A STUDY OF THE MANAGEMENT STYLE AND GROWTH OF STUDENTS AND TEACHERS AT RISHI VALLEY SCHOOL

Thesis submitted to

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For the award of the degree of

DOCTOR OF PHILOSOPHY in MANAGEMENT

By

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Revised and submitted in April 2009.

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DECLARATION

I, Sundar Kumar Gandikota, hereby declare that the thesis entitled "**A STUDY OF THE MANAGEMENT STYLE AND GROWTH OF STUDENTS AND TEACHERS AT RISHI VALLEY SCHOOL,**" submitted to Pondicherry University, in partial fulfillment for the award of the degree of DOCTOR OF PHILOSOPHY in Management is a record of original work done by me, under the guidance and supervision of Prof. R. Prabhakara Raya and that no part of this thesis has previously formed the basis for the award of any degree, diploma, associate ship, fellowship or any other title.

Revised and submitted in April 2009.

Sd/-

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Place: Pondicherry   Sundar Kumar Gandikota

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ACKNOWLEDGEMENT

CURRICULUM VITA OF SUNDAR KUMAR GANDIKOTA

Educational Background

- Schooling: Indian School Certificate Examination, 1978, St. James' School, Kolkata.

- Engineering: BE (Electrical Engineering) from MNR Engineering College, (presently renamed as NIT,) 1978 to 1982, Allahabad.

- MBA: Completed MBA (part time) from Bangalore University, 1991.

Corporate Experience

- **BHEL, Bangalore and Hyderabad plants,** joined as an Engineer Trainee in 1982 and left as a Deputy Manager-System Engineering(C&I) in 1995, worked for thirteen years in the areas of sales/contract management and system engineering.

- **Pegasus Castalloy Ltd., Pune**, as Module Manager-Manufacturing (project in-charge) for two years from 1995; the role involved guiding managers, engineers and technicians in installation, commissioning and commencement of commercial production in the company; encompassing almost all the managerial functions of a profit seeking enterprise.

- **General Manager – Atlas Engineering Division,** for one year from 1997 to 1998, the role involved group level contribution to the two manufacturing plants and one design centre.

Teaching Experience

- Rishi Valley School (Krishnamurti Foundation of India), AP, 1998 to 2006.

- Chinmaya International Residential School (Central Chinmaya Mission Trust-Educational Cell), Coimbatore, 2006 to the present as Deputy Headmaster-Development.

Research Papers

The research papers in the making out of the thesis for publication in peer reviewed journals.

1. Different tangible aspects of learning at the subtlest levels of being as a unified movement – Study of Students at Rishi Valley School [Krishnamurti Foundation of India.]

2. Qualitative research to map the management style of a School to assess the quality of learning and explorations into design of a research methodology - A Case Study.

3. Intuitive conjecture and Results of Statistical Analysis - Reflections from an Empirical Study of the nature of growth experienced by teachers and students in a school.

4. Exploratory determination of the correlation coefficient between the scope for growth offered by a school with the actual growth experienced by teachers and students.

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ABSTRACT

The approach of looking at organizations from the perspective of Management Strategy, Structure, Systems and Style (4-S) has been considered to be one of the useful ways for understanding and managing them well. In schools, the educational intent or educational philosophy or vision, which may be likened to the term strategy used in other contexts, is one of the determinants of the organizational structure, systems and style. And the way these four elements interact with each other and manifest in the various processes and functions of the school does influence the ambience and culture of school significantly. For a school, management style appears to be more important than the other three because it reflects, conveys and communicates what values are actually held and practiced by the prominent adults in the routine functions and processes of the school.

Apart from setting an example in organizational values, the management style, in conjunction with the management structure and systems, has the potential of actualizing the educational intent of the school by enabling the required scope for growth of teachers and students. The style also has a bearing on the extent to which the scope for growth brought about will be 'utilized' or realized by the teachers and students to actually learn and grow.

This research attempts to study some of the features of the Management Style at Rishi Valley School and the possibilities for growth the management style brings about for the students and teachers. The types of difficulties and constraints the management style causes have also been investigated. Finally, the nature of growth experienced by students and teachers has been studied. An attempt has been made to establish a link between the management style, the scope for growth it brings about and the growth experienced by students and teachers. The instruments of research used are perception survey of parents, students, ex-students and teachers; participant observation of various processes and functions; interviews and case stories. The research work is descriptive in nature with qualitative and quantitative research approaches deployed suitably to aid each other. The study was motivated by peculiarities and inexplicable features that a person notices in the way the school functions and the way it is managed. A few of the features that may be observed are as follows.

- Absence of most formal systems and procedures that one has experienced in most institutions - informality in the way the processes of the school are 'conducted.'

- Innovativeness in educational approaches but certain conservatism in trying out radically different ideas.

- Innovativeness in dealing with students.

- Absence of clearly laid-out or formal systems in many areas.

- Intensive discussions being held on issues with or without decisions emerging – raising awareness being the primary thrust.

- Involvement of many people in certain areas of decision-making and overlooking the people concerned in certain other areas of decision-making.

The impression that the school is 'doing' well in the core function of education, with the minimum of systems and structures, where the management is neither too pervasive nor too intrusive, raises the question of how is the school being managed? What is the management style which enables and runs the school without much ado? What are the characteristics of growth that teachers and students experience in the school? The objectives of research are the following.

- To examine the salient features of the management style and the characteristics of the scope for growth emergent from the style of management.

- To determine the characteristics of the growth teachers and students experience at Rishi Valley School.

- To determine the correlation between the scope for growth offered by Rishi Valley School and the type of growth experienced.

The following instruments of research have been used

- Perception Survey

- Participant Observations

- Interviews and Discussions

- Case Stories

- Review of Documents

The correlation coefficient between the scope for growth and growth experienced was determined to be as given in the table below.

CORRELATION BETWEEN SCOPE FOR GROWTH AND GROWTH OBSERVED

	Dimension	Scope for growth	Growth observed	Correlation coefficient	z-value **
ADULTS					
Parents (n=51)	Abilities-functional	7.2	6.8	0.99	Z=49.125 Highly Significant at 5% level
	Emotional-sociability	7.9	7.4		
	Psychological-inward	8.1	7.7		
Ex-students	Abilities-functional	7.1	6.3	0.56	Z=49.125

(n=60)	Emotional-sociability	7.7	6.5		Highly Significant at 5% level
	Psychological-inward	7.5	6.8		
Teachers (n=31)	Abilities-functional	6.3	5.9	0.50	Z=49.125 Highly Significant at 5% level
	Emotional-sociability	6.9	5.9		
	Psychological-inward	6.9	6.9		
NON-ADULTS					
Students (n=53)	Abilities-functional	6.3	6.8	0.83	Z=49.125 Highly Significant at 5% level
	Emotional-sociability	6.0	6.9		
	Psychological-inward	6.7	7.4		

** Statistical test is performed to study the statistical significance of correlation coefficient using z-test and found all coefficients are highly significant, the critical z-value being 1.96.

Conclusions made from the study are as follows.

- The teachings of JK bring about and influence the management structure, style, systems and intent (strategy) of the school significantly and it is due to the peculiar and unique nature in which the 4 Ss evolve in the school that the school provides a distinctive ambience of freedom and space to students and teachers.

- Based on the intuitive clustering of variables, the inward growth of students was found to be higher than emotional development. Emotional development was found to be in turn greater than the functional growth.

- Factor analysis of the elements identified indicates that growth and development is a multivariate process, with most of the elements forming one factor. It indicates that most aspects of the development are related to each other and need to be understood as one integral process.

- Some of the salient features of the management style have been determined based on the perception of respondents, case stories and process studies carried out. It is interesting to observe that some of salient features are in the nature of basic attitudes.
    o Tentativeness in decision-making.
    o Exploratory implementation making course corrections in an organic and smooth manner.
    o Decentralization of decision-making in most routine issues.
    o Bringing about participation by teachers concerned to a very large extent in many areas.
    o Non-use of the authority of power, money, knowledge.
    o Being on-judgmental towards teachers and students.
    o Respect and politeness for the other, unrelated to his power or position.

- Committee based decision-making minimizing personal biases and prejudices.
- Enabling collective wisdom to emerge.
- Being non-condemnatory.
- Being tolerant towards lapses, providing scope for learning at one's pace.
- Personal integrity and commitment of administrators.
- Absence of tendency to instruct or guide unless seriously warranted or sought.
- Alertness and vigilance about learning at personal and institutional levels.
- Inner confidence and self-sufficiency.
- Learning about one's own capacities and limitations.

Little was it known that initial observation of some peculiarities and inexplicable features in the way the Rishi Valley School functions and is managed could have such a stunning impact on an observer that he is impelled and led to take up a research study which can be so challenging, interesting and enriching – which can give him a glimpse into what education and its management might be about.

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

ANOVA   Analysis of Variance

GVS   G. V. Subba Rao

IPSC   Indian Public Schools Conference

JK   Jiddu Krishnamurti

KFI   Krishnamurti Foundation of India

NA   Not Applicable

pMEAN   Population Mean= Sample Mean $\pm$ 1.96 (Standard Error)

$$= \text{Sample Mean } \pm 1.96 \left(\frac{\text{standard deviation}}{\sqrt{n}} \right); \text{ n is the}$$

sample size.

RVS   Rishi Valley School

RVEC   Rishi Valley Education Centre

SDM   Shared Decision Making

SPSS   Statistical Package for Social Sciences

SMEAN   Sample Mean

Pop   Population

PS: His has been used in this thesis to denote both his and her

LIST OF TABLES

LIST OF CHARTS

LIST OF FIGURES

INTRODUCTION AND RESEARCH METHODOLOGY

1.0. Background

The twentieth century has seen major breakthroughs and intense progress in many areas of human activities. At the beginning of the century even electricity was not available to most people and by the end of the century so many applications of electricity have revolutionized life in unprecedented ways. Such an exponential progress was observed in almost all fields resulting in immense material resources and possibilities being created for the benefit of mankind.

In the field of management too many rapid changes and advancements have been made. At the beginning of the century pioneering managers like William C Durant, founder of General Motors, dominated the scene and set the tone of management by their often ruthless, one-person style. Perhaps, the pioneering work of that time required such a style to make proper advancements on large scale. This paved the way for organizational specialists like Henri Fayol and Alfred P Sloan and scientific managers like Fredrick Winslow Taylor to bring in scientific management techniques involving measurement of work and process efficiency.

The later managers recognized that human resources were crucial to organizational efficacy and growth. Ever since then the scope and nature of human resource management is getting redefined continuously. To meet the societal demands for more goods and services organizations wanted rapid increases in productivity. The human relations approach appeared to have the remedy and managers started putting up a more humane face. The Hawthorne studies in particular gave focal attention to the behavioral side of management leading to a vast change in the attitude of management towards

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human resources. Some social scientists and managers had oversimplified the relay room productivity improvement, at Hawthorne, to the fact that the participants in the study were given special attention and that they were enjoying a novel and interesting experience. The impact of the small group, the type of supervision and earnings were not properly taken into account. Gradually, the human relations approach was noticed to be limited and the need to understand organizational behavior in a wider sense emerged.

A behavioral science foundation was laid to replace the more simplistic human relations approach. The disciplines of anthropology, sociology and psychology and their accompanying rigorous research methods made an important contribution towards a better understanding of human behavior in organizations. This approach was deepening and influencing management approach and practices across the globe for many years. For the last couple of decades organizational behavioral studies are increasing in complexity due to the rapid globalization of human activities. The postmodern management development is continuously guided by the need for subtler and quicker change to remain ahead in a sustained manner, sometimes taking care of the cries of environmentalists.

With the changing nature of management of organizations man has been influenced in many ways. During the last century the material wealth created by man for consumption is both mind-boggling and disturbing. Mind-boggling because science and technology developed at such a fast pace that a population of 6 billion can be fed by the earth today with relative ease. It's disturbing because this does not happen. The outlook of man has remained quite 'small' and he is not able to appreciate the cost at which this development has happened and he is also not able to integrate the findings into the developmental endeavor.

The need for a paradigm shift in organizational development seems to be imminent. The field of management has made a lot of progress in its endeavor to understand the dynamics of individual and organizational development in a complex and continuously changing environment. However, the basic paradigm on which these efforts rest generally seem to be individual development in the context of organizational development to meet present or future needs. Human resource development is directed at the development of man as a resource for organizations and not in an intrinsic manner. Disturbingly enough the overlap between the two may be insignificant.

Since early times, educators have also been concerned with education and development of human beings, with the emphasis being on the younger ones. In most civilizations, including in India, the philosophers and individuals concerned with welfare of the society and the world at large have been concerned with the proper education of the younger ones.

1.1. Education in India-A Brief Overview

1.1.1. Early Times: In ancient India the Gurukula system of education was prevalent where a student seeks out a teacher and remains with him for some years, often in remote places. The student becomes a part of the Guru's household and helps the family in all respects apart from learning the various skills and getting exposed to the scriptures and philosophy. After he has gained enough, and grown to an age where he can be on his own, he leaves the Gurukula and leads a family life. Education was pursued within the background of enabling a child to lead an orderly and ethical life. The child would be guided to involve in appropriate activities at different stages of life. The four aims of life called as the purusharthas were called as Dharma, Artha, Kama and Moksha. "Dharma

means discharge of one's duty, as nationally conceived, as an aspect of social ethics. Artha means the ordering of one's worldly concerns so as to conduce to happiness. Kama means the enjoyment of pleasures without coming into conflict with Dharma. Moksha means disentanglement of one's self from ephemeral pleasures and joys, because the pleasures have ceased to please and joys have become void of content, as higher and more permanent forms unfold themselves to mental vision."[1]

1.1.2. 17th Century onwards: Even during the seventh century and later on, schools had teachers who lived an austere and simple life and considered it their privilege to impart knowledge to students. With the advent of the influences of the Muslim and Western world there were changes of different kinds in the country, including those in the content and methods of education. One of the outcomes of the western educational ideas was the beginning of public schools in India. The public school movement went through waves of changes in England. The outcome of the progressive education movement provided a more encouraging picture. "The modern school is undoubtedly more humane than its predecessor. There is much less corporal punishment. The curriculum in many schools has been widened to embrace the arts, vocational studies, travel and adventure."[2]

1.1.3. Prevalent National Policy on Education:[3] The committee for review of National Policy on Education submitted its recommendations[4] to the Government of India in 1986 and the approach "has been guided by the following principal concerns: -

- Equity and social justice.

- Decentralization of educational management at all levels.

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[1] DASH B.N. (1995*). Foundation of Educational Thought and Practice (2nd Edition)*. Cuttack: Kalyani Publishers. 207-208.
[2] ROBERT S. (1969). *English Progressive Schools*. Hammondsport, England: Penguin Books Ltd. Page 243.
[3] Adapted from the "Report of the committee for review of national policy on education" submitted to the Government of India in 1986, and the website http://www.education.nic.in/NatPol.asp.
[4] Ibid. Page 1.

- Establishment of a participative educational order.

- Inculcation of values indispensable for creation of an enlightened and humane society.

- Empowerment for work."

India's commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its Constitution. The Directive Principle contained in Article 45 enjoins "the State shall endeavor to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". There are about 888 thousands of educational institutions in the country with an enrolment of about 179 millions. Elementary Education System in India is the second largest in the World with 149.4 millions children of 6-14 years enrolled and 2.9 million teachers. This is about 82% of the children in the age group.

1.2. Indian Public Schools

The first Indian public school was founded in the year 1868 at Rajkot and named Raj Kumar College. Meant for the sons and relations of the royal family of Kathiawar, the Raj Kumar College, had a poor beginning with only five pupils. Opening schools for the Indian rulers was mutually beneficial to the royal family and the British. "The Indian rulers realized that they had a subordinate position and needed to acquire the tools of knowledge, which the British possessed. The British desired to win over the royal households by starting public schools as a show of affection and generosity so that they continued to serve them obediently and honestly. The other college to follow was named after Lord Mayo at Ajmer, established in 1873. The Maharaja of Kutch went to study at

the Mayo College with 200 retainers and the Maharaja of Alwar went to study at Raj Kumar College with twenty polo ponies and eight carriage horses!"[5]

A proper beginning of the public school system was achieved in 1928 when an eminent lawyer from then Calcutta, Mr. SR Das, founded the Doon School in Dehra Doon, presently Uttaranchal state. The Indian Public Schools Society was registered in 1928 and the headmasters of the public schools were requested to be its members. The Indian Public Schools Conference (IPSC) was held in October 1939. Mr. FG Pearce, of Sardar's School at Gwalior, did a lot of pioneering work for the IPSC before its inception. Later he joined the Rishi Valley School as the Principal. Rishi Valley School joined the IPSC in the early fifties.

The Indian Public Schools were stated to stand for the following. [6]

- Helping students obtain the Cambridge School Certificate without great worry.

- Helping them acquire command of English as well as an Indian language.

- Helping them develop interest in contemporary society and the world and holding their own judgment.

- Helping them know the elementary rules of health and physical fitness.

- Helping them acquire the use of hands and participate in creative activities and learn the use of leisure.

- Helping them to learn the value of money, budgeting and expenditure.

- Helping them acquire an integrity, unaffected by favorable or adverse comments.

- Helping them learn to speak or keep silent according to the situation, learn the meaning of propriety of behavior and be able to distinguish right from wrong.

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[5] SINGH R.P. *The Indian Public School*. Delhi: Sterling Publishers P Ltd. Page 3.
[6] Ibid Page 15.

- Helping them love their country and feel proud of it.

- Helping them have controlled tempers.

Based on the above Mr. Arthur Foot, the first Headmaster of the Doon School, enunciated points on the kind of graduates they were aiming for – the *kind of "boy" they wished to "produce".[7]* They intended to produce a boy who would:

- Meet the required academic standards

- Be fearless in pursuit of truth

- Frame his own judgements

- Reject second-hand opinions

- Resist superstition and custom

- Maintain an independent opinion.

- Recognise no barriers or divisions between people

- Use his own initiative

- Be prepared to face unpopularity

- Have instinctive and never-failing good manners.

- Know and follow the ordinary rules of health and physical fitness.

- Be prepared to accept responsibility

- Develop the virtues of unselfishness

- Have some appreciation of natural beauty

- Know how to treat animals

- Behave to those in a humbler position with courtesy and consideration

- Be able to budget his expenditure.

