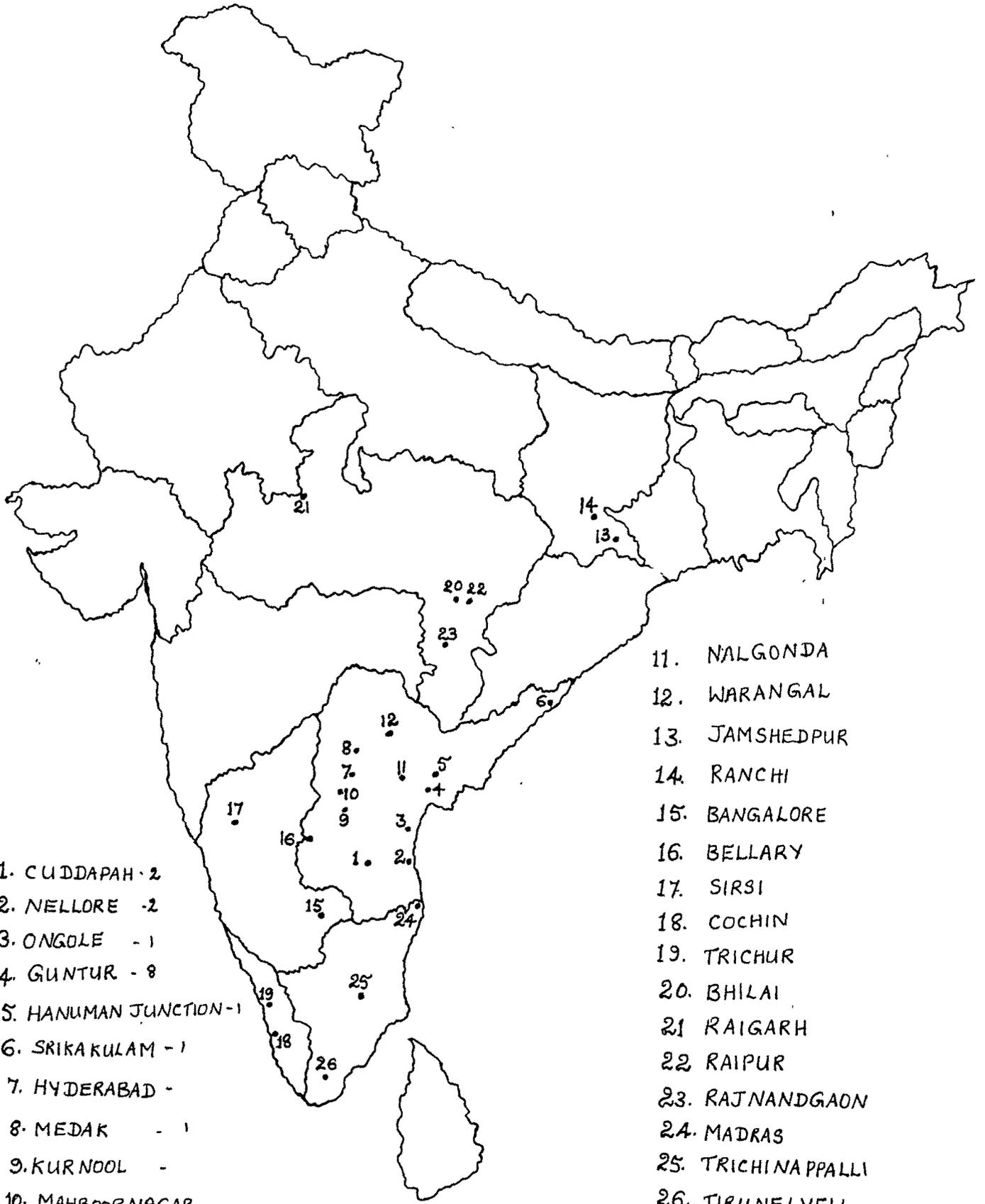
The informal functions of the school can be summed up as imparting physical training, social training and emotional training (Dhiman, 1987).