- Feel quite at home with strangers, both men and women

- Be able to converse intelligently without shyness or aggression.

- Be able to play games, ride and swim

- Develop the virtue of courage and good sportsmanship

- Give no offence to those with other religions

- Appreciate the difference between right and wrong

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[7] Paper entitled *From "Jack Gibson"* by L. Futehally available in the archives of Rishi Valley School and made available for the purpose of this research.

- Be slow to make friends and slower still to make enemies
- Have a healthy sense of the richness of his country's past history
- Devote his life to service of his fellow men and women
- Have his temper and emotions well under control
- Know and follow standards of social behaviour.
- Have learnt the value of money,
- Not be afraid of justice
- Have an understanding of his own religion
- Fulfil the highest ideals of which he is capable
- Be prepared to accept discipline
- Be prepared to accept leadership
- Be familiar with the accepted social and moral codes of behaviours
- Find happiness in good fellowship and friendliness
- Never be afraid of righteous anger
- Have a sense of the his great and splendid heritage
- Devote his life to service of his country

Rishi Valley School has been a part of the IPSC since its early days and an internal study done in the school finds that less than one-third (30%) of the above values are held in common with RVS; less than 10% overlap only partly, with quite different emphasis; and over 60% of the items are very much at variance with the educational values of Krishnamurti[8].

1.3. Rishi Valley School

The well-known religious teacher, Jiddu Krishnamurti, established Rishi Valley School in 1931. It went through many interesting phases in the last seven decades. A brief historical perspective of few of the interesting phases it has evolved through is elicited below.

1.3.1 From the inception of the school to 1930

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[8] Internal, informal study document made available to the researcher by the school.

Mrs. Annie Besant, the well-known thinker and freedom fighter, started a school in 1918 with temporary quarters at Sadhr Gardens, Madras, headed by GV Subba Rao, a young theosophist holding a double MA in Economics and Mathematics. Subba Rao assembled a very able faculty and built an excellent library with an open shelf system and a very large collection of books. The teachers were all loyal and highly dedicated. They were so elevated in their work that, like Subba Rao himself, they never married. They gave their lives entirely to education. To supplement the academic staff, musicians, artists and other creative people were invited to live in the community and continue their work.

Students lived in a village of ten rustic cottages surrounded by shady trees and in the ambience of friendship and sympathy between teachers and students. Activities like games, gardening, weaving, dyeing, nature study, songs and guitar classes were conducted. After school-hours senior students were expected to do some social service.

In 1919 the school was shifted to a twenty-acre campus on Guindy road. In the days when most schools in India were teaching by rote, corporal punishment an accepted practice and the caste system an accepted structure, GVS, as GV Subba Rao was popularly called by his friends, created a non-sectarian school, awakening the intelligence of students and helping them develop their talents in a nurturing atmosphere. In 1923 Mrs. Besant inaugurated the girl's section and spoke of the importance of girl's education for the regeneration of India.[9]

1.3.2. 1930 to about 1980

Guindy was becoming crowded and noisy. The cottages were difficult to maintain and the northeast monsoon caused damage to them every year. In 1930, when a cyclone blew

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[9] HERZBERGER HANS and RADHIKA (2003). *RISHI VALLEY SCHOOL-The First Forty Years*. RISHI VALLEY EDUCATION SERIES VOLUME 10. KFI:CHENNAI.

down many of the cottages, Krishnamurti met with Subba Rao and together they decided to move the whole school to Rishi Valley, a village near Madanapalle, the birthplace of J Krishnamurti. Since then the school has been nurtured and influenced by many people. One common thread running through all these years seems to be a commitment for experimenting with different approaches to education in an atmosphere of freedom. The many influences and imprints made by these people have left a mark in the way the school has evolved and functions even today.

During the early days, prominent people of the school were fatherly in their approach towards children, combining strictness with kindness. This was followed by a phase influenced by the progressive, public school movement in Europe. A lot of emphasis was laid on improving pedagogical techniques and monitoring the progress of each child systematically. This was followed by a phase of experiments in freedom spearheaded by a group of brilliant and radical educators. It provided many interesting possibilities, and at the same time unleashed a movement towards disorder in the school, which led to the next phase of stabilization, consolidation and expansion of the school in different respects. J Krishnamurti began to visit the schools periodically and had intensive dialogues and discussions with teachers and students about the way human beings live and the state of the world.

1.3.3. 1980s to the Present Times

In the 1980s some academically well-qualified and intellectually bright teachers joined the school almost at the same time. They were all interested in the teachings of J Krishnamurti and were willing to experiment in new and different directions with careful deliberation and cautious implementation. The attitude of experimenting with curriculum and pedagogy was sustained and given new impetus. In addition, two of the important

departures from earlier times appear to be a movement towards a non-authoritarian and decentralized management style as well as a program for helping the neighboring villages in different ways. These two initiatives have been briefly described below.

- The first involved widening of the base for administration of the school. In many areas connected to the life and education of children the school began to move towards small groups of people discussing and deciding matters together and collectively. These small groups were made responsible for particular tasks or functional areas. This process of decentralization enabled the school to move in carefully calibrated steps towards a wider involvement of teachers in the decision making process, in some areas of the school. Consequent to this process of decentralization and shared decision making a certain management style emerged within the school.

1.4. Educational Philosophy of Rishi Valley School

The philosophy of the school is best described in the words of J Krishnamurti, who founded the school.

"The purpose, the aim and drive of these schools, is to equip the child with the most excellent technological proficiency so that the student may function with clarity and efficiency in the modern world. A far more important purpose than this is to create the right climate and environment so that the child may develop fully as a complete human being. This means giving the child the opportunity to flower in goodness so that he or she is rightly related to people, things and ideas, to the whole of life. To live is to be related. There is no right relationship to anything if there is not the right feeling for beauty, a response to nature, to music and art — a highly developed aesthetic sense.

I think it is fairly clear that competitive education and the development of the student in that process.... are very, very destructive. We must be very clear in ourselves what we want – clear that a human being must be the total human being, not just a technological human being. If we concentrate very much on examinations, on technological information, on making the child clever, proficient in acquiring knowledge while we neglect the other side, then the child will grow up into a one-sided human being. When we talk about a total human being, we mean not only a human being with inward understanding, with a capacity to explore, to examine his or her inward state and the capacity of going beyond it, but also someone who is good in what he does outwardly. The two must go together. That is the issue in education: to see that when the child leaves the school, he is well-established in goodness, both outwardly and inwardly."[10]

The intention of the schools run by Krishnamurti Foundation of India (KFI) is to awaken the intelligence of the student so that he or she may 'flower in goodness'. The cultivation of a global outlook and a concern for our fellow human beings are all part of this scheme of education. Some further goals of the educational philosophy of Rishi Valley School are stated to be as follows.[11]

- To educate students so that they are able to explore both the natural world and the world of feeling.

- To inculcate a love for nature and respect for all forms of life.

- To create an atmosphere of affection, order and freedom without either fear or license.

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[10] KRISHNAMURTI J. (1974). *On Education*. NEW DELHI:ORIENT LONGMAN.
[11] Adapted from a draft of the school catalogue being prepared for prospective parents.

- Not to condition students in any particular belief, either religious, political or social, so that their minds may remain free to ask fundamental questions, enquire and learn.

Based on this philosophy, teachers attempt to create an atmosphere of freedom, care and security in which students are helped to enlarge their horizons and grow. Our experience shows that not all children flourish in this system. Children who tend to be dependent and who need constant prodding seem to be finding it difficult to adjust to the absence of pressure at the school.

1.5. Motivation for the study

When a person joins the Rishi Valley School, after having worked in other institutions, like the present researcher did, he finds many peculiarities and inexplicable features in the way the school functions. A few of the features that were observed have been listed below.

- Absence of most formal systems and procedures that one experiences in other institutions and consequent emergence of an informal ambience in which the processes of the school are 'conducted.'
- Innovativeness in educational approaches but certain conservatism in trying out radically different ideas.
- Intensive discussions being held on issues with or without decisions emerging – raising awareness being the primary thrust.
- Involvement of many people in certain areas of decision-making and overlooking the people concerned in certain other areas of decision-making.
- Innovativeness in dealing with students.
- A peculiar mix of liberalism and conservatism with reference to different ideas.
- Intensive discussions being held on issues with or without decisions emerging.
- Involvement of many people in certain areas of decision-making.
- Overlooking the people concerned in certain other areas of decision-making.
- Low salaries to faculty members yet many of them are very committed.

- Tentative (sometimes even hesitant) and organic[12] approach in all areas.

Some of these observations may make a person to conclude that whatever is happening in an orderly manner is by chance and not a deliberate act of the school management. As one grapples with this impression one becomes aware or gets reminded that the organization has been running for more than seventy years and is acclaimed to be one of the best residential schools in India. Students appear to be 'happy and doing well'. Teachers from different walks of life get drawn to the school, a significant number of them intellectually, academically or otherwise well qualified. They work and live in the school in a rather austere and simple way. The list of strange features, both positive and negative, can be expanded further.

This impression that the school is doing well in the core function of education with a 'minimum of management' prompted this investigation to be taken up. 'Minimum of management' is a term being used to describe a situation where the presence of management and managers, with their systems and structures, is neither too pervasive nor intrusive.

1.6. Implications of the Philosophy

Two of the significant challenges posed by J. Krishnamurti are quoted below.

1.6.1. The Headless School: "The center cannot be made up of the headmaster alone… If the headmaster is dominating, then the spirit of freedom and co-operation obviously cannot exist. A strong character may build a first-rate school, but fear and subservience creep in, and then it generally happens that the rest of the staff is composed of nonentities. Such a group is not conducive to individual freedom and understanding. The staff should not be under the domination of the headmaster, and the headmaster should not assume all responsibility; on the contrary, each teacher should feel responsible for the whole. If there are only a few who are interested, then the indifference or opposition of the rest will impede or stultify the general effort. One may doubt that a school can be run without a central authority; but one really does not know, because "it has never been tried".[13]

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[12] Emerging from an understanding of the situations rather than based on firm policies or precedents.
[13] KRISHNAMURTI J. (1992). REP 1992. *Education and The Significance of Life*. Chapter 5-The School. Page 90.

1.6.2. Discipline without Authority: "Can you bring about discipline without authority? Children must come to meals regularly, not talk incessantly at mealtime, everything must be in proportion, in freedom and affection, and there must be certain non-authoritarian awakening of self-respect. To give knowledge, which does not become an end in itself and to educate the mind to have a long vision, a wide comprehension of life, is not possible if education is based on authority."[14] Due to these challenges some interesting and peculiar consequences emerge for the school and its management. Two of them have been highlighted below.

1.6.2.1. Implications for Growth of Teachers and Students: Given the Educational Philosophy and intentions of the school, it is clear that the scope of education is vast. The school expects students to excel in functional areas like academics, games, music, arts and crafts and other co-curricular and extra-curricular activities to the extent the child is able to do. Apart from this, it intends to enable the child to understand himself and his emotions, tendencies, motives and occupations better so that he may be able to develop a right relationship with himself as well as with the environment and the world around him and "flowers in goodness." To study the nature of growth and development experienced by teachers, students and ex-students is one of the objectives of the present study.

1.6.2.2. Implications for Management Style: J Krishnamurti was closely associated with the school and repeatedly asked teachers and administrators whether a child can be educated in an atmosphere of freedom, where discipline is brought about without authority and without fear. This concern of his appears to influence and shape the school in different ways, including its management style. Since there are no systems or policies spelt out by J Krishnamurti, management teams of different times have had to evolve their own approaches to organize and manage the school based on the needs of the times and their understanding of his teachings. As there is no defined boundary or blueprint there is scope for people to experiment and decide what to do in the school and how to do it. Such an emerging possibility, in a sense, reflects some aspects of the teachings of J Krishnamurti.

1.7. Objectives of the Research

The objectives of this research are as follows.

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[14] KRISHNAMURTI J. (1974*). On Education.* NEW DELHI:ORIENT LONGMAN. Chapter 3, Part 2. Page 66.

1.7.1 To examine the salient features of the management style and the characteristics of the scope for growth emergent from the style of management.

1.7.2 To determine the characteristics of the growth teachers and students experience at Rishi Valley School.

1.7.3. To determine the correlation between the scope for growth offered by Rishi Valley School and the type of growth experienced.

1.8. Research Methodology and Research Design

The data and information necessary for the study was collected from March 1999 to March 2003 by the investigator as a participant observer, working as a teacher in the school. Based on extensive search over internet and discussions with many people associated with the KFI and the Rishi Valley School it was found by the researcher that no previous research work has been conducted on the management of any of the schools set up by JK. This research project is hence exploratory in nature. The research is in some respects qualitative and descriptive and in some other respects quantitative with statistical analysis being used to determine the underlying factors and other quantitative tendencies. The central tendency of some of the data obtained through perception survey was determined. The qualitative and quantitative approaches are designed to aid each other to meet the objectives of research.

Due to the subtle nature of the research questions and research objectives the quantitative and qualitative analysis carried out have been viewed together along with the participant observations of the school and its processes. Based on the qualitative analysis, quantitative analysis and participant observations the determinants of the scope for growth have been modeled into Figure 6.1 (Page 406.) The figure is the result of an interpretation of the findings from the research based on the different kinds of analyses carried out.

The research design was made keeping in mind the nature of problem taken up, and the guideline that a research design appropriate for a particular research problem, usually involved the consideration of the following factors:

- The means of obtaining information;

- The availability and skills of the researcher and his staff, if any;

- The objective of the problem to be studied;

- The nature of the problem to be studied;

- The availability of time and money for research work.

Detailed, structured and unstructured discussions and interviews were conducted with the people concerned as and when the research work demanded. The following categories of people were interviewed and to the last four categories questionnaires were administered.

- Krishnamurti Foundation of India (KFI) Trustees

- Management Team Members of Rishi Valley School

- Ex-teachers of Rishi Valley School

- Visitors and invitees to the school

- Parents of Present Students

- Present Students

- Ex-students

- Teachers of Rishi Valley School

Keeping the objectives of research in mind, the following instruments were used to collect data and information.

- Perception survey.

- Participant observations.

- Interviews and discussions.

- Case Stories.

1.8.1. Perception Survey

Perception survey of the following categories of respondents was conducted based on structured questionnaires.

- Parents of Students.

- Present Students.

- Ex-students.

- Teachers.

The questionnaire for parents, students and ex-students had the following sections.

- Perception about nature of growth experienced

- Perception of the school and the possibilities for growth it offers

- Open-ended questions

The questionnaire for teachers had the following sections.

- Perception about nature of growth experienced

- Perception of the school and the possibilities for growth it offers

- Perception about the school and some of its features

- Open-ended questions

The four questionnaires have been appended as Appendix I.

1.8.1. Sampling Plan: The sampling plan and inclusion/exclusion criteria of the four categories of respondents are as follows.

1.8.1.1. Parents: *Parents of children who have been in the school for three years or more and are presently in Class 8 or higher have been considered to be the population.*

Children who have been in the school for more than three years would have lived in more than one hostel, lived with more than one house parent and worked at least with two class teachers. Such children are more likely to reflect the change they have undergone due to their stay in Rishi Valley School in a more accurate manner. The parents need to visit the school twice a year to meet with all the teachers and discuss the progress of the child. Their visit is based on many factors, including their convenience, birthday of the child and availability of guesthouse accommodation. Their visits are hence random. Such parents, who visited the school between 15.06.2002 and 31.03.2003, which is during the academic year 2002-2003, were given the questionnaire. They were asked to read the questionnaire and any doubts they had about the questions were clarified. Then they were requested to fill it in and return before their return. Quite a few of them filled in and handed over before they left. In many cases discussions were held with the parents to understand their response better. The points discussed were recorded and attached to the respective questionnaire. In some cases, the parents filled in the questionnaire later and sent it back by post. *The sample size is 51, which is 39% of the population.* These 51 parents had to fill in one response each about their perception of the school. 12 of these parents have more than one child in the school and had to fill in a separate response about the change observed in each of their children. *Hence they covered 48% of the population of the children.* The profile of the parents is given below as tables.

- TABLE 1.1: Number of Parents - Number of children were in RVS
- TABLE 1.2: Profession of Parents
- TABLE 1.3: Distribution of parents-children
- TABLE 1.4: Qualification of Parents

TABLE 1.1

Number of Parents-Number of Years Children were in RVS

	1	2	3	4	5	6	7	8	9	10
Number of parents	19	11	10	6	3	0	1	0	0	1
Child years in school	3	4	5	6	7	8	9	10	11	12
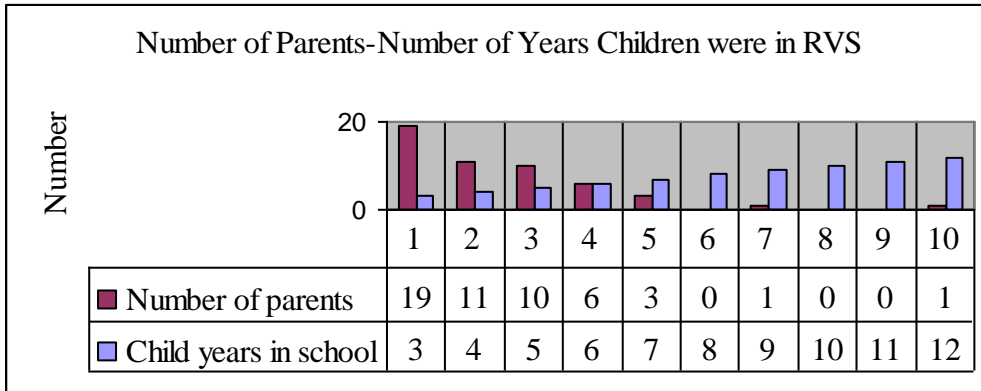
TABLE 1.2
Profession of parents

Profession of Parents	*in percentage*
Business Executive	23.60
Business	27.50
Teacher	7.90
Auditor	11.70
Social worker	9.90
Doctor	13.70
Government service	1.90
Lecturer	1.90
Poet	1.90
Total	100.00

TABLE 1.3
Distribution of parents-children

Number of children in school	*Number of parents(in percentage)*
1	76.5
2	21.6
3	1.9
Total	100.0

There were 39 parents with one child each, 11 with 2 children each and one with 3 children. This data has been presented in percentage above. Parents with more than one child had to fill only one response about the school but a separate response for the growth of each child. Hence the Sample size to Population ratio is 39% for response about school and 48% for response about growth of child.

TABLE 1.4
Qualification of parents

Qualification	Number of parents (in percentage)
MBBS/MD	13.8
MBA	13.8
Other PG	23.5
Other G	17.6
BE/BTech/MS	19.6
LLB	3.9
PhD	3.9
ICWAI	3.9
Total	100.0

1.8.1.2. Present Students[15]: When a student has been in the school for at least 3 years and he or she is in Class 11 or 12 it ensures that he has been in at least 2 hostels, seen 2 house parents and has been guided by at least 2 class teachers. This was considered to suffice the need to receive a kind of 'average experience.' Response from students of only Class 11 and 12 have been solicited because only they were considered to the best placed to reflect upon themselves being 15+ years of age. All the students of Class 11 and 12 were given the questionnaire during a block class and requested to respond in the presence of the investigator. This prevented mutual discussion and influence while responding. The structure of the questionnaire was explained and meaning of some of the elements was provided. Any clarification required by individuals was provided. However, only the responses of those students who have been in the school for 3 years or more have been considered for analysis. *The population is 53 students and the sample size is also 53.* A profile of the students of the school and the number of years spent in the school are given in the charts below. The data pertaining to students, as on 26.07.2002, furnished by the administrative office of the school is presented below as tables. There were 376

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[15] Data presented in this section has been prepared based on the List of Students as on 26 07 2002, collected from the School Administration Office.

students on that date out of which 197 (52%) were boys and 179 (48%) were girls. Table 1.5 below furnishes the number of years students of Class 8 or higher has been in RVS.

TABLE 1.5
Population of Present Students (as on 26/ 07/ 2002)

Class	No of students more than 3 years(Population)	Students in each class (in %)
8	20	15.3
9	22	16.7
10	37	28.2
11	24	18.4
12	28	21.4
Total	131	100.0

1.8.1.3. Ex-students: Questionnaires were handed over to visiting ex-students and posted to several of them by post or email. The response rate was not heartening. The questionnaires were then sent to a couple of alumni meets of ex-students, still only a few responses were received. Then the help of one of administrators of the school, who has been in the school for more than two decades, was taken to approach individual ex-students by e-mail. This approach enabled response from 60 ex-students. 46 of them have been out of the school for at least 5 years and had been in the school between 1980 and 1998, at least for one year. Response from 7 ex-students of earlier periods who joined the school as teachers or have got their children admitted has been sought to facilitate detailed discussions and interviews. 7 ex-students who have been out of the school for 2 to 5 years have been solicited because they are the children of staff members of the school and have lived here for many years. *The population was considered to be the students out of the school for at least two years and this figure comes to 576. The sample size was 60.* A profile of the ex-students is enclosed below as Tables listed below, which bring out some of the sample characteristics.

- TABLE 1.6: Year-wise passing out of ex-students

- CHART 1.7: Number of ex-students - Years in RVS
- TABLE 1.8: Distribution of ex-students in different occupations

TABLE 1.6

Year-wise passing out of ex-students

Year of passing out	*Number*	*Number of ex-students (in percentage)*
1970-1980	10	16.6
1981-1990	12	20.0
1991-1998	38	63.4
Total	60	100.0

CHART 1.7

	1	2	3	4	5	6	7	8	9
Years in RVS	10	9	8	7	6	5	4	3	2
Number	2	7	7	12	11	9	4	2	6
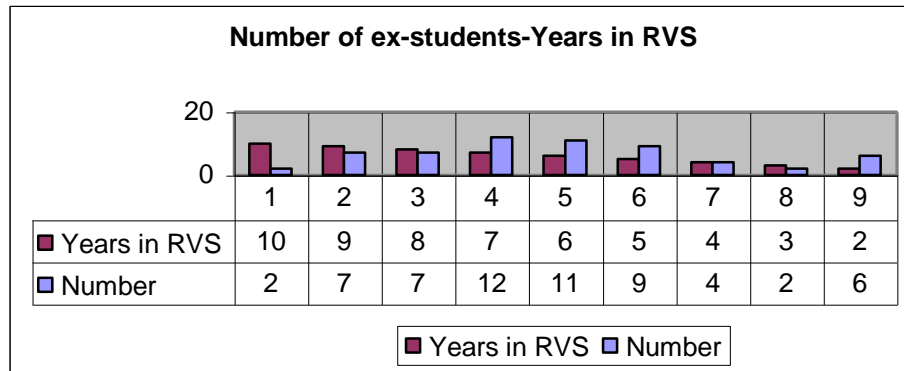
TABLE 1.8

Distribution of ex-students in different occupations

Occupation	*Number of ex-students*
Studying professional course	26.8
Studying general course	11.8
Studying PhD	3.3
Working as doctor	8.4
In business	6.6
Business executive	8.4
IT engineer	20
Working as architect	3.3
Housewife	3.3
Journalist	1.6
Teacher	3.3
Business consultancy	1.6
Unemployed	1.6
Total	100.0

1.8.1.4. Teachers: *All the 59 teachers on the rolls of the school during the academic year 2002 – 2003 were considered as the population* and they were all given the questionnaire. The questionnaire was explained to them before they could fill it in. Discussions were

held with a few of the teachers after their response was received. 31 teachers responded to the questionnaire and hence *the sample size was 31.* A profile of the teachers is enclosed as tables, which are listed below.

- TABLE 1.9: Male/Female Teachers
- TABLE 1.10: Highest Academic Degree held by Teachers

TABLE 1.9
Male/Female teachers (as on 26/07/02)

Gender	*Number*	*in percentage*
Male	25	42.4
Female	34	57.6
Total	59	100.0

TABLE 1.10
Highest Academic Degree held by teachers (as on 26/07/02)

Highest degree	*Number*	*in percentage*
Under-graduation	4	6.7
Graduation	11	18.7
Post-graduation	32	54.3
MPhil	2	3.4
PhD	10	16.9
Total	59	100.0

1.8.1.5. Sample size to population ratio: The sample size to population ratio has been presented below in Table 1.11 for different categories of respondents.

TABLE 1.11
Sample Size: Population Ratio of Respondents

Sl No.	Respondent	Sample (n)	Population (N)	n/N Ratio
1	Parents	51	131	38.9%[16]
2	Students	53	53	100%
3	Ex-students	60	576	10.4%
4	Teachers	31	59	52.5%

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[16] Some of the parents have more than one child in the school. Such parents have responded only once about their perception of the school but provided a separate response for each child. Hence, the ratio of n/N is 48% for response about school, whereas n/N for response to child is 38.9%.

1.8.1.6. Scale used for quantitative analysis of growth: For ascertaining the nature of growth, the change observed by the respondent on different indicators has been solicited in the questionnaire. The option had to be chosen out of the following.

- Significant Decrease

- Marginal Decrease

- No change while scope for change existed

- No change while no scope for change existed

- Marginal increase

- Significant increase

These responses have been allocated alphanumeric values of -10, -5, a, b, +5, +10 respectively, for carrying out the quantitative analysis. Because only the trend with reference to the time of joining the school is being obtained, when two different respondents say they have improved significantly in their range of interests they may be having completely different widths of interests presently.

1.8.1.7. Scale used for quantitative analysis of school: The options provided in the questionnaire to indicate perception about the school were Poor, Fair, Good, Very Good and Excellent. These were substituted by values of 2, 4, 6, 8, and 10 for the purpose of quantitative analysis.

1.8.1.8. Cronbach's Coefficient Alpha[17]: Cronbach's coefficient Alpha has been determined on an exploratory basis and incorporated as part of the revision of the thesis in Appendix IV.

 1.8.2. Participant Observations

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[17] PETERSON A. ROBERT, *A Meta-analysis of Cronbach's Co-efficient Alpha*, Journal of Consumer Research, Inc. Vol. 21, September 1994, Pp 381 to 391.

Some of the processes and functions were studied from the standpoint of a participant observer. They were discussed with the concerned people to obtain a better understanding of the underlying philosophy, considerations and style. Such studies were used to illustrate or explain findings of the perception survey and integrated with the element-wise analysis presented in this thesis.

1.8.3. Discussions and Interviews

Open-ended discussions were conducted with the following categories of people at different points of time. In many of the cases written record has been kept and in a few cases audio-record has been kept.

1.8.4. Case Stories[18]

A case story blends aspects of the case story method with the tradition and imagination of story. A few of the initiatives of individual teachers of the school, which were supported by the school, bring our some features of the management style. These initiatives have been presented as case stories.

1.9. Analysis

To examine the objectives analyses like element-wise analysis, analysis of intuitively clustered elements, determination of factors using SPSS, study of a few case stories and participant observations were carried out. ANOVA was carried out on the means of the perception of different categories of respondents.

1.10. Comparative study with another school

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[18] ACKERMAN R., MASLIN-OSTROWSKI P., *Developing Case Stories: An analysis of the Case Method of Instruction and Storytelling in Teaching Educational Administration.* Paper presented at the annual meeting of the American Educational Research Association. San Francisco. 1995. This entire section has been written based on the paper cited.

A comparative study of the salient features of the management style and the nature of growth experienced by teachers and students with another school was considered for being taken up. As the study progressed it was observed that there are many peculiarities in the way Rishi Valley School implements the educational approaches, which has a bearing on the process as well as the outcome. A school having features similar to the Rishi Valley School, which could be used for a comparative study was not easy to identify. Even within the schools started by the Krishnamurti Foundation of India it was felt that a study based on perception survey could be carried out but may not lead to valid and reliable results because there are significant differences between the management structure, systems and styles adopted by each of them.

Hence, a comparative study was not conducted. It is suggested that conducting a longitudinal study over a couple of decades at Rishi Valley School, during different periods or phases of the school, covering different management styles, could be a good starting point. Based on the findings of such a study, a comparative research with schools having different educational philosophy and management style could be attempted.

1.11. Convergence and Divergence Analysis

The applicability of convergence and divergence analysis to the research work was examined. Such an analysis appears to be quite useful in research projects where the perception of a related set of diverse respondents about the same parameters or dimensions or factors is analyzed for convergence or divergence. The nature and extent of divergence could provide an insight into the possible reasons for difference in perception in a situation where the divergence itself is a cause for concern or intended to be studied. In the present study the perception was analyzed per se and the significant variance in perception was determined using ANOVA. The possible reasons for the variance were examined. Participant observations of the researcher were integrated to develop a better understanding of the phenomena. The utility of the convergence and divergence analysis technique was borne in mind while interpreting the perception data as well as while forming the overall picture

1.12. Chapter Scheme

Chapter 1: Introduction and Research Methodology

Provides the introduction, objectives, research methodology and scheme of study.

Chapter 2: Review of Literature

Reviews the pertinent literature.

Chapter 3: Analysis of Scope for Growth and Salient Features of Management Style

Analyses the scope for growth offered by the school. Findings of ANOVA are included.

Chapter 4: Analysis of Nature of Growth

Analyses the nature of growth experienced by students and teachers by ANOVA

Chapter 5: Analysis of factors, case stories and open-ended responses

Analyses the factors, case stories and the responses to open-ended questions.

Chapter 6: Conclusions, Extrapolations and Suggestions

Presents the conclusions and extrapolations that emerge out of the study and makes suggestions for further studies.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

To the best of the knowledge and information of the investigator, no formal or academic research has been done about the management of any of the schools founded by J. Krishnamurti. In the early eighties a sociological research of Rishi Valley School was conducted, which has been quoted at point number 2.1.1 below in this page. In the absence of directly pertinent literature a review was done to understand the directions in which experimentation and research is being done in educational management. The aspects, which have an overlap with the management of Rishi Valley School, were kept in mind during the study.

Significant research has been done in the field of educational management of schools by professional bodies, universities and research centers in different countries, including the USA. Research began in the field of educational management as an offshoot of the broader field of management of enterprises and later matured into a field by itself. The active research areas in the field of educational management have been reviewed and briefly described below. In particular, ideas like shared decision-making and facilitative leadership, which have been drawn from this survey of literature, find a place in this thesis because they seem to be an integral part of the management style of Rishi Valley School.

2.1. Review of Literature

2.1.1. Sociological Study of Rishi Valley School: An ethnographic research conducted at Rishi Valley School, in the early eighties, by Meenakshi Thappan, finds that "the most

significant aspect of school organization in RVS is the fundamental dichotomy in school processes between the 'transcendental' and the 'local' orders. The transcendental order is governed by Krishnamurti's world-view, which is the school's *raison d'etre*. It provides guidelines on how the school ought to function as well as guides the administrative policy and decision-making. The local order constitutes the actual schooling process and tends to function independently of the transcendental order.

The transcendental order constitutes one strand and is concerned essentially with the values and the production of a new kind of human being through the process of self-knowledge and transformation. The local order is based on the school as an institution and is mainly concerned with the reproduction of knowledge through the transmission of educational knowledge."[19] This significant tension between the categories of teachers could be one of the strengths of the school. The profile of teachers reflects that the teachers living and working in the school are from diverse backgrounds and maybe this helps the school in many ways.

2.1.2. Organizations

Organizational effectiveness is considered to be a function of the strategy, structure, systems, and style. Research findings suggest that none of these is the answer to effective leadership. However, there are good indications that, "where the psychological contract encourages it, a supportive style of management will lead to a higher degree of contentment and to greater involvement with the work group. This is not necessarily the cause of higher productivity but it is a good base to build on. Overall effectiveness, however, is clearly dependent on more than style alone."[20] While working on these four

[19]THAPPAN M. (1991). *Life At School An ethnographic study*. DELHI:OXFORD UNIVERSITY PRESS. Page 28.
[20]HANDY C.B. (1981. REP1983). *Understanding organizations*. DELHI:PENGUIN BOOKS. Page 93

dimensions it is also necessary for managers to keep in mind the observation of organizational behaviorists that "technologically, most organizations are doing great. On the human side, however, most organizations need to do better. There is no question that to move ahead there is a desperate need for human as well as technologically oriented managers. *To genuinely like people and to want to work with them has become a basic prerequisite for effective management*."[21]

2.1.2.1. Organization Structure: In the modern times, organizational structure is an outcome of strategic decisions made regarding the intentions of the organization and how the objectives emerging from the intention will be pursued. The horizontal and vertical division of labor within organizations (the first `positive' conception of organizational structure) and to an increasing extent the values and norms which have legitimacy within an organization (the second `positive' conception of organizational structure) can each be examined as the product of strategic decision-making. The design of jobs is also related to `other' concerns, including the markets and technology. It may well be assumed that jobs can be redesigned around new technology or the assembly/manufacture of new products. There is also a need to balance between the tendency for managers to alternate between elements of a strategy of `direct control' and those of a strategy of `responsible autonomy' (e.g. autonomous working groups). Rules and procedures are the dominant feature of the direct control approach and the outcome can be viewed to be a mechanical one, with individuals conforming to the systems laid down. When responsible autonomy is applied, the result is a more `organic' design of jobs in which employees are encouraged to work for a few core values, which serve to guide their activity. Adopting a

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[21] FRED L. (1992, 6TH EDITION). *Organizational Behavior*. NEW DELHI:McGRAW-HILL, Inc.. Page xxvii.

critical approach, the plausibility of `mechanical' and `organic' conceptions of structure is related to the historical structure of social relations in which they are developed and applied. The `mechanical' conceptualization of organizational structure (and the design of jobs) is associated with an authoritarian philosophy of management in which positions are established, and rules invoked, in order to counter real and potential resistance. Coercion is the chief means of control. The second, `organic' approach leads to the democratic decision-making in organizations but it presents a potential threat to the hierarchy of positions and processes.

2.1.2.2. Organizational Strategy: The concept `strategy' is employed to describe the content and/or process of decisions, which have long-term implications. `Corporate strategy' refers to a range of decisions about products, markets and technologies (as well as about organizational structure), which have long-run consequences for the organization. 'Structure' and `Strategy' are interrelated in a number of ways. The structure of an organization (division of labor, etc.) will either facilitate or impede processes of strategic decision-making. The strategy of an organization has more or less direct implications for its structure.

An approach to strategy, called the resource-based approach that originated in the late eighties has come to occupy an important place in strategic management theory and practice. "Core-competence, resource leverage, strategic resource planning and process re-engineering are some of the many concepts that can be ultimately traced to this approach."[22]

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[22] VENUGOPAL V. (1999). *Contemporary Strategic Management*, NEW DELHI:VIKAS PUBLISHING HOUSE. Page 2.

2.1.3. Organizational Systems: The types of systems in place in an organization can play a major role in enabling or disabling functions. Design of appropriate, need-based systems, keeping in mind the balance between formal and informal, written and unwritten approaches is crucial.

2.1.4. Organizational Management Style: From the point of view of results, the effectiveness of the organization is determined by the way work is organized through structures and by the way people work with or against each other. The way, in which people co-operate with each other, with the leadership and with the community, indeed the extent of their commitment to their organization, depend on the style of management. The terms management style and leadership are sometimes used interchangeably in the literature to mean the same. Each person has a leadership style that he feels comfortable with and there are different situations, which a manager faces, that call for different approaches. Some of the management styles are listed below.

2.1.5. Management Styles

Management style is an integrative concept that covers the content, decision-making (goals, policies, functions etc.) and the process of decision (e.g. authoritarian vs. participative, bureaucratic vs. organic.)[23]

2.1.5.1. Autocratic or Authoritarian: Characteristics of this are as follows.

- Tells others what to do

- Limits discussion on ideas and new ways of doing things

- Disallows the group from experiencing teamwork.

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[23] PRADEEP N KHANDWALLA, Management Styles, TATA McGRAW HILL PUBLISHING COMPANY LTD., NEW DELH, 1995, in the preface.

This is effective when:

- Time gets limited

- Individuals/Groups lack skill and knowledge

- Group does not know each other

This is ineffective when:

- Developing a strong sense of team is the goal

- Some degree of skill/knowledge is in members

- Group wants an element of spontaneity in their work

Authoritarian or autocratic managers are more like the kings who ruled by 'divine' right and enforce obedience through, in the end, the death penalty. Under private ownership, authority is derived from ownership of the means of production and the penalty for disobedience is dismissal. In each case authority is centered at the top. It is the owners who delegate authority to the chief executive. In authoritarian organizations orders are passed down from above and the manager's role is to pass orders down the 'chain of command'. He is usually not expected to make decisions and so carries little responsibility.