Thus, a school is the main and the most important agent of education. It has to play a crucial role in building up the society which supports it. The function of developing and moulding the future citizens is entrusted to the schools. Organising efficient and good schools for its children is one of the primary responsibilities of the Nation or State. In our country, huge sum of money is being spent every year on education. In a democratic society like India, education aims at developing socially efficient individuals, who are physically fit, intellectually well off, emotionally balanced, economically self-sufficient and morally sound.

1.3. Jesus, Mary, Joseph Schools

Although education is the responsibility of the State and Nation, private bodies play a very important role in India in imparting education at all levels. There are many schools and colleges now, run by different organisations both religious and secular. They have their own specific purpose along with the general aim.

The Society of Jesus, Mary, Joseph (J.M.J.) is one such body which has many schools under its management. It is one of the international congregations in the Roman Catholic Church. Its members (Sisters) dedicate themselves to God, for the service of the humanity, by promising God, the Church and the Community, to observe the three evangelical vows of Poverty, Chastity and Obedience. The Society was founded by Rev. Fr. Mathias Wolff, S.J., in 1822, in Holland, for the cause of girls' education. The Society was established in India, in 1904, in Guntur, Andhra Pradesh. The sisters of the society of Jesus, Mary, Joseph (JMJ) are engaged in education, besides medical, social and catechetical activities, through the various institutions spread all over the country. There are 44 J.M.J. institutions in India as shown in fig. 1.1.



- 1. CUDDAPAH - 2
- 2. NELLORE - 2
- 3. ONGOLE - 1
- 4. GUNTUR - 8
- 5. HANUMAN JUNCTION - 1
- 6. SRIKAKULAM - 1
- 7. HYDERABAD -
- 8. MEDAK - 1
- 9. KURNOOL -
- 10. MAHBOOBNAGAR

- 11. NALGONDA
- 12. WARANGAL
- 13. JAMSHEDPUR
- 14. RANCHI
- 15. BANGALORE
- 16. BELLARY
- 17. SIRSI
- 18. COCHIN
- 19. TRICHUR
- 20. BHILAI
- 21. RAIGARH
- 22. RAIPUR
- 23. RAJNANDGAON
- 24. MADRAS
- 25. TRICHINAPPALLI
- 26. TIRUNELVELI

Fig:1.1

1.3.1. The Philosophy and Aims of J.M.J. Educational Service.

The Society of J.M.J. is dedicated to the promotion of True Education, "Which is directed towards the formation of the human person, in view of his final end and the good of the society to which he belongs, and in the duties of which he, as an adult, will have a share". (Christian Education, 1977).

The Society of J.M.J. has been founded for the specific purpose of imparting Elementary Education to Catholic girls. Their foremost function is to create in the school, an atmosphere of the Gospel Spirit of freedom, that help the Youth to grow to mature womanhood. Fr. Mathias Wolff, the Founder, has inspired the members to devote their resources and talents to the education of Youth. They predominantly serve the needs of the poor and the less fortunate who are deprived of the very basic necessities, and the care and affection of a family.

Through the apostolate of education, they have the beautiful task of stimulating the Youth to act for themselves, to face with courage and constancy, and foster in them the ability to judge rightly the true sense of

values. In this regard, various Co-curricular activities and Pupil Welfare Services are instrumental for the spiritual, intellectual and moral enlightenment.

To a great extent, the lay staff share intimately in their aspirations and their common efforts to impart true education. While they endeavour to train Youth to greater responsibility in society and witness to faith in the world, they also provide opportunities for their lay staff by giving them appropriate responsibilities.

True Education aims at harmonious development of physical, moral and intellectual abilities. Catechetical instruction which illumines and strengthens faith, and develops a life in harmony with the Spirit of Christ, forms an integral part of Christian Education. The special function of the J.M.J. schools is to develop in the school Community an atmosphere of liberty and charity, based on the Gospel. These Schools and Colleges endeavour to spread the kingdom of God, and to educate the students to serve as leaven in society. The Charism of the Society of J.M.J. apostolic availability and adaptability enables them to serve the people according to the needs of the times.

The Aims of J.M.J. Educational Institutions are:

1. To promote Girls' Education
2. To provide educational opportunities for the economically and socially backward students.
3. To cater to the educational needs of the Catholic Community.
4. Formation of character and spiritual life.
5. To instill academic excellence.
6. To ensure the physical, social, cultural and emotional development of the person.
7. To prepare the students to be loyal, patriotic and able citizens of the country.

The following are the objectives of J.M.J. Educational Institutions:

1. To give priority in admitting Catholic girls and those from economically and socially backward groups.
2. To provide adequate facilities for effective teaching learning process.
3. To impart religious and value education.
4. To arrange co-curricular activities and student welfare services.

1.4. Need for the Growth and Development of J.M.J. Schools

The J.M.J. schools are established for a specific purpose. They have their own philosophy of education. A lot of investment in terms of human and material resources is made in them. Hence it is necessary that these schools like any others, should grow and develop into most efficient and

effective institutions. These schools like any other organisations aim at achieving their goals through their programmes. There exists division of labour, power and communications, responsibilities and duties which are not random or traditionally patterned, but deliberately planned to enhance the realisation of goals. There are also higher bodies and authorities who control and direct the concerted efforts of these institutions towards their goals. They also review continuously the performance of the institutions and re-pattern the structure wherever necessary, to increase its effectiveness and efficiency. In order to know the state of affairs of an institution, appraisal is necessary.

The J.M.J. schools are institutions established in a social system. A particular society establishes the system in order to satisfy certain needs, expectations, demands and requirements of the people. These inputs and constraints operate the system and a proportionate output is expected. In the case of schools the inputs are the goals, all the activities, human personnel, finance and the organisational setup. Output is the knowledge, and human development. In order to make sure that outputs are proportionate to the input and that the environment is satisfied with the establishments, appraisal is the only means.

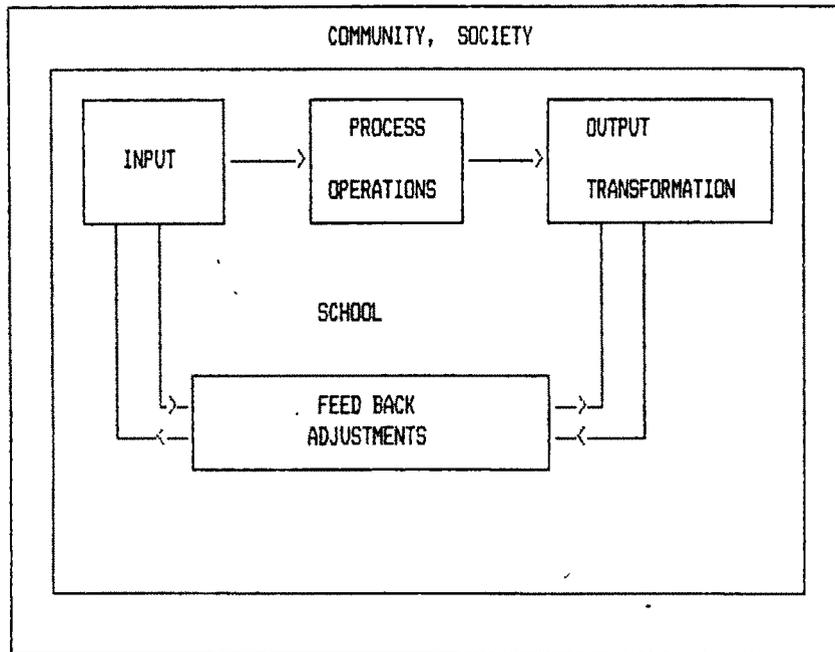


Fig. 1.2 An Initial Model of Systems Operations of Schooling.

J.M.J. schools are established for the society. There are many sections in the society living, dealing with the school, working and being worked for. The Community which establishes the schools for the education of its young, the parents who send their children for education, the teachers who toil for imparting education and the students who are the focus of attention, and finally the administrators who manage these interactions. They all form part and parcel of the school community. Each section wants to assess the effectiveness of the school and its impact on the students and the community as a whole. Each section is anxious to

know how they and others perform. A feedback and adjustment will help to develop and grow these institutions according to the expectations of different groups. Appraisal of the school with its various activities reveal the strengths and weaknesses and on this feedback, improvement or development can be planned and effected.