Authoritarian organizations are effective in an emergency and perhaps the best-known authoritarian organizations are the armed forces. In such enterprises orders are passed down and mistakes readily result in critical appraisal and dismissal. Hence people avoid making decisions and matters are either passed up for the decisions to be made at a higher level or committees make decisions and accountability is spread out. Blame is passed to

someone else; empires are built at someone else's expense; people work against each other and we see conflict instead of co-operation. Senior management tends to be overworked, staff turnover tends to be high and workers restrict effort.

2.1.5.2. Democratic or Participatory: Characteristics of this are as follows.

- Asks before telling.

- Promotes teamwork.

- Involves group members in planning and carrying out activities.

- This is effective when:

  - Time is available

  - Group is motivated and/or a sense of team exists

  - Some degree of skill or knowledge among members of group

This is ineffective when:

  - Group is unmotivated

  - No skill/knowledge is in members

  - High degree of conflict present

An organization, which is based on the consent of those being organized, is participative. In a participative organization people accept responsibility for work to be done, accept that it is their job to carry out a part of the activities and that they will be held accountable for the quality of their work. The manager's job is to enable his subordinate to achieve results; the subordinate asking for such assistance as he feels is necessary. The

manager dovetails the work of his group with that of the other groups. As work may be a source of satisfaction or of frustration the extent to which subordinates derive satisfaction from their work also depends on the general style of management of the manager and the organization. People who derive satisfaction from their work keep doing it to the best of their ability. If work is a source of frustration, people will restrict effort and the quality is likely to suffer too.

2.1.5.3. Laissez-Faire[24]: Characteristics of this approach are as follows.

- Gives little or no direction to group/individuals
- Opinion is offered only when requested
- A person does not seem to be in charge

This is effective when:

- High degree of skill and motivation
- Sense of team exists
- Routine is familiar to participants

This is ineffective when:

- Low sense of team/interdependence
- Low degree of skill/knowledge in members
- Group expects to be told what to do

[24] Canadian Association of Student Activity Advisors / *info@casaa-resources.net*

2.1.6. Degree of Participation: The extremes of authoritarian and fully participative organizations can be considered to be a spectrum and the position of any organization on the scale depends on the degree of participation in decision-making. One can place on this scale any system of running a company or of governing a country. Over the years many nations are found to be moving towards more participatory managements. The shift in some of the countries is depicted in the Figure 1 below.

Figure 1[25]

Style of Management in Different Countries - Changes over Ten Years
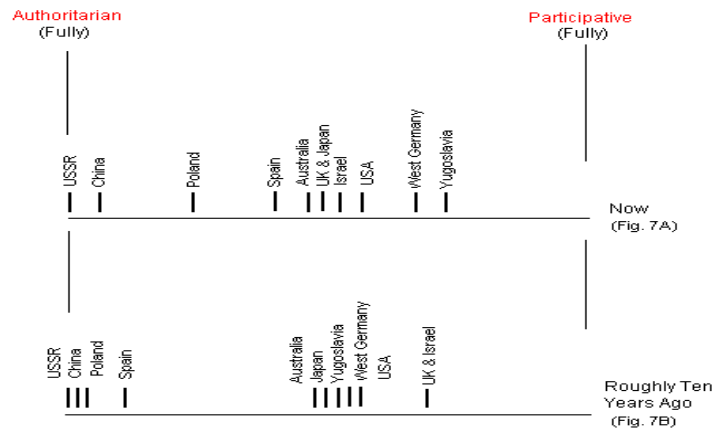
The above figure shows the shift towards participatory management over the years.

Other studies indicate that the larger the organization the more likely is it to be run on authoritarian lines.

2.1.7. Leadership

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[25] Figure reproduced from a landmark study done by Manfred Davidman, http://www.solbaram.org/

- "In the spring of 1915, explorer Ernest Shackleton was trapped when his ship, Endurance, was frozen in ice during an expedition to the Antarctic. In sub-zero weather, and with only a few instruments for navigation, he successfully led a small party 800 miles to summon help for the rest of his crew, which had been stranded on a remote island. Over the course of his long expedition, Shackleton formulated a few simple but enduring principles of leadership. These include listening carefully to the concerns of his crew, flexibility (the willingness to abandon a plan that isn't working), and the power of example — Shackleton would often help out with tasks such as scrubbing the decks or making repairs.[26]

- Andy Grove's leadership of Intel, which is marked by unconventional thinking, imagination and integrity contributed to his being named the most influential business leader of the past 25 years by Wharton and Nightly Business Report (NBR) in 2004. To arrive at this list from among hundreds of nominees, the Wharton panel employed five criteria. Their goal was to find business leaders who created new and profitable ideas; affected political, civic or social change through achievement in the business/economic world; created new business opportunities or more fully exploited existing ones; caused or influenced dramatic change in a company or industry and/or inspired and transformed others.

  If there is one trait that each of these leaders shares, it is tenacity. Unlike the so-called serial entrepreneurs who cash out of their companies after a few years and move on to their next venture, these leaders have had a long-term vision. They have been willing to ride out the lows with the highs. This willingness to slog it

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[26] *Wharton Newsletter, Published: May 19, 2004*

out and stay in the game for the long haul has been reflected as much in the success of their enterprises as in the endurance of their own influence as leaders. Asked why he never left Intel to start another company, Grove replied: "Intel is like a river. It changes every day and behind every bend there is a new start, a new challenge. I cannot think of any place where I would rather have worked."[27]

- Firstly, I was deeply influenced by my meeting with the late Rohinton Aga at Thermax. His personal values, his beliefs about management and his overwhelming gentleness and kindness had a very important and durable impact on me.[28]

- "At Wipro, Azim Premji provided a complete counterpoint. His absolute commitment to a set of values, particularly to complete and total integrity, was as novel in the Indian corporate context as Dhirubhai Ambani's sense of ambition and dedication to growth."[29]

Extensive research has been done about aspects of leadership to understand it better. The above examples bring out a few of the core traits of successful leaders. Two of the key features of a successful management style have been found to be the following. Trust and confidence in top leadership was the single most reliable predictor of employee satisfaction in an organization. Effective communication by leadership in three critical areas was the key to winning organizational trust and confidence:

- o Helping employees understand the overall strategy.

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[27] Wharton Newsletter, *Published: February 11, 2004*
[28] GHOSAL S., PIRAMAL G., BARTLETT C.A. (2002*). Managing Radical Change*. INDIA: PENGUIN BOOKS. Pg ix.
[29] GHOSAL S., PIRAMAL G., BARTLETT C.A. (2002*). Managing Radical Change*. INDIA: PENGUIN BOOKS. Pg xi.

- o Helping employees understand how they contribute to achieving key objectives.
- o Sharing information with employees on both how the organization is performing and how an employee is doing - relative to strategic objectives.

2.1.8. Leadership for School Culture[30]

Successful leaders have learned to view their organizational environment in a holistic way. This wide-angle view is what the concept of school culture offers principals and other leaders. It gives them a broader framework for understanding difficult problems and complex relationships within the school. By deepening their understanding of school culture, these leaders will be better equipped to shape the values, beliefs, and attitudes necessary to promote a stable and nurturing learning environment. The term school culture has been used synonymously with a variety of concepts, including climate, ethos and ambience.

The concept of culture came to education from the corporate workplace with the notion that it would provide direction for a more efficient and stable learning environment. School culture can be defined as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, maybe in varying degrees, by members of the school community. This system of meaning often shapes what people think and how they act.

School culture also correlates with teachers' attitudes toward their work. A study that profiled effective and ineffective organizational cultures found stronger school cultures had more motivated teachers. In an environment with strong organizational ideology,

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[30] Adapted ERIC Digest 91 June 1994, *Stephen Stolp*

shared participation, charismatic leadership, and intimacy, teachers experienced higher job satisfaction and increased productivity.

Leaders who are interested in changing the culture of their school need to understand the existing culture because cultural change by definition alters a wide variety of relationships. These relationships are at the very core of institutional stability. Reforms should be approached with dialogue, concern for others, and some deliberation.

2.1.9. Ethical Leadership[31]

"Real leaders concentrate on doing the right thing, not on doing things right." School leaders, whose lives are filled with difficult ethical dilemmas, best understand this advice from organizational consultants. School leaders face a unique set of ethical demands. Schools are moral institutions, designed to promote social norms, and managements often need to make decisions that favor one moral value over another. Moreover, although schools are dedicated to the well being of children, students have virtually no voice in what happens there. Hence, the leaders conduct "must be deliberately moral."

As defined by some scholars, an ethical dilemma is not a choice between right and wrong, but a choice between two rights. Dilemmas arise when cherished values conflict. A principal who values both teacher autonomy and student achievement will face a dilemma when teachers want to enact a policy that lowers expectations. This kind of conflict is heightened because school leaders and teachers are accountable to the society at large.

Moral philosophers generally agree there is no ethical "cookbook" that provides easy answers to complex dilemmas. But a number of thinkers have suggested some guidelines.

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[31] Adapted from ERIC Digest 107 June 1996, Larry Lashway

First, leaders should have, and be willing to act on a definite sense of ethical standards. Some scholars argue that a fully informed ethical consciousness will contain themes of caring (What do our relationships demand of us?); justice (How can we govern ourselves fairly?); and critique (Where do we fall short of our own ideals?).

Second, leaders can examine dilemmas from different perspectives. One is to anticipate the consequences of each choice and attempt to identify who will be affected, and in what ways. Another approach uses moral rules, assuming that the world would be a better place if people always followed certain widely accepted standards (such as telling the truth). A third perspective emphasizes caring, which is similar to the Golden Rule: How would we like to be treated under similar circumstances?

Third, leaders can often reframe ethical issues. Some theorists claim that many apparent dilemmas are actually "trilemmas," offering a third path that avoids the either-or thinking. Finally, leaders should have the habit of conscious reflection, wherever it may lead them. Students of ethics are unanimous on one point: moral leadership begins with moral leaders. Howard Gardner, a leading educationist says of great leaders that they embody the message they advocate; they teach, not just through words, but also through actions.

What virtues are most important for school leaders? Some studies suggest that honesty is the quality most appreciated by subordinates. And any principal who has launched a risky new program or has publicly shouldered the blame for someone else's mistake can testify to the importance of courage.

Some writers about ethics argue that leaders must use their power with restraint, since it always holds the potential for treating others as less than fully human. Some management experts advocate stewardship, which is the willingness to accept accountability for results

without always trying to impose control over others. In simplest terms, stewardship asks leaders to acknowledge their own human faults and limitations rather than hide behind their status and power.

Whatever virtue is desired, moral philosophers going back to Aristotle have emphasized that it must become a habit. Just as musicians develop musical ability by playing an instrument, people become virtuous by practicing virtue. Ethical behavior is not something that can be held in reserve for momentous issues; it must be a constant companion.

To be an ethical school leader, then, is not a matter of following a few simple rules. The leader's responsibility is complex and multi-dimensional, rooted less in technical expertise than in simple human integrity.

2.1.10. Shared Decision-Making[32]

Shared decision-making (SDM) was one of the major reforms of the '90s in the American schools. SDM involves fundamental changes in the way schools are managed, and alterations in the roles and relationships of everyone in the school community. It is a process of making educational decisions in a collaborative manner at the school level. The process is an ongoing one. While SDM takes many forms, it emphasizes several common beliefs or premises. First, those closest to the children and staying "where the action is" will make the best decisions about the children's education. Second, teachers, parents, and school staff should have more say about policies and programs affecting their schools and children. Third, those responsible for carrying out decisions should have

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[32] Adapted from ERIC Digest 87 April 1994, Lynn Balster Liontos

a voice in determining those decisions. Finally, change is most likely to be effective and lasting when those who implement it feel a sense of ownership and responsibility for the process.

The purpose of SDM is to improve school effectiveness and student learning by increasing staff commitment and ensuring that schools are more responsive to the needs of their students and community.

SDM has the potential to improve the quality of decisions; increase a decision's acceptance and implementation; strengthen staff morale, commitment, and teamwork; build trust; help staff and administrators acquire new skills; and increase school effectiveness. A larger number of alternatives can be generated and analyzed when more people are involved, often resulting in innovative approaches to issues. However, SDM brings challenges as well. It places new demands on teachers and administrators. All participants must contend with a heavier workload and the frustrations that accompany a slower group process. Increased demands on participants' time may pose the greatest barrier to implementing and maintaining SDM.

The principal becomes "part of a team of decision makers" and will likely make decisions on issues outside the scope of the SDM group or committees. The principal plays a critical role in establishing and maintaining SDM by being an organizer, adviser, and consensus builder, who takes advantage of the group's thinking. Principals emphasize the facilitative aspects, such as finding space and time for staff to meet, helping groups work effectively together, and minimizing distractions and obstacles for participants. The principal helps a school become ready for SDM by promoting a noncompetitive, trusting climate, creating opportunities for staff to express ideas, and placing a priority on

professional development. For successful implementation of SDM it may be better to start small and go slowly, agree on specifics at the outset, be clear about procedures, roles, and expectations, give everyone a chance to get involved and build trust and support.

One of the most difficult areas for many schools is not who should be involved in SDM and how, but what areas should be addressed. Many schools get bogged down in what are called "zero-impact" issues, such as lunchroom supervision or bus duties, topics that may affect teachers' lives but don't have significant educational impact.

2.1.11. Facilitative Leadership[33]

In the late 1970s, principals were perceived as effective if they took charge of a school by setting clear expectations, maintaining firm discipline, and implementing high standards. This view of leadership was implicitly hierarchical, dependent on administrators firmly exercising their authority to direct subordinates. Because schools are not easily changed by simple prescriptions, researchers began searching for more sophisticated conceptions of leadership. Influenced by developments in the corporate sector, they have increasingly focused their attention on "transformational" or "facilitative" models of leadership that emphasize collaboration and empowerment.

Initially, the term transformational leadership was viewed as a personal quality, an ability to inspire employees to look beyond self-interest and focus on organizational goals. The concept has evolved over time; now it is often viewed as a broad strategy that has been described as "facilitative." David Conley and Paul Gold-man define facilitative leadership

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[33] Adapted from ERIC Digest 96 April 1995, Larry Lashway.

as "the behaviors that enhance the collective ability of a school to adapt, solve problems, and improve performance." The key word here is collective; the facilitative leader's role is to foster the involvement of employees at all levels. Several key strategies are used by facilitative leaders: overcoming resource constraints; building teams; providing feedback, coordination, and conflict management; creating communication networks; practicing collaborative politics; and modeling the school's vision.

Traditionally, power has been viewed as domination through formal authority, flowing from the top down and vesting decisions in a small number of people. Facilitative power, in contrast, is based on mutuality and synergy, and it flows in multiple directions. The hierarchy remains intact, but leaders use their authority to support professional give-and-take. Schools may be especially appropriate arenas for this type of power because teaching requires autonomy and discretion, not standardized formulas. Teachers can't succeed just by imposing mandates on students; rather, they have to work indirectly, creating conditions under which students will learn. Principals control learning even less directly; they have to create environments in which teachers can work effectively. Facilitative power is not power over. It may be power through people or simply power to enable others.

Facilitative environments are rich, complex, and unpredictable, demanding leadership skills that go beyond expertise. The act of leading through others is not easily reduced to simple formulas. Clearly, facilitative leaders behave differently from traditional leaders. They spend much of their time negotiating decisions they could unilaterally make; they encourage competitive and dissenting views from others; they make decisions on the fly, in corridors and classrooms. But successful facilitation may depend much less on any

particular set of behaviors than on the underlying belief system. Conley and Goldman emphasize the importance of trust, "a letting go of control and an increasing belief that others can and will function independently and successfully within a common framework of expectations and accountability." Achieving this trust is not a trivial task; Conley and Goldman warn that administrators may lapse into "pseudo-facilitative leadership," i.e. using the language of facilitation while covertly trying to lead employees to a preordained conclusion.

The radically different assumptions of facilitative leadership are likely to create ambiguity and discomfort. Conley and Goldman characterize facilitation as "the management of tensions." Without question, the most serious issue is the blurring of accountability. Facilitative leadership creates a landscape of constantly shifting responsibilities and relationships, yet the formal system continues to turn to one person for results. Principals may wonder about the wisdom of entrusting so much to those who will not share the accountability; teachers may be nervous about being enveloped in school-wide controversies from which they are normally buffered.

The new approach may create great excitement and high expectations, and thereby unleash multiple initiatives that stretch resources, drain energy, and fragment the collective vision. Somehow the principal must keep a hand on the reins without discouraging the innovators. At the same time, the risky business of change will intensify teachers' traditional demands for emotional support and protection from bureaucratic demands. The facilitative leader must know when to provide this support and when to challenge the comfortable status quo.

2.1.12. Creating a Learning Organization[34]

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[34] Adapted from ERIC Digest 121 - April 1998, Larry Lashway

Kenneth Leithwood and colleagues define a learning organization as:

> A group of people pursuing common purposes (individual purposes as well) with a collective commitment to regularly weighing the value of those purposes, modifying them when that makes sense, and continuously developing more effective and efficient ways of accomplishing those purposes.

Although this is an inspiring vision, schools may be far from achieving it. Teacher isolation, lack of time, and the complexity of teaching present significant barriers to sustained organizational learning. Not surprisingly, researchers have often found that substantive changes in teaching practices are elusive. Richard Elmore and colleagues discovered that even when teachers were willing to learn new methods, they often applied them in a superficial or inconsistent way, offering the appearance but not the substance of real change. Moreover, while rhetoric on learning organizations is plentiful, thoughtful research is harder to find. Summing up their study of the literature, Leithwood and colleagues noted, "We have almost no systematic evidence describing the conditions which foster and inhibit such learning."

Despite this vein of pessimism, other researchers have begun to identify schools in which entire faculties have become proficient in new forms of instruction, resulting in immediate impact on student learning and behavior.

Some studies point to changes in the workplace as a key to successful organizational learning. First, schedules and assignments should allow time for collective inquiry. Thus, schools must provide time for teachers to work and reflect together. Some schools, using

early dismissal one afternoon a week, have been able to clear out significant blocks of time. More democratic forms of governance may strengthen collective inquiry.