1.5. THE APPRAISAL:

Appraisal is the process of assessment, of an activity or the outcome of a certain course of action. It involves the judgement of the outcomes of the operations or processes undertaken.

Appraisal is used synonymous with evaluation. The process of taking measurements for making decisions about programmes, policies etc. with reference to objectives is often referred to as evaluation. Appraisal means critical stock taking. It is to know the portrait of the institution or the programme, and evaluation is judging the worth of an educational programme. Appraisal is closely linked to an institution's continuing efforts to assess its effectiveness, and to ensure the fullest possible realisation of its mission and goals. It indicates that in the judgement of responsible members of the academic

community, an institution's goals are soundly conceived and appropriate, that its educational programmes have been intelligently planned and are competently conducted, and that the institution is accomplishing the majority of its goals substantially, and has the resources to continue doing so in the reasonable future.

Appraisal deals with goals of the institution, planning and organising of educational programmes, accomplishments of the aims, its effort to renew itself, its financial status, investment and output etc. Thus appraisal is a process, which if followed on scientific lines, increases the awareness among the people and its results might help the institution to look at its own strengths and weaknesses.

1.6. Rationale of the Study

1.6.1. Need and Significance of Appraisal

Schools are one of the formal agencies of education. There are changes taking place in society every day and these changes affect the schools. Explosion of knowledge, new means of social communication, newer techniques of education, industrialisation, urbanisation, democratization

and earlier maturity and sophistication of the pupils and drastic changes in society have affected schools.

The schools are agents for change: Schools have to renew themselves to be living units of the society. UNESCO in its report "Learning to be" (Faure,1972) asks "Is it not thus the time to call for something quite different in education systems"?

The Education Commission (1964-66) studied the state of education at all levels in the country making a critical appraisal and thorough survey. It refers to education as the main instrument of change. According to the Report of the Central Advisory Board of Education, (1972) the planning Commissions has sought to change education, "to make it a powerful tool of social transformation, economic growth, modernisation and social integration". Infact, what has been suggested by experts is the need for radical change not only in curricular diversification and direction of teaching, but in the very spirit and climate of the schools, and the relationship of the schools, pupils and teachers with their local community and the larger society. The school must seek to change the attitudes of the children and ultimately of the people (Myrdal,1960). To be agents of change, renewal is necessary and appraisal is the pre-requisite for renewal.

1.6.2. Appraisal and School Effectiveness

Schools make a difference in pupils' achievement; and these differences in outcome are systematically related to variations in the schools climate, culture or ethos; and their quality as social systems. Some schools are effective schools. To be effective means the best possible use must be made of what is available, to achieve the desired end. Therefore effective schools must capitalise on their staff, resources and pupils' abilities to achieve the required outcome. In other words, the school utilising all its resources to the maximum to develop the pupils' potential is an effective one (Reid, 1986). To know how effective a school is, a Gestalt appraisal is necessary.

An evaluation will enable a school to know the expectations of people concerned with it. Just as a pupil will perform at the level of achievement expected of him by the teacher (Rosenthal and Jacobson, 1968), so too an interaction between the evaluator and the school makes the school aware at what level it is expected to perform. This pattern of evaluation - responsive evaluation, necessitates a continuous evaluation at every stage - at planning, process and product level.

The most important real resources used by the education system are human; students and teachers. How well are we using these human energies, which cannot be hoarded and which become unproductive if not utilised in the proper way? Hence evaluation takes care to know whether justice is done to the investment made in the school, also in the material sense. The material cost on education is also increasing disproportionately (OECD, 1971). The schools are led to evaluate their resources to see if they cannot be more efficiently used.

1.6.3. National Educational Goals and Appraisal

Education is one of the means of attaining the supreme values of Equality, Fraternity, Liberty and Justice, assuring the dignity of the individual and unity of the nation, enshrined in the constitution of India. India looks up to education as an agent to usher in social, political and economic changes. The Indian Education Commission (1964-66) asserts that education is the only means to bring in the silent social revolution that the nation is determined to initiate and carry through. It emphasises the need for a complete transformation of the educational system for making it responsive to the challenges of the country's socio-economic development. The Commission called for a

renaissance in educational practice and recommended the following programmes for the qualitative improvement at the secondary level.