Laura Lipton and Robert Melamede suggest that the key to successful group dynamics is dialogue rather than debate, with the emphasis on listening, suspending judgment, and seeking common understanding. In successful dialogue, participants learn not to march directly toward the nearest solution but to examine assumptions and share multiple perspectives that open the way to new types of collective learning.

New strategies appear to be best learned in small groups that provide motivation, support, sympathetic sounding boards, and technical assistance.

Creating a learning organization requires a deep rethinking of the leader's role. Principals must see themselves as "learning leaders" responsible for helping schools develop the capacity to carry out their mission. A crucial part of this role is cultivating and maintaining a shared vision that provides focus, generating questions that apply to everyone in the organization. Learning becomes a collaborative, goal-oriented task rather than a generalized desire to "stay current." At a more mundane level, leaders need to bring about the organizational structures that support continuous learning, creating time slots, collecting and disseminating information that accurately tracks the school's performance, and creating forms of governance that support collective inquiry.

Perhaps, leaders must view their organizations as learning communities, for faculty as well as students. This requires initiating school improvement in terms of hypotheses to be tested rather than solutions to be handed out, attacking the barriers to collaboration, and making decisions democratically. When the spirit of inquiry permeates the daily routine, schools are on their way to becoming true learning organizations.

2.1.13. Teacher Morale[35]

Teachers normally speak of being stretched to their limit and expectations placed on them increasing. Increasingly their role encompasses not only teaching specific content and mentoring students in the love of learning, but functioning as frontline social workers. In addition to this many other pressures work upon teachers.

Teacher morale has been thought of variously as a feeling, a state of mind, a mental attitude, and an emotional attitude. One source defines morale as the feeling a person has about his job based on how he perceives himself in the organization and the extent to which the organization is viewed as meeting his own needs and expectations (Washington and Watson 1976).

When a healthy school environment exists and teacher morale is high, "teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs."

A healthy school environment and high teacher morale tend to be related. A positive school climate and culture can affect teacher morale. A recent report on job satisfaction among American teachers identified "more administrative support and leadership, good student behavior, a positive school atmosphere, and teacher autonomy" as working conditions associated with higher teacher satisfaction (National Center for Education Statistics 1997). Favorable workplace conditions were positively related to job satisfaction regardless of which school a teacher was working in. The study also found that "teachers, in any school setting, who receive a great deal of parental support, are

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[35]Adapted from ERIC Digest 107 June 1996, Ethical Leadership, Linda Lumsden

more satisfied than teachers who do not." A weak relationship was found between teacher satisfaction and salary and benefits (National Center for Education Statistics).

Teachers' perceptions of students and student learning can also affect their morale. In a cross-cultural study of teacher enthusiasm and discouragement that included teachers from the U.S. and six other nations, it was found that "Teachers clearly identified students as the primary and central factor that has an impact on both their professional enthusiasm and discouragement.... Teachers almost universally treasure student responsiveness and enthusiasm as a vital factor in their own enthusiasm, and conversely list low motivation in students as a discourager."

Teacher morale "can have a positive effect on pupil attitudes and learning. Raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students. This creates an environment that is more conducive to learning." Morale and achievement are also related. In a significant research by Ellenberg he found that "where morale was high, schools showed an increase in student achievement." Conversely, low levels of satisfaction and morale can lead to decreased teacher productivity and burnout, which is associated with "a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanized perception of students."

People who feel empowered tend to have higher morale. When teachers' sense of self-determination and purpose are supported, teachers relate to students in a qualitatively different manner. By treating teachers in ways that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise,

administrators can help sustain teacher morale. Although teachers can take steps individually to preserve their professional satisfaction and morale, they must also be nurtured, supported, and valued by the organization. When teachers are provided with what they need to remain inspired and enthusiastic in the classroom, students as well as teachers will benefit.

2.1.14. Managing Non-Profits

"The non-profits are human change agents. And their results are therefore always a change in people – in their behavior, in their circumstances, in their vision, in their health, in their hopes, above all, in their competence and capacity. In the last analysis, the non-profit institution, whether it's health care or education or community service, or labor union, has to judge itself by its performance in creating vision, creating standards, creating values and commitment, and in creating human competence."[36]

2.1.15. Beyond 3S to 3P

One of the current management approaches has been to frame tasks through the viewfinder of the three Ss: Crafting Strategy, designing the Structure to fit, and locking both in place with supporting Systems. This strategy-structure-systems oriented management doctrine came to India from the USA, through the pioneering experiments of Alfred Sloan at General Motors and in its time, it was a revolutionary discovery. For decades it served companies well. In contrast to the earlier model of functional organization, the three S based organization had a better carrying capacity for complexity. "The great power – and fatal flaw – of this doctrine lay in its core objective: to create a management system that would minimize a company's reliance on the

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[36] DRUCKER P.F. (1990). *Managing The Non-Profit Organization Principles and Practices*. NEW DELHI: MACMILLAN INDIA LTD.

idiosyncrasies of individuals."[37] The limitations of the three S approaches came to the fore in some contexts.

"Instead of trying to be designers of strategy, people like HT Parekh and NR Narayana Muthy took on the role of establishing a sense of purpose within the company, defined in terms of how the company will create value for all its constituents, and strategy emerged within their organizations, from the energy and alignment created by that sense of purpose. As opposed to constantly playing with boxes and lines that represented their company's formal organigram, they focused on building core organizational processes that would support the entrepreneurship of front-line managers, integrate the resources and knowledge across the front-line units to develop new capabilities, and create the stretch and sense of challenge that would drive the whole company into continuously striving for renewal through new value creation. And instead of being builders of systems, they took on the role of being developers of people, creating a context in which each individual in the company could become the best he or she could be. In essence, they replaced the three Ss of Strategy, Structure and Systems with the three Ps of Purpose, Process and People, both as the philosophical core of the organization and as the key anchors for their own roles and tasks within the organization."[38]

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[37] GHOSAL S., PIRAMAL G., BARTLETT C.A. (2002). *Managing Radical Change*. INDIA: PENGUIN BOOKS. Pg 311.
[38] GHOSAL S., PIRAMAL G., BARTLETT C.A. (2002). *Managing Radical Change*. INDIA: PENGUIN BOOKS. Pg 313.

CHAPTER 3
ANALYSIS OF SCOPE FOR GROWTH
PART 1: PERCEPTION ABOUT THE SCHOOL INFRASTRUCTURE

3.0. General Introduction: A school is an institution which offers scope for growth to the students and to the teachers. The scope for growth offered by Rishi Valley School has been determined and analyzed in this chapter. The following factors have been studied.

- Infrastructural facilities available in the school.

- Management Style that influences the intent, culture and processes of the school.

The management style also influences utilization of the infrastructure to bring about certain 'growth enablers' which otherwise may not come alive. It is such growth enablers which seem to be playing a subtle role in the way the school operates and functions. [39]

The infrastructure and facilities have been analyzed in Part I. The management style and growth enablers have been analyzed in Part II. The perception of different categories of respondents about each of the identified dimensions have been presented, analyzed and discussed. Thereafter, a functional relationship between scope for growth and each of these factors separately and together has been arrived at, by grouping the dimensions into suitable clusters intuitively.

3.1.0. Introduction to Part 1: The perception survey responses of parents, students, ex-students and teachers were analyzed for central tendency of data and the dispersion of the responses by assigning values to the response as indicated below.

- Poor: 2

- Fair: 4

- Good: 6

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[39] Growth enabler is a phrase coined by the researcher for use in this thesis to indicate the factors that bring about the scope for growth of the teachers and students.

- Very Good: 8

- Excellent: 10

The result of analysis of each element for different categories of respondents was placed together and depicted pictorially. The first illustrates the sample mean and the population mean at 95% probability. The second chart illustrates the percentage of respondents for each of the options provided in the questionnaire.

A table has been presented for indicating the sample mean and the confidence intervals. The data pertaining to students has not been computed as the sample constitutes the total population. A chart to show the dispersion of the data in the case of parents, ex-students and teachers has been presented for the elements considered to be of a significant nature based on the researcher's experience as a participant observer. The difference in perception between the different respondents has been discussed. There is a different extent of overlap in the elements across the four categories of respondents. The charts bring out the extent of overlap so that a comparative picture emerges about the perception of parents, students, ex-students and teachers about the same element of growth. The factors possibly contributing to the differences in perception have also been presented. ANOVA was carried out on an exploratory basis between the following groups of respondents for the common elements.

- Parents and Ex-students

- Parents, Ex-students and Teachers

Those elements with significant variance at 5% significance level have been highlighted and discussed in this chapter. The elements which do not show significant variance have also been discussed.

3.1.1. Result of analysis of variance between the perception of parents and ex-students about scope for growth: The variables which are common for both Parents and Ex-students have been considered for their significance in the means. Analysis of variance was attempted to find the significance between the groups. The results are summarized in the following Table 3.1.1.

<u>TABLE 3.1.1</u>
RESULTS OF ANOVA - PERCEPTION ABOUT SCOPE FOR GROWTH:
PARENTS AND EX-STUDENTS

Variables		Sum of	df	Mean	F	Sig.
School Facilities	Between Groups	7.0012	1	7.0012	2.1551	0.1450
	Within Groups	350.8533	108	3.2486		
	Total	357.8545	109			
Academic Inputs	Between Groups	2.1759	1	2.1759	0.8486	0.3591
	Within Groups	269.2260	105	2.5641		
	Total	271.4019	106			
Laboratory Facilities	Between Groups	1.0942	1	1.0942	0.2774	0.5999
	Within Groups	311.5972	79	3.9443		
	Total	312.6914	80			
Library Facilities	Between Groups	10.1407	1	10.1407	4.1354	**0.0445***
	Within Groups	259.9333	106	2.4522		
	Total	270.0741	107			
Accessibility of teachers	Between Groups	9.7888	1	9.7888	4.2069	**0.0427***
	Within Groups	251.3021	108	2.3269		
	Total	261.0909	109			
Hostel Facilities	Between Groups	2.7807	1	2.7807	0.7153	0.3996
	Within Groups	408.2099	105	3.8877		
	Total	410.9907	106			
Accessibility of house parents	Between Groups	1.7869	1	1.7869	0.8456	0.3599
	Within Groups	226.1031	107	2.1131		
	Total	227.8899	108			
Medical attention	Between Groups	0.0552	1	0.0552	0.0151	0.9023
	Within Groups	390.1833	107	3.6466		
	Total	390.2385	108			
Food provided by dining hall	Between Groups	34.9666	1	34.9666	8.5633	**0.0042***
	Within Groups	440.9970	108	4.0833		
	Total	475.9636	109			
Environment of dining hall	Between Groups	31.7707	1	31.7707	7.3786	**0.0077***
	Within Groups	469.3284	109	4.3058		
	Total	501.0991	110			
Tuck shop facility	Between Groups	20.4167	1	20.4167	7.0667	**0.0091***
	Within Groups	306.2500	106	2.8892		
	Total	326.6667	107			

Scope to learn arts and crafts	Between Groups	6.0322	1	6.0322	2.5316	0.1146
	Within Groups	250.1921	105	2.3828		
	Total	256.2243	106			
Games/sports opportunities	Between Groups	30.3122	1	30.3122	7.3032	**0.0080***
	Within Groups	444.1098	107	4.1506		
	Total	474.4220	108			
Assistance from school office	Between Groups	29.7991	1	29.7991	8.9073	**0.0036***
	Within Groups	341.2393	102	3.3455		
	Total	371.0385	103			
Freedom/space to students	Between Groups	4.5475	1	4.5475	1.5152	0.2212
	Within Groups	300.1191	100	3.0012		
	Total	304.6667	101			
Sensitiveness of school in dealing students' problems	Between Groups	16.8213	1	16.8213	3.4446	0.0665
	Within Groups	473.6838	97	4.8833		
	Total	490.5051	98			
Psychological support provided to handle difficult situations	Between Groups	23.6035	1	23.6035	4.2732	**0.0412***
	Within Groups	568.9298	103	5.5236		
	Total	592.5333	104			

* Significant at 5% level

The two, parents and ex-students, have significantly different mean ratings on the following variables, which have been analyzed in the pages referred against each: 1)Library Facilities (Point 3.1.1.4, Page 65), 2)Accessibility of teachers (Point 3.1.1.5, Page 67), 3)Food provided by dining hall (Point 3.1.3.1, Page 81), 4)Environment of dining hall (Point 3.1.3.2, Page 83), 5)Tuck shop facility (Point 3.1.3.3, Page 84), 6)Games/sports opportunities (Point 3.1.5.1, Page 91), 7) Assistance from school office (Point 3.1.6.7, Page 101) and 8) Psychological support provided to handle difficult situations (Point 3.2.3.10.6, Page 211) are the variables found to be significant at 5% level. The two groups, parents and ex-students have significantly different mean ratings on these variables.

3.1.2. Result of analysis of variance between the perception of parents, ex-students and teachers about scope for growth: The variables which are common for parents, ex-

students and teachers have been considered for their significance in the means. Analysis

of variance was attempted to find the significance between the groups.

TABLE 3.1.2
RESULTS OF ANOVA - RESULTS OF PERCEPTION ABOUT
SCOPE FOR GROWTH: PARENTS, EX-STUDENTS AND TEACHERS

Variables		Sum of	df	Mean	F	Sig.
Laboratory Facilities	Between Groups	11.6028	2	5.8014	1.5904	0.2094
	Within Groups	335.5972	92	3.6478		
	Total	347.2000	94			
Library Facilities	Between Groups	11.0116	2	5.5058	2.2861	0.1056
	Within Groups	325.1333	135	2.4084		
	Total	336.1449	137			
Medical attention	Between Groups	0.3506	2	0.1753	0.0515	0.9498
	Within Groups	459.4247	135	3.4031		
	Total	459.7754	137			
Food provided by dining hall	Between Groups	72.3921	2	36.1961	9.2089	**0.0002***
	Within Groups	542.4164	138	3.9306		
	Total	614.8085	140			
Environment of dining hall	Between Groups	148.5241	2	74.2620	19.1151	**0.0000***
	Within Groups	536.1284	138	3.8850		
	Total	684.6525	140			
Tuck shop facility	Between Groups	20.4690	2	10.2345	3.8866	**0.0228***
	Within Groups	358.1210	136	2.6332		
	Total	378.5899	138			
Scope to learn arts and crafts	Between Groups	78.8785	2	39.4392	11.8799	**0.0000***
	Within Groups	444.8588	134	3.3198		
	Total	523.7372	136			
Games/sports opportunities	Between Groups	36.2529	2	18.1265	4.3771	**0.0144***
	Within Groups	550.7765	133	4.1412		
	Total	587.0294	135			
Assistance from school office	Between Groups	29.8058	2	14.9029	4.4648	**0.0133***
	Within Groups	440.5942	132	3.3378		
	Total	470.4000	134			
Freedom/space to students	Between Groups	28.1778	2	14.0889	4.2701	**0.0160***
	Within Groups	422.3260	128	3.2994		
	Total	450.5038	130			

*Significant at 5% level

The three groups of parents, ex-students and teachers have significantly different mean

ratings on the following variables, which have been analyzed in the pages referred against

each: 1) Food provided by dining hall (Point 3.1.3.1, Page 81), 2) Environment of dining hall (Point 3.1.3.2, Page 83), 3) Tuck shop facility (Point 3.1.3.3, Page 84), 4) Scope to learn arts and crafts (Point 3.1.4.4, Page 89), 5) Games/sports opportunities (Point No 3.1.5.1, Page 91), 6) Assistance from school office (Point 3.1.6.7, Page 101), 7) Freedom/space to students (Point 3.2.3.1.6, Page 128) are the variables found to be significant at 5 % level.

The elements of scope for growth have been grouped intuitively into clusters, analyzed and discussed below. The elements with significant variance at 5% level the variance have been explained and the variance interpreted.

3.1.1.0. GROUP I – ACADEMIC ASPECTS

3.1.1.1. School academic facilities: A table showing the sample means is given below.

TABLE 3.1.1.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.0	1.6	31	7.6	8.5
Students	7.2	1.7	53	NA	NA
Ex-Students	7.5	1.9	60	7.0	8.0

A chart showing the dispersion of the responses is given below.

CHART 3.1.1.1

	Poor	Fair	Good	VGood	Excellent	Not Sure
Parents	0	4	20	45	29	2
Students	0	8	40	34	16	2
Ex-students	0	12	25	38	25	0
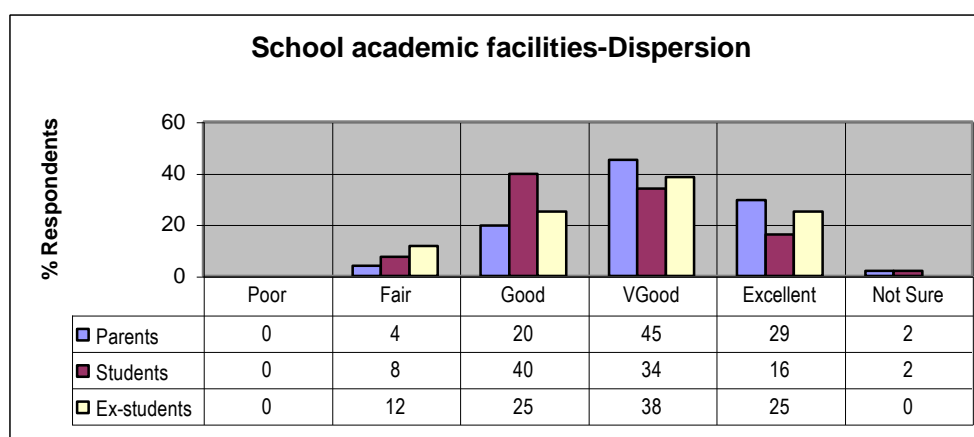
Observation: 74% parents, 50% students and 63% ex-students perceive the school facilities as very good or excellent.

Discussion: Points covered under 3.1.1.1 to 3.1.1.7 (in this section) deal with the perception of the respondents about the facilities available at the school to provide academic inputs to the students. The above data shows that parents perceive the facilities to be better than what their children perceive them to be. This could be due to the fact that most parents have an exposure to facilities of other schools, more than what the children have. Some of the parents also carry out a relative study of some schools before getting their children admitted in a particular one. This provides them a better overall picture of the facilities available in a school and the educational experience that the children might receive in each of them. During discussions held with parents, some of them pointed out that the facilities of Rishi Valley School may not be as good as some of the newer residential schools but the quality of teachers and pedagogic approaches are far better in Rishi Valley School. Students may not have such an overall perspective and may go by how impressive the facilities are. This could account for the perception of parents being better than the perception of students.