- i) greater competence of teaching staff.
- ii) better books and instructional aids.
- iii) development of research and experimental attitude
- iv) creative teaching.
- v) development of democratic leadership.
- vi) improved relationship between teachers and students
- vii) establishment of advanced study centres
- viii) continuous evaluation of educational programmes and
- ix) an imaginative administrative system.

These recommendations include almost all the aspects of a school system and call for their qualitative improvement. National policy on Education (1968) marked an other significant step in the history of education in post-Independence India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, (National Education Policy, 1968).

Now with the revised perspective of a human being as a positive asset and a precious national resource, which needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism, a new educational policy, National Policy on Education, 1986, has ushered, bringing with it, radical changes in the existing system, concrete plans with minute arrangements and organisations to achieve the aims. Education aims at allround development, acculturating a person, refining him and enabling him to contribute to national cohesion, a scientific temper, independence of mind and spirit. Thus education is considered a unique investment in the present and the future (National Policy on Education, 1986. 2.4)

In order to make the education system work, and thus to realise all the aims and objectives, the National Policy on Education (1986), proposes, "creation of a system of performance appraisals of institutions according to the standards and norms set, at the National or State levels" (7.3(d)).

Mathai (1981) maintains that every nation should ensure that, its schools and colleges are well administered as truly national institutions, genuinely serving the educational needs of the society, and maintaining high

standards of integrity and public morality and constantly responding to changing needs of the modern world. Hence all the schools need to be evaluated and appraised regularly and systematically to see if they are catering to the national needs, aims and policies of education.

1.6.4. Expectations of the Catholic Church and Appraisal

The Catholic church exhorts its schools to be efficient. It enunciated basic principle of Christian Education in the document called "Catholic School" (1977) streamlining its stand and giving specific direction to their functioning. It seeks to achieve an effective system of education at all levels which corresponds to the educational needs of young people today in Catholic schools. It urges all concerned in them, to pool all their resources and means at their disposal to enable their schools to provide a service which is truly civic and apostolic. In the eyes of the church, "that which does not reproduce the characteristic features of a school cannot be a Catholic school". It defines a school as, "a place of integral formation, by means of a systematic and critical assimilation of culture" (C.S.26). Culture is educational, only when young people can relate their study to real life situations, with which they are familiar. The school must be

a community, where values are related through interpersonal and sincere relationships of its members, and through both individual and corporative adherence to the outlook on life, that permeates the school. The task of the Catholic school is, fundamentally a synthesis of culture and faith, and a synthesis of faith and life (C.S.37). The climate of the school should be an atmosphere permeated with the Gospel values of freedom and love, trying to create a just society, and offering its educational service to the "poor or those who are deprived of family help and affection or those who are far from the faith". It suggests that it is possible only when all concerned with the school: teachers, parents, pupils and administrative personnel, - have the unity of purpose.

The Church while encouraging education exhorts, "Let them endeavour to excel in the art of teaching and in the advancement of knowledge". It urges the entire programme of formation - both its content and methods used, to be reviewed in the light of its philosophy of education. Appraisal helps in the review and renewal of schools demanded and exhorted by the Church.

1.6.5. Efforts of the Society of J.M.J. in Education and Appraisal

The Society of J.M.J. as mentioned earlier, was mainly established for the education of girls. With its organisations and set up, it tries to maintain its institutions as best as possible. With its special spirit of 'ever adaptable apostolic availability' and dedication 'to work like giants' according to the exhortation of its Founder, Rev. Mathias Wolff, S.J., the Society with the help of various committees follows up the activities of its services in different fields. The J.M.J. Education Committee is mainly responsible for the study, review and follow-up of its educational apostolate. In the annual meetings of the General Body, which consists of all the members engaged in education, and in the occasional Executive Committee meetings, the aims and objectives of the institutions are studied along with the means taken to achieve them; the activities are reviewed; plans are rescheduled if necessary, opinions are taken, and solutions are discussed for improvement. Refresher and renewal courses are conducted every year, at various levels both for professional growth, and for knowledge and skill in various fields in education for the staff, administrators, etc. So far, organized and critical evaluation or appraisal involving the teachers, parents and students is not done.

Hence the investigator being one of the members of J.M.J., actively engaged in Education and the secretary of J.M.J. Education Committee when the research was started, which manages many educational institutions, and interested in the welfare, growth and development of these, at the suggestion of the president of J.M.J. Society in India, decided to appraise the schools, to find how effective they are and promote their growth and development accordingly.

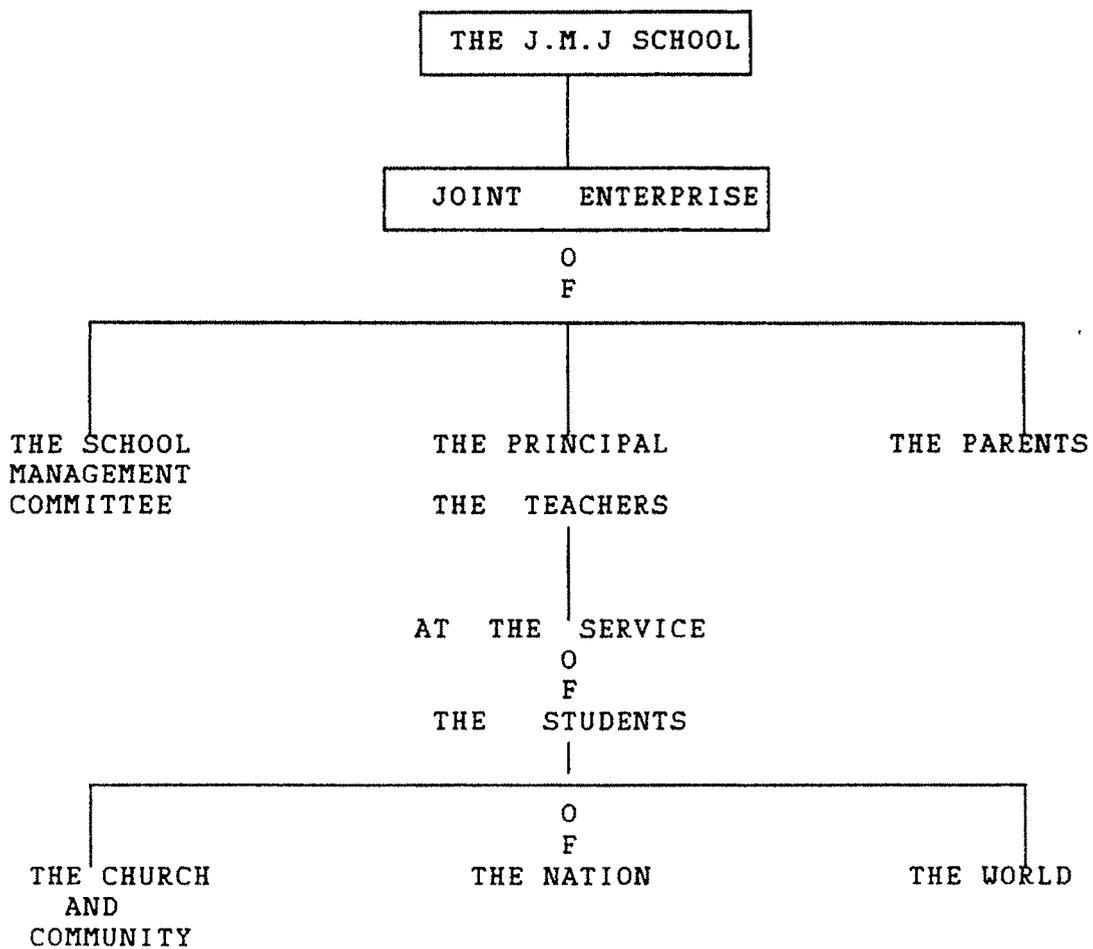


FIG I.3 Components of J.M.J School (Pia,1984)

Since the appraisal is taken up for the institutions under the management of the Society J.M.J; the findings will help to chalk out a practical and effective programme for their improvement. The investigator can also help in the implementation of the programme being an executive member of J.M.J. Education Committee.