Ex-students perceive the school facility to be better than what the present students perceive it to be. This could be due to their exposure to other institutions and thereby having developed a better perspective of how less important the quality of facilities is compared to the quality of pedagogy and teachers. They may be more aware that the type of inputs provided by teachers is more important than the quality of infrastructure. Point number 4.1.0 (Page 245 of Chapter 4) analyses the improvement in academic ability observed in students by different groups of respondents, the sample means of

which are 7.5, 5.6, 6.4 and 6.3 as perceived by parents, students, ex-students and teachers respectively. As indicated by this data, the students and the teachers perceive the improvement in academic ability to be less than what the parents and the ex-students perceive it to be. The ex-students expressed in the interviews conducted with some of them that they were able to understand concepts taught at post-school level better due to the nature of teaching-learning processes followed in RVS. This was corroborated by some of the faculty members of higher institutions who visit the school from time to time. Such ex-students have felt that they had an edge over others in being able to grasp concepts better. The parents too may know this on account of discussions held with others. The present students may estimate their improvement in academic ability on the basis of their scores and ability to get through the competitive examinations. The teachers seem to be setting much higher standards for their students. The academic ability is viewed as one element amongst many others. To understand the nature of growth experienced by students and teachers in the school, a set of elements of growth have been identified and analyzed in Chapter 4 Page 242 onwards.

3.1.1.2. Academic inputs: A table showing the sample means is given below.

TABLE 3.1.1.2

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.1	1.7	51	7.6	8.6
Students	7.4	1.4	53	NA	NA
Ex-Students	7.8	1.5	60	7.4	8.2

A chart showing the dispersion of responses is given below.

CHART 3.1.1.2 A

Academic inputs-Dispersion

	Poor	Fair	Good	VGood	Excellent	Not Sure
Parents	2	0	22	39	31	6
Students	0	4	32	53	9	2
Ex-students	0	2	26	50	20	2
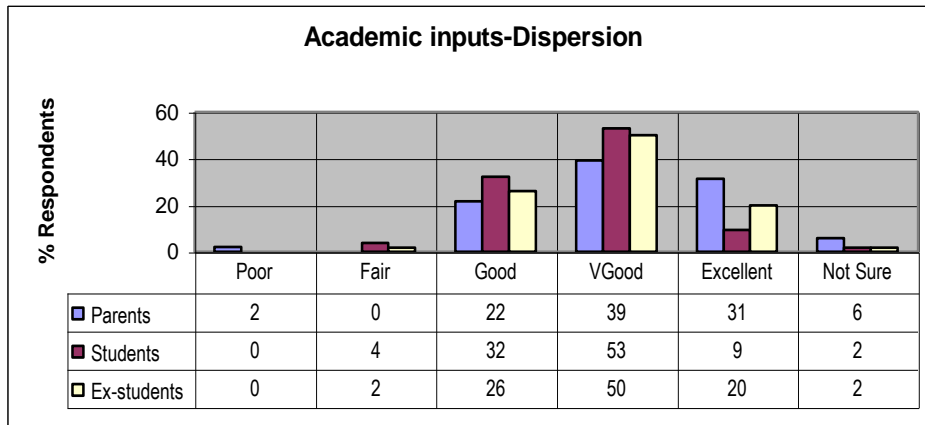
Observation: 70% parents, 62% students and 70% ex-students perceive the academic inputs to be very good or excellent.

Discussion: The academic inputs provided by any school would depend on the qualifications, expertise and commitment of the teachers. The distribution of teachers based on the highest academic degree held is presented in Chart 3.1.2C below. The teaching faculty at Rishi Valley School could be arguably one of the best for a school, with 4, 11, 32, 2, 10 undergraduates, graduates, postgraduates, MPhils and PhDs respectively. The new teachers are oriented on the job by organizing an induction program. A senior and experienced teacher is identified as the mentor for each of the new teachers for about one year. This ensures that the new teachers get an exposure to the educational philosophy and intentions of the school.

CHART 3.1.1.2 B

Highest academic degree (%)

Undergraduation ■ Graduation □ Post-graduation
□ M Phil ■ PhD
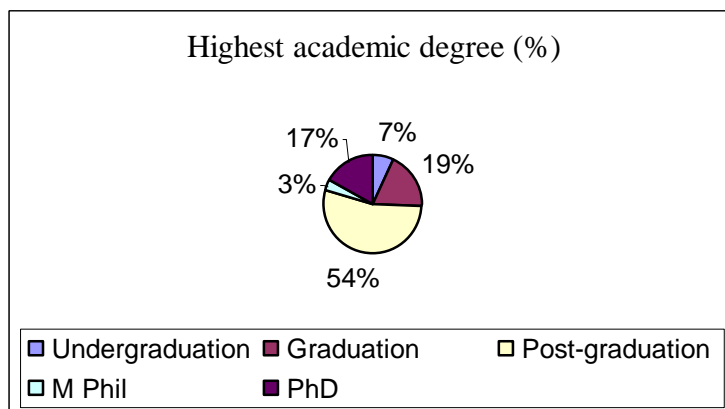
About 21 of the 59 faculty members have experience of working in fields other than education prior to joining the Rishi Valley School as a faculty member. Most of these people have joined the school due to an interest in the field of education or the teachings of J Krishnamurti or both. It appears logical that such teachers are quite self-motivated and contribute in a passionate and rich manner to the school. This seems to be one of the major differences between Rishi Valley School and most other schools. It must be one of the chief factors for the sample mean of the perception of parents, students and ex-students being 8.1, 7.4 and 7.8 respectively for the academic inputs provided by the school.

The sample means of the improvement in academic ability as perceived by parents, students, ex-students and teachers respectively are 7.5, 5.6, 6.4 and 6.3. Point number 4.1.0 (Page No. 245 of Chapter 4) analyses the improvement in academic ability observed in students by the different categories of respondents. The sample mean of the quality of academic inputs provided by the school, as perceived by the parents, is 8.1 and the sample mean of the improvement in academic ability of their children, as perceived by them, is 7.5. There is quite a close relationship between the scope for improvement in academic ability and actual improvement observed.

3.1.1.3. Laboratory facilities: A table showing the sample and population means is given below.

TABLE 3.1.1.3

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	6.8	2.3	51	6.2	7.3
Students	5.4	2.0	53	NA	NA
Ex-Students	7.0	2.0	60	6.5	7.5
Teachers	6.0	1.4	31	5.5	6.5

A chart showing the dispersion of the responses is given below.

CHART 3.1.1.3

	Poor	Fair	Good	VGood	Excellent	Not Sure
Parents	4	2	20	22	4	48
Students	9	28	19	23	0	21
Ex-students	0	15	33	25	18	9
Teachers	0	10	26	10	0	54

Observation: 26% parents, 23% students, 43% ex-students and 10% teachers perceive the laboratory facilities to be very good or excellent.

Discussion: As a Physics teacher of the school it is observed by the researcher that the laboratory facilities available in the Physics laboratory are adequate for the curriculum prescribed. The laboratory building is more than three decades old. The layout and basic infrastructure like furniture and fittings have not been replaced or renovated in a comprehensive manner. Some students have expressed that they would have liked the laboratory to be more impressive. Most students who were spoken to informally by the

64

researcher are not too happy with the 'overall feel of the laboratories' although the equipment and tools are perceived to be adequate. 43% ex-students perceive the facilities to be very good or excellent but only 23% students perceive it to be so. The reason for this seems to be that ex-students have gone to other institutions and can compare them with what they had at RVS. Maybe when the quality of infrastructure, types of equipment and quality of teachers available are all looked at comprehensively the facilities appear to be much better than what it may seem at first sight. The researcher had an opportunity to visit a couple of schools and universities in the US. It was observed that the basic thrust is more on the types of equipment and facilities necessary for demonstrating and illustrating principles of sciences and less on beauty and ostentation of the premises. It could be that over more than seventy years the school has learnt what the priorities need to be, and focused on the needs of experimentation. Maybe the school should explain this philosophical background to the students and teachers so that there is a better appreciation of the management style and priorities. Notwithstanding the above, the school has a plan to construct a new laboratory building with a better appeal within a couple of years.

3.1.1.4. Library facilities: A table showing the sample and population means is given below.

TABLE 3.1.1.4

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.8	1.3	51	8.3	9.3
Students	8.5	1.6	53	NA	NA
Ex-Students	8.1	1.7	60	7.7	8.6
Teachers	8.6	1.5	31	8.1	9.1

ANOVA in SPSS indicates variance between perception of parents and ex-students to be significant at 5% (Page 57.)

CHART 3.1.1.4

Library facilites-Dispersion

	Poor	Fair	Good	VGood	Excellent	Not Sure
☐ Parents	0	14	51	27	8	0
☐ Students	0	2	15	38	45	0
☐ Ex-students	0	5	18	42	35	0
☐ Teachers	0	0	16	35	45	4

Y-axis: % Respondents, scale 0 to 60

Observation: 35% parents, 83% students, 77% ex-students and 80% teachers feel the library is very good or excellent. 14% feel the library facility is fair, which indicates that a certain segment of respondents expect much more in the library. ANOVA between parents' perception and ex-students' perception indicates a significant difference in the means at 5% level. However, the variance between perceptions of parents, ex-students and teachers does not indicate a significant difference in the means (Page 59.) The variance in perception has been discussed below.

Discussion: Most of the parents interviewed felt that the titles available in the library are 'fine' and the library collection maybe one of the best available in any school, at least in India. However most parents and teachers felt that the magazines, periodicals and journals available are not adequate to serve the reference needs of teachers or to evince a keen interest in students towards research or to keep the students abreast of the recent developments in different subjects. 83% students felt that the library facilities are very good to excellent but that they are unable to make use of the same because they do not get adequate time to read in the library, the daily routine being tight. In spite of the inadequate time spent in the library by students, the intellectual width of students has

66

grown by a sample mean of 7.4 as indicated in point number 4.1.3 (Page No. 249 of Chapter 4.) This suggests that widening of intellectual width is dependent on factors other than the library. The library available in the school appears to be playing a definite role but a limited one in the development of intellectual width and understanding. It is conjectured by the researcher that the overall ambience of freedom and enquiry and the quality of teachers must be one of the major compensating factors. The intellectual width of teachers has improved by a sample mean of only 5.3. This might be related to the fact that the number of research journals and magazines subscribed to by the library is quite inadequate. Some of the other factors could be the inadequate interaction amongst teachers and remoteness of the place from other centers of learning. It will be necessary for the school to examine why the intellectual width of teachers has improved only by a sample mean of 5.3, on a scale of 0 to 10, and how this could influence the intellectual growth of students.

3.1.1.5. Accessibility of teachers: A table showing the sample and population means is given below.

TABLE 3.1.1.5

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.6	1.7	51	8.1	9.0
Students	7.3	1.7	53	NA	NA
Ex-Students	9.2	1.4	60	8.8	9.5

ANOVA in SPSS indicates variance between perception of parents and ex-students to be significant at 5% (Page 57.)

A chart showing dispersion of the responses is given below.

67

CHART 3.1.1.5

Accessibility of teachers-Dispersion

	Poor	Fair	Good	VGood	Excellent	Not Sure
Parents	0	4	12	35	49	0
Students	0	8	36	42	14	0
Ex-students	0	2	7	22	68	1
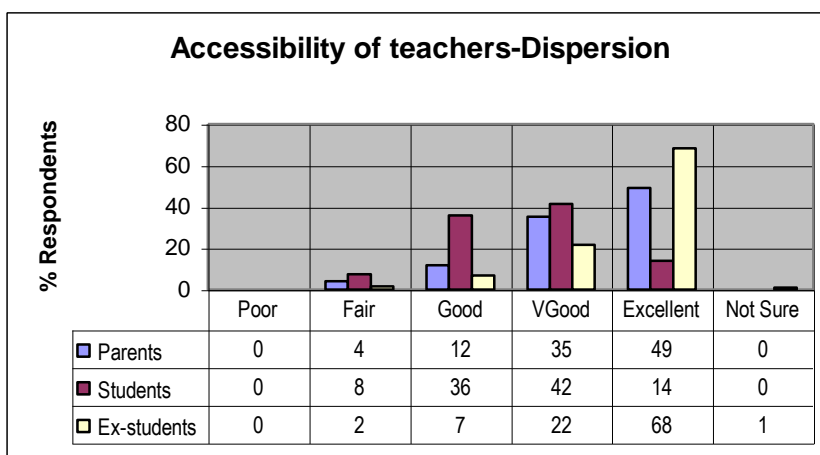
Observation: 84% parents, 56% students and 90% ex-students perceive the availability of teachers to be very good or excellent. ANOVA between parents' perception and ex-students' perception indicates a significant difference in the means at 5% level. The difference in perception has been discussed below.

Discussion: RVS being a residential school, students have to feel free to approach teachers and get their doubts cleared. For this teachers need to be accessible to students. The accessibility to teachers perceived by the parents and ex-students is much higher than what the students perceive it to be. 57% of students perceive the accessibility to be very good compared to 84% parents and 90% ex-students. This might be due to the fact that parents and ex-students understand better the extent to which teachers are accessible to students better due to their distance from the 'scene' and being adults they understand the attitudes of adults better. For example, being adults they will be able to appreciate that teachers usually solve certain types of quarrels students have amongst themselves, without carrying over much of an impression about it whereas students may think that teachers form strong impressions about them based on all such quarrels. Students may be apprehensive and even afraid as to what impressions teachers carry about them for the future. Obviously, for the teachers the incident is a usual, routine matter, based on which

no impressions are necessarily made. Parents and ex-students will be able to understand such aspects of teachers better than the students and hence will be able to form a more comprehensive impression of how accessible a teacher is. On the contrary, it could also be that the parents and ex-students get to know only some aspects of the teachers due to the limited number of occasions and contexts in which they get to interact with them. Students who interact with teachers frequently may have a more accurate picture of the teachers. It could be that some of the teachers are not as much accessible as they should be in a residential school.

The mean increase in freedom from fear (or reduction in fear) perceived by parents, students, ex-students and teachers is 9.1, 7.7, 6.5, and 5.0 respectively, as analyzed in point number 4.3.3 (Page No. 258.) The fact that students have improved in fearlessness to the extent of 7.7 means that the ambience has brought about fearlessness to a large extent although only 57% students perceive the accessibility of teachers to be very good or excellent. It may be that students do contact teachers rather freely and without much apprehension but when asked for an opinion on their perception about the accessibility of teachers they have been rather careful. They might have remembered the more unfavorable interactions much more easily than the happier interactions they had. It must also be the case that teachers do have prejudices about students and show it in their interaction with them. They may be inaccessible at times depending on the type of issue or extent to which they are preoccupied at different times of the day. In a residential school it is important for students to be sure that the teachers are always accessible. When students are not afraid of teachers they can quite easily get their doubts cleared and seek

additional academic help without inhibition. This is in fact a necessity because students do not have any other source of help, the school being located in a fairly remote place.

As a faculty member it is observed by the researcher that the school is vigilant on this subject and receives/obtains feedback from students on an ongoing basis.

3.1.1.6. Extra academic support to needy (weaker) students:

Observation: The mean perception of students about the extra academic support available to needy students is 6.8. 37% students perceive the support available to be very good or excellent and 15% students are not sure. 48% of the students perceive the support to be poor to good.

Discussion: Given the schedule of students for the day, students wanting to receive extra academic support and guidance from teachers need to forego some other activity. The teachers perceive that some students need to attend extra classes even if they have to forego a more interesting activity. But they do not normally decide on behalf of the child. The child on the other hand is not equipped and mature to decide on the issue. This is often a dilemma for the school. If the child is very weak then it is easier to make a decision and the teachers prevail and demand that a student needs to attend the extra classes. However, if the situation is not so clear then the situation is not a very simple one. In even the 'weaker' students it is often noticed that the sense of listening and observation gets accentuated quite distinctly. Such an improvement may show in the ability to perform better in the tests or may not show any improvement in performance. The sample mean of the improvement in the ability to listen and observe is 7.6, 8.4, 7.3 and 7.2 in the perception of parents, students, ex-students and teachers respectively. A discussion on this has been included in Point Number 4.6.2 (Page No. 270 of Chapter 4.)
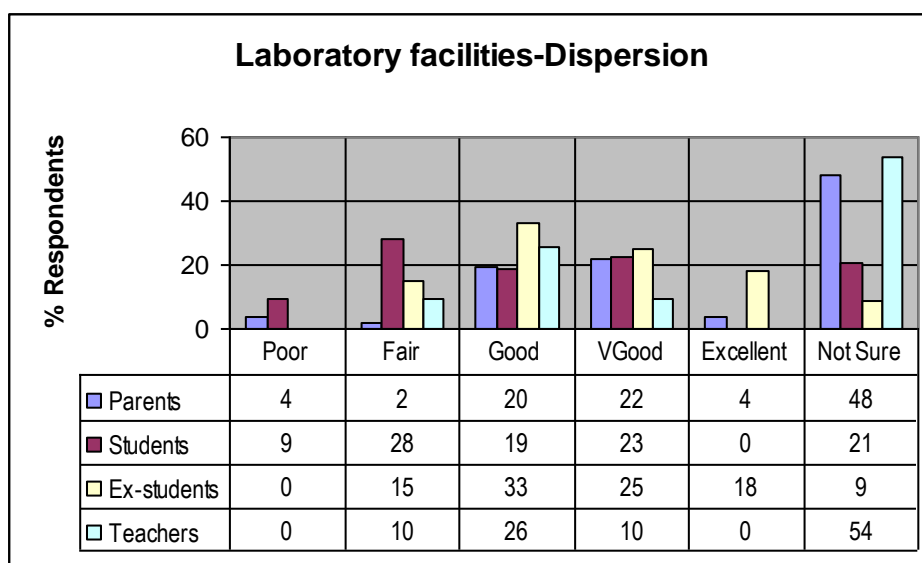
3.1.1.7. Guidance provided for competitive, entrance examinations: A table showing the sample and population means is given below.