1.6.6. School Community and Appraisal

There are many groups of people engaged in education in an institution, the management along with the Headmistress or the Principal, teachers, students and parents or the Community.

Appraisal forms one of the multifarious activities of the management and the headmistress, who is the administrator of the school. It is based upon continual observation of the improvement of the school, attainment of the contemplated educational objectives and assesement of social, moral, cultural and academic progress of the students. Hence the headmistress should be well acquainted with the state of affairs, the activities and outcomes, to evaluate the policies and procedures and objectives of education. Only by means of an appraisal she would be able to raise the standard of the institution.

Teachers form the backbone of any school. They play a crucial role in the fulfilment of the proposed goals and objectives of the school. Teachers are evaluating their own efforts and the educational development of their students. To make sure whether their efforts are in the right direction, if any change is to be made, if their approach is the correct one, if the activities and programmes are sufficient or not, if the investment in money and men are proportionate, we need valid appraisal of the various school programmes.

The students are the main beneficiaries of education in the school. They would be happy and contented to know whether their school is an effective one, wherein, its goals and purposes are achieved to the maximum, whether they get from the school what they deserve and desire to get, whether their efforts are geared in the right direction by their teachers and administrators. This is possible only when an appraisal of the school is done.

The parents who struggle to select the best institutions for their children, and who spend a lot of money on their children's education would be very anxious to know how the schools are functioning. It is their right to

be kept in touch, with the aims, planning and development of the school programmes.

Thus every group of the school community is eager to have a true picture of the school, - its aims - programmes - efforts - and achievements. Only a true appraisal can give the necessary and correct information to all concerned. Hence appraisal of the school is a felt need of every member of the school community.

Involving all interested persons in the appraisal programme will ensure diversity, individuality, innovativeness, creativity, motivations and credibility (Rivers, 1980).

1.6.7. The Present Study

The investigator being aware of the benefits of Appraisal in schools, has noticed that no systematic appraisal of J.M.J. schools has been undertaken upto date. The researches done so far in this are evaluation of the general schools in Gujarat, Maharashtra or Kerala and also the schools run by the Religious of Jesus and Mary (rjm). Desai (1966) evaluated the schools of Gujarat, developing and using an evaluative criteria, Rodrigues (1982) developed

appraisal tool and appraised the schools of rjm and Shobha (1984) developed an evaluation tool for schools in Maharashtra. The Jesuit schools in Kerala are periodically evaluated. Many researchers have evaluated individual schools using different tools based on various models and criteria.

The present investigator intends appraising the schools of J.M.J. adopting the evaluative criteria developed by Rodrigues (1982). The present study is confined to the High (Secondary) schools and Elementary Schools in the State of Andhra Pradesh only. Students and parents are also included in the appraisal.

The 'still' of each school projected by the four groups of the school, namely Headmistress, teachers, students and parents will present an objective view of the state of affairs. This will become an eye-opener and starting point for developmental efforts and activities. This study will be a starting point for further school appraisals and will inspire many other institutions (Colleges) and schools to start on similar lines and work for the development, growth and improvement of the institutions.

Do the J.M.J. Schools achieve their goals? Are the members of the schools - the Headmistresses, teachers, students and parents aware of the aims of the schools? Are the programmes planned in such a manner to realise the aims, to meet the needs of the pupil and society around them and to make them effective schools?

Is the leadership capable and organization sufficiently effective to meet the demands of the schools? Are the academic activities, welfare services, renewal programmes effective enough for the growth and development of students and teachers? Are the resources - material and human utilised to the maximum? Why is it that certain schools are sought after by the parents where as in some other schools there is meagre attendance? How far are these schools open to change and innovations?

The answers to these and many more questions are very important. The investigator intends finding answers for them by conducting an evaluation of the J.M.J. schools. Hence the investigator proposes to make an "Appraisal of the Educational Institutions (Schools) run by the Society of Jesus, Mary and Joseph (J.M.J.) in Andhra Pradesh".