TABLE 3.1.1.7

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	3.2	1.7	51	2.7	3.6
Students	4.0	1.9	53	NA	NA
Ex-Students	3.8	1.9	60	3.4	4.3

A chart showing the dispersion of the responses is given below.

CHART 3.1.1.7

Guidance for competitive, entrance examinations-Dispersion

	Poor	Fair	Good	VGood	Excellent	Not Sure
Parents	35	20	2	4	0	39
Students	30	38	9	9	0	14
Ex-students	35	30	17	3	2	13
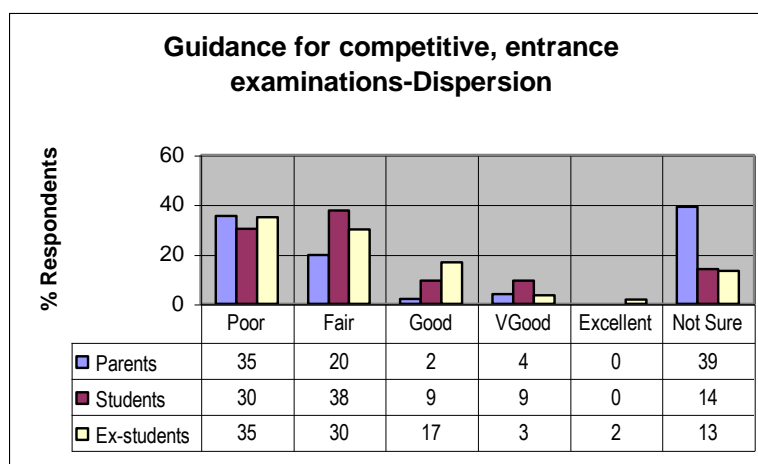
Observation: 4% parents, 9% students and 5% ex-students perceive the facilities to be very good or excellent.

Discussion: The school desists from providing guidance or support for competitive, entrance examinations. The pressure of the society and of parents on students to perform well in competitive examinations affects the ability of students to study for understanding the subject well. There is some pressure from the peers also. These factors inhibit the capacity of students to learn just for the joy of it. Point number 4.1.2 (Page No. 248 of Chapter 4) reflects that the mean growth in ability of students to study for improving conceptual understanding is 6.9. Given the fact that there is an avoidance of providing guidance for competitive examinations this score could have been expected to be higher.

However, the mean, being 6.9, may be suggesting that the ability to study for conceptual understanding and not just for marks is taking root in the students. Some of the ex-students have expressed that the conceptual understanding they gained of subjects helped them in their university studies well after leaving school. 35 of the 60 ex-students are either professionals or pursuing professional studies in India or abroad. Four of them got into a professional course in India based on a competitive examination. The remaining has done a course abroad or went into a professional course in India not immediately after leaving school but after getting tutored after leaving school.

There are a few teachers who may be able to provide some guidance for such an examination informally, but the school does not encourage this. Although there must be a significant overlap between studying for conceptual understanding and faring well in examinations, there is clearly a gap between the two. The gap could be due to what is being emphasized. For example, in certain types of competitive examinations, the emphasis is on how rapidly a student answers questions. A student who has studied such questions along with their answers, even if it is without understanding the same is likely to fare better because he has the set of answers ready with him. A student who has to understand the question from first principles and work out the appropriate answer will not be able to fare well on a comparative basis. In another context, if the questions asked are novel and of a type a student is unlikely to have faced earlier the performance of the above two students will be reversed. In reality the situation may be between the two extremes. However, by analyzing the patterns of the examinations experts are able to devise approaches for hastening the speed of students to score better even if he has not understood the underlying concepts adequately. So, although there is no reason for

understanding and scoring to be opposed to each other, the examination system seems to determine which of the two will predominant in a given context.
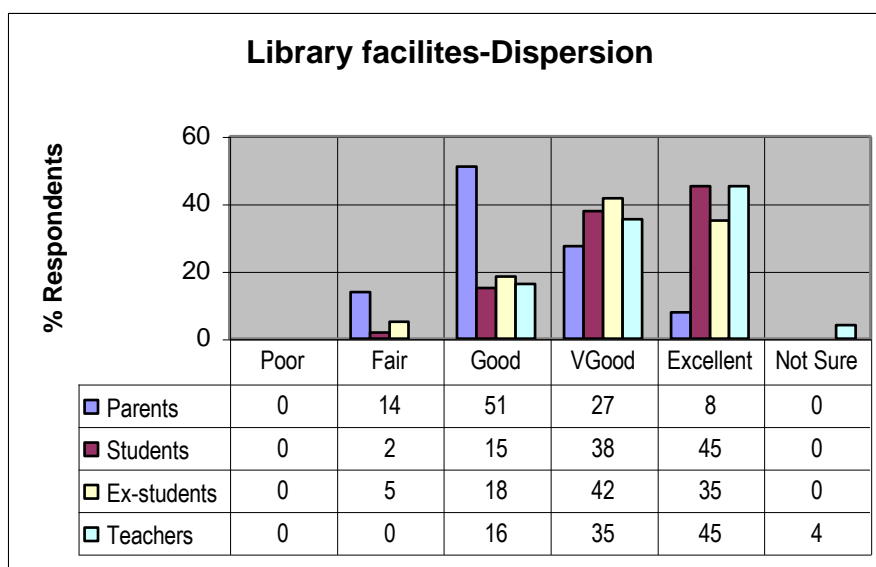
3.1.2.0. GROUP II – HOSTEL ASPECTS

3.1.2.1. Hostel facilities: A table showing the sample and population means is given below.

TABLE 3.1.2.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	6.8	2.0	51	6.3	7.4
Students	6.4	1.5	53	NA	NA
Ex-Students	7.1	1.9	60	6.6	7.6

A chart showing the dispersion of responses is given below.

CHART 3.1.2.1

Hostel Facilities-Dispersion

	Poor	Fair	Good	VGood	Excellent	Not Sure
Parents	4	12	31	33	12	8
Students	0	13	58	19	8	2
Ex-students	0	13	37	30	20	0

Observation: 45% parents, 27% students and 50% ex-students perceive the hostel facilities to be very good or excellent.

Discussion: The hostel facilities include rooms or dormitories which house from two students to about eight students depending on the age group. The children are provided beds with cotton mattresses and pillows. They have a cupboard for keeping clothes and a 'locker' for keeping books. A common room is available in each hostel for all the students to gather in for studying or for playing indoor games. The bathrooms are need-based and hygienic. They are not tiled and don't look impressive. Mosquitoes being

rampant on the campus, mesh doors and windows are provided in every hostel. The hostel facilities are austere compared to the comforts available at the homes of most students studying in the school. But they are perceived to meet the needs of the students quite well as per the discussions held by the researcher with parents and ex-students on the subject. However, most students find it difficult to get accustomed to the facilities available in the hostel due to their earlier experience of having lived with much 'better' and more amenities and facilities. After they get a feel of the freedom and space available to them in the school, they are able to put the comforts available in the hostels in a proper perspective. The respondent-students have been in the school for more than 3 years. During the discussions with students, as a teacher employed in the school, it came out clearly that the hostel facilities in school are significantly different from what the parents provide at home. The bedrooms, bathrooms, lockers, wardrobes and common room facilities provided by the school are much less comfortable than what the children are accustomed to. Some of the new children don't feel interested to go to the bathroom and hence refrain from taking a bath unless they are supervised and made to do so. Some of them don't brush their teeth as regularly as they do at home. This is partly due to an intrinsic lethargy setting in due to the freedom extended, partly due to the bathrooms not being exciting and lastly due to insufficient supervision from the teachers concerned. The school mentions that a child should be self-sufficient and trained in bathroom and toilet activities when they are admitted in the school and it is quite impractical to expect that the hostel parents can supervise the personal hygiene and cleanliness of each child in a hostel to such an extent. Point number 4.5.1 (Page No. 263 Chapter 4) discusses the extent to which students have become more adaptable. The sample mean of the

improvement in adaptability of students as perceived by the parents is 8.2. The students also perceive that they have become more adaptable to a sample mean of 8.2. From this data, it looks to be clear that the basic infrastructure, comprising of school buildings, hostel-rooms, laboratories and libraries, need not necessarily be of the highest standards for the outcome of the educational intent and endeavor to be of the highest standard. Some of the other factors like the type and capacities of teachers and their commitment appear to be quite important, if not more important than the infrastructure. An interesting question of whether there is an inverse relation between the standard of infrastructure and the standard of educational intent arises. Or are these some aspects of an infrastructure (for example: air-conditioned hostels and classrooms) which when provided to school children might inhibit educational intent of a certain subtlety to be attempted?

3.1.2.2. Accessibility of house parents: A table showing the sample and population means is given below.

TABLE 3.1.2.2

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.8	1.5	51	8.4	9.2
Students	7.4	1.9	53	NA	NA
Ex-Students	9.0	1.5	60	8.6	9.4

A chart showing the dispersion of responses is given below.

CHART 3.1.2.2

Accessibility of house parents-Dispersion

	Poor	Fair	Good	VGood	Excellent	Not Sure
Parents	0	2	8	39	49	2
Students	2	8	28	38	21	3
Ex-students	0	3	3	32	60	2
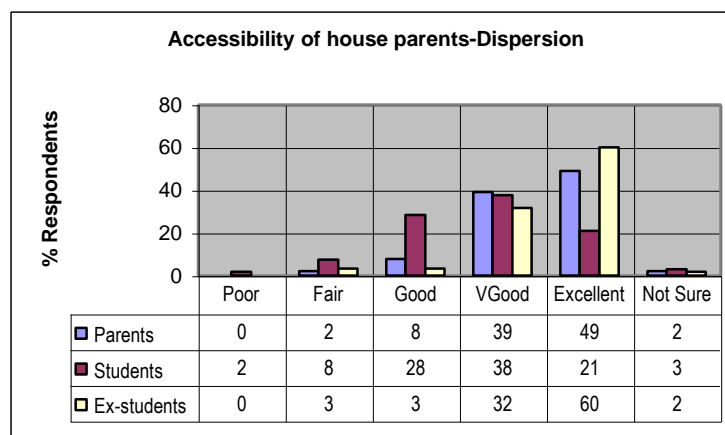
Observation: 88% parents, 59% students and 92% ex-students perceive accessibility of house parents to be very good or excellent.

Discussion: House parents are teachers of the school taking care of the children in small groups in the house or hostel.[40] The word house-parent being used by the school instead of a usual word like warden or housemaster seems to reflect the nature of responsibility carried by such teachers in the Rishi Valley School. The accessibility to house parents is important for a student to be able to feel emotionally and otherwise secure. The house parents have scheduled and unscheduled discussions with the students of the house. A few of them engage with the students while they are in the games field. Many of them discuss issues of various kinds informally with the students. Some of the issues that have been discussed by the researcher who has been a houseparent with the students in his hostel are given below. The same may not have been discussed by all the house parents, but the interests and concerns of most teachers being the same, similar underlying intentions would be present, no matter what examples are taken up for discussion.

> ➤ In one of the newspaper pictures it was noticed that a minister was inaugurating a free food service centre for poor people, who were squatting on the floor ready to eat; he was standing very close to the lunch plates with his shoes on. A discussion was held to sensitize the students about what kind of attitude towards the poor this act of the minister reflects although it is a noble act in itself and there is public appreciation the minister may receive. Most students could appreciate that the

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[40] It has been observed that the residence of the house parent is generally well within the hostel with one door interconnecting it with the hostel, at least in the case of all the junior hostels, meant for children from Classes 4 to 7. Many of the house parents of these junior hostels leave the interconnecting door open always to allow the younger children to reach the house parent at any time of the day or night. The residence of the house parent of the senior hostels is usually not directly connected to the hostel.

minister could or should have been more sensitive and should've removed the shoes when serving them.

➢ Some children are accustomed to giving gifts to their friends on the occasion of New Year or Christmas. The school attempts to dissuade them from doing so because this could pressurize children who cannot afford to give gifts and also it has a potential of imbibing in children practices, which are often without much content and can be artificial acts. Instead they are encouraged to make some items in the arts and crafts, like greeting cards, small anklets, bangles or many other items possible, and gift them. Despite all the steps taken by the school there are quite a few children, who sometimes with the connivance of their parents, bring in gifts clandestinely and present them. As a house parent, this researcher had a discussion explaining the rationale at length to about 17 children, explaining the repercussions and implications of giving gifts and how the act of greeting and giving gifts can become very artificial and a burdensome chore when one is not alive to the spirit of it. The discussion was very meaningful and most children understood the issue much more clearly.[41]

Hence, the nature of stay in the house of RVS significantly makes a difference between the emphasis laid by it and other public schools, where a hostel warden is primarily engaged in maintaining order and discipline.

3.1.2.3. Care while student is sick: The mean perception of students is 7.2 and that of ex-students is 7.6 (SD = 7.6, lower and upper confidence intervals of 7.1 and 8.1

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[41] It is observed by the researcher that having such detailed discussions with children is quite usual in the school and it seems to be one of the main strengths of the school. Most of the faculty members think over issues, which could be taken for granted by many others, and this helps the school to bring about an ambience of discussions with children. Some of the faculty members think over issues quite critically and present their thoughts during assemblies with children.

respectively.) 45% students and 55% ex-students perceive the care they receive while they are or were sick to be very good and excellent.

Discussion: The perception of the respondents about the medical care provided is reflected in the charts above. In the open-ended questionnaire and during the interviews held with parents, there have been strong suggestions for the need to take care of children in a better way when they are admitted to the hospital. One parent says, "the in-patient ward is too depressive (to the students)" in point number 5.3.1.3.8 (Page No. 413 of Chapter 5.) Many parents have expressed that food should be prepared separately for students in the hospital, instead of the regular food of dining hall being supplied to the hospitalized children. It was also expressed by a few parents that some facilities should be available in the hospital to keep the children occupied while they are hospitalized. The children too share this feeling of being not taken care while they are hospitalized apart from being given the medication properly. The school is working on this subject presently.

3.1.2.4. Campus medical attention: A table showing the sample and population means is given below.

TABLE 3.1.2.4

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	6.6	1.8	51	6.1	7.1
Students	5.9	1.7	53	NA	NA
Ex-Students	6.6	2.0	60	6.1	7.1
Teachers	6.5	1.7	31	5.9	7.0

A chart showing the dispersion of responses is given below.

CHART 3.1.2.4

Campus medical attention-Dispersion

	Poor	Fair	Good	VGood	Excellent	Not Sure
Parents	4	10	43	33	6	4
Students	2	28	47	15	6	2
Ex-students	3	15	41	28	13	0
Teachers	0	16	43	32	3	6
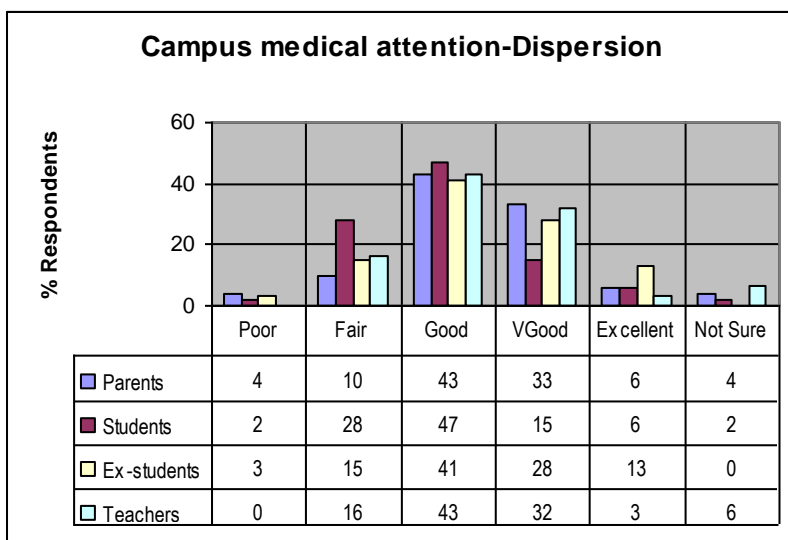
Observation: 39% parents, 21% students, 40% ex-students and 35% teachers feel the campus medical attention is very good or excellent.

Discussion: For all the routine ailments and minor infections and injuries the school has three qualified, postgraduate and experienced doctors, two qualified nurses and two trained nursing staff. Most of the medical needs of the teachers and students are taken care of in the hospital itself. Apart from the campus hospital there is a rural health centre to provide medical help to the poor villagers from surrounding villages at a very low cost.[42] Only 21% of the students perceive the campus medical attention to be very good or excellent. It is quite sure that any student who has been in the inpatient ward would not feel happy about the stay. Although the medical attention per se may be quite adequate the stay of children in the ward is an unhappy experience as found in the perception

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[42] The school is quite far away from any of the cities and most of the normal medical needs have to be met within campus. The facilities available are being improved progressively with an X-Ray machine and Pathological Testing Laboratory being planned in the near future. The school takes the help of specialists in Madanapalle, Bangalore, Tirupati, Vellore and Chennai in case of other serious ailments and emergencies.

survey. The school is aware of these shortcomings and a new hospital, with better infrastructure, is under construction.[43]
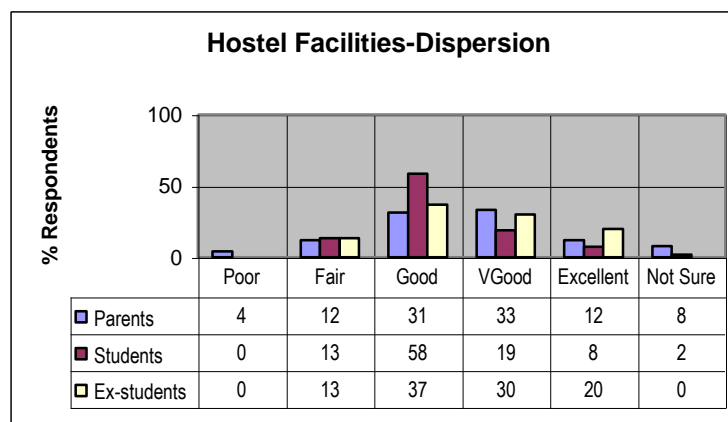
3.1.2.5. Laundry services: A table showing the sample and population means is given below.

TABLE 3.1.2.5

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	4.0	1.9	51	3.4	4.6
Students	4.0	2.2	53	NA	NA
Ex-Students	5.8	2.3	60	5.2	6.4
Teachers	6.4	1.6	31	5.8	6.9

CHART 3.1.2.5

	Poor	Fair	Good	VGood	Excellent	Not Sure
Students	38	36	13	4	6	5
Ex-students	8	37	22	23	10	0
Teachers	3	10	48	26	3	10
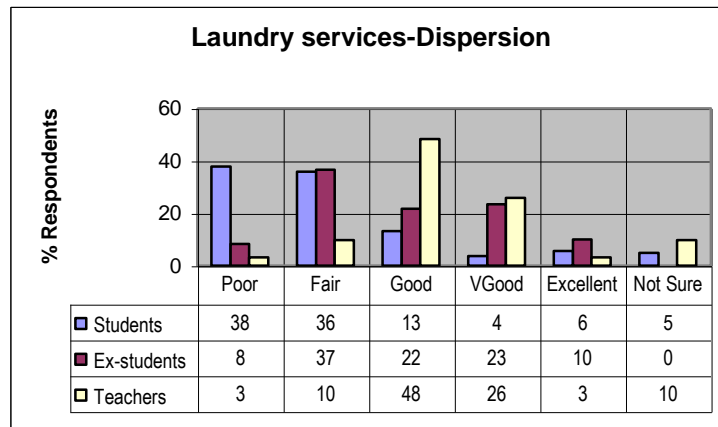
Observation: 10% students, 33% ex-students and 29% teachers perceive the laundry facilities to be very good or excellent. 87% students, 67% ex-students and 61% teachers perceive the laundry facility to be poor to good.

Discussion: Being a residential school most students and teachers depend on the laundry facility provided by the school. The types of problems faced by the students are as follows[44]

1. Discoloration of clothes.

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[43] The new hospital building has since been completed and is operational from April 2005. A kitchenette to prepare some items for children hospitalized (and a facility to keep them engaged) has been arranged.
[44] Prepared based on discussions held with students of Palm house by the researcher on 3/9/2003.

2. Buttons getting broken.

3. Zips getting spoilt.

4. Clothes getting torn.

5. Clothes getting misplaced and lost.

6. Clothes getting burnt during ironing due to high temperature or carelessness.

The data suggests that the laundry is unable to provide an adequate service to the people concerned and there is no mechanism in place to address the issue.

3.1.3.0. FOOD RELATED

3.1.3.1. Food provided by the dining hall: A table showing the sample and population means is given below.

TABLE 3.1.3.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	5.4	1.8	51	4.9	5.9
Students	4.6	2.0	53	NA	NA
Ex-Students	6.5	2.2	60	6.0	7.1
Teachers	4.8	1.8	31	4.1	5.4

ANOVA in SPSS indicates variance between perception of parents and ex-students to be significant at 5% (Page 57) and also between parents, ex-students and teachers to be significant (Page 59.) The difference is interpreted below.

CHART 3.1.3.1

Food provided by Dining Hall(DH)-Dispersion

	Poor	Fair	Good	VGood	Excellent	Not Sure
Parents	4	43	35	14	4	0
Students	19	42	26	6	4	5
Ex-students	3	22	35	22	17	3
Teachers	16	42	29	13	0	0
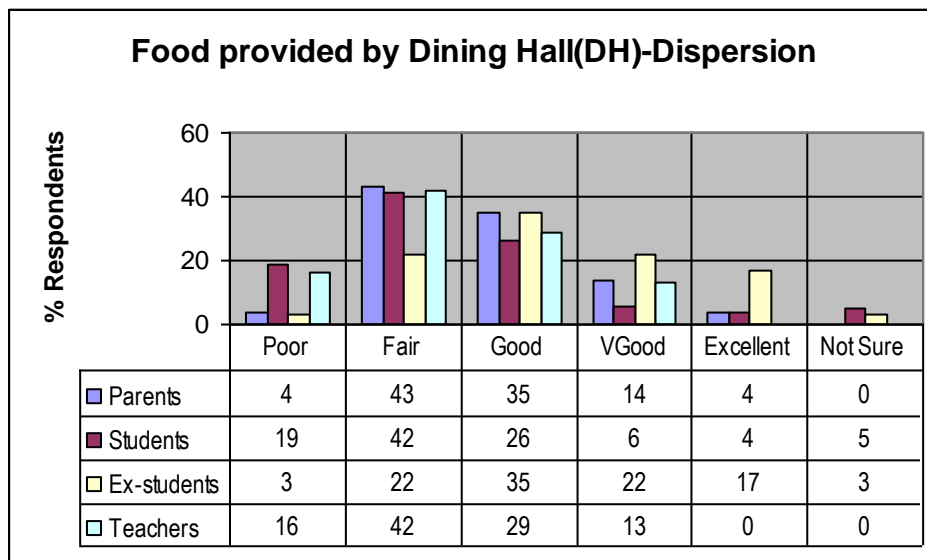
Observation: 18% parents, 10% students, 39% ex-students and 13% teachers perceive the food to be very good or excellent. Most respondents in all the categories rate the food provided to be good or less than good. ANOVA between parents' perception and ex-students' perception indicates a significant difference in the means at 5% level. ANOVA between the perception of parents, ex-students and teachers also indicates a significant difference in the means (Page 59.) The difference in perception has been discussed below.

Discussion: It is observed as a teacher in the school that the food provided is balanced, simple, nutritious and quite bland. The priority of the school is to provide wholesome food to the students and teachers rather than cater to the needs of their taste[45]. Students and teachers are from different backgrounds, from different places and have tastes making it quite difficult for the dining hall to prepare food meeting the taste needs of all segments. Although the food prepared may be in tune with the philosophical intention of the school, which is to offer simple and wholesome food, it is observed by one of the parents, in point number 5.3.1.3.1.1 (Page No. 412 of Chapter 5), that there is 'lack of enough protein in food.' In point number 5.3.1.3.1.2 (Page No. 412 of Chapter 5) the parent laments that 'whatever the children seem to like such as paneer curry, grape juice etc., were always in short supply.' There have been other responses signaling that the school needs to improve the taste and variety of food provided to make it interesting for the children to eat well. Such responses have been presented in Chapter 5 Part 3, from which a couple of extracts have been presented above. The school is presently reviewing the issue to find a way of meeting the requirements of the diverse tastes of people.

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[45] As per the dining hall manager with whom a discussion was held on the subject in July 2000.

3.1.3.2. Environment of dining hall: A table showing the sample and population means is given below.

TABLE 3.1.3.2

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	5.8	2.0	51	5.3	6.4
Students	4.9	2.1	53	NA	NA
Ex-Students	6.9	2.1	60	6.4	7.5
Teachers	4.2	1.5	31	3.7	4.7

ANOVA in SPSS indicates variance between perception of parents and ex-students to be significant at 5% (Page 57) and also between parents, ex-students and teachers to be significant (Page 59.) The difference is interpreted below.

CHART 3.1.3.2

Environment of Dining Hall(DH)-Dispersion

	Poor	Fair	Good	VGood	Excellent	Not Sure
Parents	10	20	44	20	6	0
Students	15	38	32	6	6	3
Ex-students	3	13	39	25	20	0
Teachers	23	42	32	0	0	3
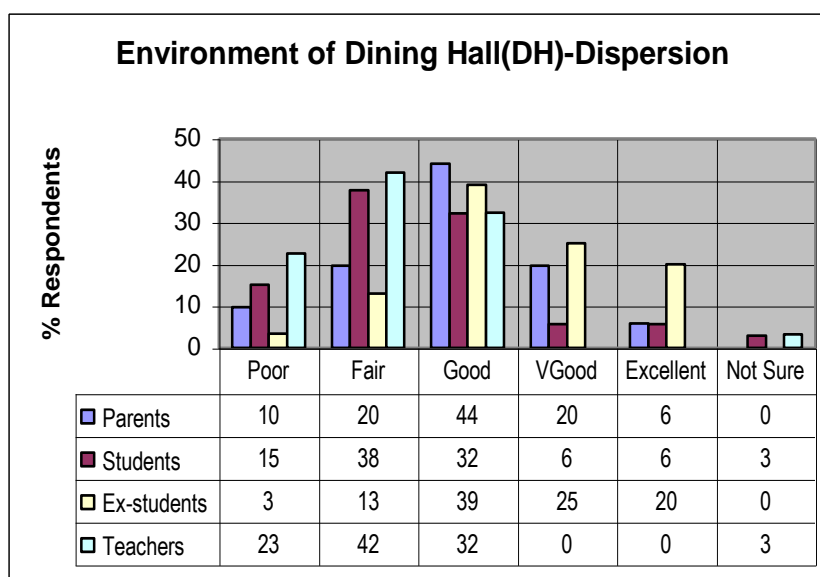
Observation: 26% parents, 12% students, 45% ex-students and 0% teachers perceive the environment of the dining hall to be very good or excellent.

Discussion: The dining hall works in two shifts, catering to the junior and senior schools separately. The junior school children, Classes 4 to 7, are served food by the dining hall staff. The senior school children are served breakfast on the table whereas lunch is served to them at the table by other students, in turns. As many of the students learn the process of serving food to others it becomes noisy and chaotic to some extent. Dinner is served to

students at the counters by DH staff and is hence more orderly in nature. Most of the students, parents and teachers have perceived the environment to be poor to good. Most of them expressed that the dining hall is chaotic and noisy. The layout necessitates people to walk around quite a lot to fetch and serve food adding to the noise. Some teachers have expressed that the dining hall provides one of the few opportunities for students to talk to each other, sometimes passionately and emotionally. It is one of the opportunities for students and teachers to talk to each other about the many interesting things happening during the day, adding more to the noise. The perception of ex-students may be reflecting that they have seen other dining halls after leaving school and they are not much different. It may also be that they are less critical about the school than would have been when they were students of the school.

3.1.3.3 Tuck shop services: A table showing the sample and population means is given below.

TABLE 3.1.3.3

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	5.6	1.9	51	5.1	6.2
Students	4.6	1.3	53	NA	NA
Ex-Students	6.5	1.5	60	6.1	6.9
Teachers	6.1	1.3	31	5.6	6.5

ANOVA in SPSS indicates variance between perception of parents and ex-students to be significant at 5% (Page 57and also between parents, ex-students and teachers to be significant (Page 59.) The difference is interpreted below.

A chart showing the dispersion of the responses is given below.

84

CHART 3.1.3.3

Tuck shop services-Dispersion

	Poor	Fair	Good	VGood	Excellent	Not Sure
■ Parents	12	16	47	18	2	7
■ Students	6	60	28	4	0	2
□ Ex-students	0	12	58	23	7	0
□ Teachers	0	19	58	23	0	0
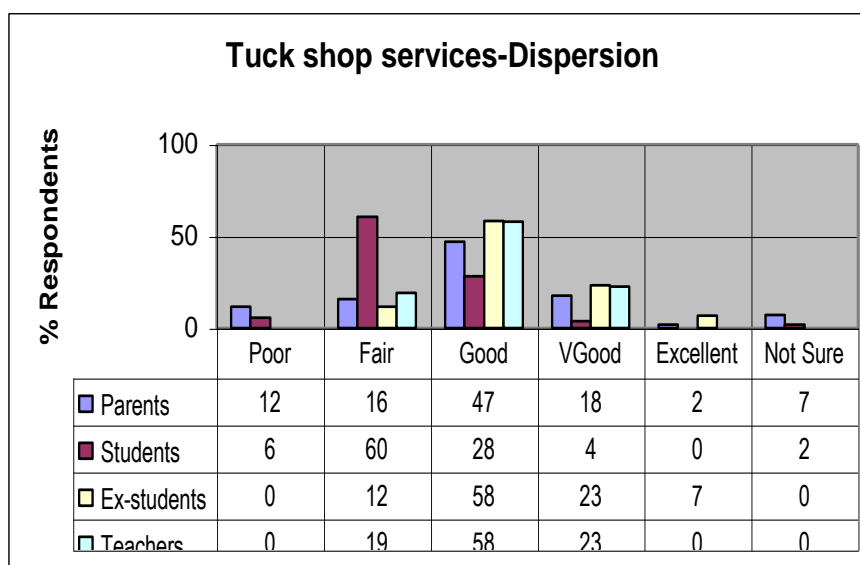
Observation: 20% parents, 4% students, 30% ex-students and 23% teachers perceive the tuck shop services to be very good or excellent. ANOVA between parents' perception and ex-students' perception indicates a significant difference in the means at 5% level. ANOVA between the perception of parents, ex-students and teachers also indicates a significant difference in the means. The difference in perception has been discussed below.

Discussion: The tuck shop is an outfit serving the toiletry and other general needs of the teachers and students on specified days and timings. It is open for about one hour every day and no cash transactions take place. The expenses are charged to the respective individuals. Students are allowed to buy chocolates or biscuits of their choice once a fortnight for a value of about Rs 60. They would like the tuck shop to serve a wide variety of eatables, especially what is called as 'junk food.' The school would like the students to refrain from eating the packed, preserved and fast food items and hence such items are not provided. What is to be provided through the tuck shop to the students is decided by all the teachers together. This disagreement between the school and the students seems to be somewhat inevitable in any residential educational institution.

85

3.1.3.4. DH services (other than food): The sample mean perception of teachers is 5.9 (SD=1.8, Lower and upper confidence intervals are 5.3 and 6.6 respectively.) 22% of teachers perceive the services to be very good or excellent.

Discussion: Apart from providing cooked food to the community the dining hall also provides other items to the hostels and to the other families living on campus. The items provided are vegetables, fruits, raw materials for cooking food at home like rice, pulses, spices etc. and cleaning agents like brooms, phenol etc. There are no cash transactions involved and expenses are charged to the respective accounts of people. In the case of hostels the expenses are charged to the hostel account, equally borne by all the students of the hostel. As many of the families living on campus do not find the food served by the dining hall tasty enough they cook some dishes at home to supplement what is supplied by the dining hall. To meet all such needs, the dining hall opens a counter for about half an hour everyday. There is no other market or shop nearby from where one could buy such items.

72% teachers perceive the dining hall services in areas other than food to be poor to good. During the discussions held with teachers, both formally and informally and as a participant observer it has been observed that the quality of the vegetables, fruits and other items is not as good as one would expect. Most of the items would not have been sorted, like tamarind with seeds etc. Teachers depend completely on the in-house service and do not have any other choice.

3.1.4.0. AESTHETICS RELATED

3.1.4.1. Scope to appreciate music and dance: A table showing the sample and population means is given below.

TABLE 3.1.4.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.0	1.9	51	6.5	7.6
Teachers	7.0	2.2	31	6.2	7.7

38% parents and 55% teachers perceive the scope to be very good or excellent.

Discussion: Mean of the perception of parents and teachers is the same. The difference in dispersion between the perception of teachers and the parents reflects the backgrounds of the respondents. During the formal interviews and informal discussions with the teachers it was observed that many of them did not have an exposure to dancing during their childhood? Hence they found the scope to appreciate and the exposure to dance performances at Rishi Valley School very valuable. Many of the parents had a much higher expectation from their children and were disappointed with the levels reached by their children. In some of the cases, the parents felt that the child lost interest in dancing because there was no systematic progress noticed over a period of time.[46]

3.1.4.2. Scope to learn or appreciate dancing: The sample mean perception of students is 6.5 and that of ex-students is 6.7 (SD=2.0, lower and upper confidence intervals of 6.2 and 7.2 respectively.) 31% students and 43% ex-students perceive the scope available to be very good or excellent. 43% students and 28% ex-students perceive the scope to be good and 15% students and 22 % ex-students perceive the scope to be fair or poor.

Discussion: The students joining the school are from a very diverse background as far as exposure to dance is concerned. Some have been taught dance to some extent, some are from a background where Indian classical dance has not been heard of and some are from

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[46] The new students joining the school every year have different level of skills making it difficult to group them appropriately. Added to this, to attend dance classes is not treated as a compulsory activity by the students, and they 'miss' dance classes easily unless monitored closely. Such factors prevent the children from getting enough exposure to the dance lessons in a sequential and serious manner. With the kind of diverse activities pursued by the children it is observed that most children do not practice what has been learnt in the regular classes, impeding progress further. To bring about a more serious involvement from the students the teacher arranges programs/presentations. For such programs teacher arranges intensive lessons/practice sessions and children learn a lot seriously prior to such programs.

a background that respects Indian culture and would like to learn dancing. There is no data available about the composition but this diversity is noticed by the dance teachers and expressed in staff meetings as one of their difficulties to teach groups together. 71% students and ex-students perceive the scope to be good or higher. 15% students and 22% ex-students perceive the scope to be fair or poor. This might be a reflection of the interest a child has in learning dance. As per the guidelines of the school it is necessary for each child to take at least one of the activities offered by the school. In spite of this insistence some children desist from taking up any of the activities. When such disinterested students take part in the activities it could lead them to perceive the scope to be poor or fair, on account of their own attitude, rather than due to any objective reasons.

3.1.4.3. Scope to learn or appreciate music: The mean perception of students is 6.9 and that of ex-students is 7.4 (SD=1.8, lower and upper confidence intervals are 7.4 and 8.3 respectively.) 40% students and 72% ex-students perceive the scope to learn music as very good or excellent. 17% students and 8% ex-students perceive the scope to learn to be fair or poor.

Discussion: There are two fulltime musicians to teach violin, carnatic vocal, mridangam, guitar and tabla to different children. In addition, there are intensive carnatic and Hindustani vocal music workshops held twice a year for about a fortnight each, for the interested students. Even in the area of music the background and interest of students are quite diverse and some students do not appreciate classical music at all. The scope to appreciate classical music appears to be wide due to the number of concerts arranged by the school at periodic intervals. The response of ex-students reveals that the scope available some years back may have been better. The school has had renowned artists

like ML Vasanthakumari and Palghat Mani Iyer on campus for several years, teaching the students. It was felt by the music teachers that the priority accorded to music by the school may have been much higher due to the influence of the musicians at different points of time or due to the interest such passionate musicians could create in children. It may be useful to discuss this with students and to find out what improvements could be effected to enable them learn music better.[47]

3.1.4.4. Scope to learn arts and crafts: A table showing sample and population means is given below.

TABLE 3.1.4.4

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.2	1.4	51	7.8	8.6
Students	8.2	1.7	53	NA	NA
Ex-Students	8.6	1.6	60	8.2	9.1
Teachers	6.7	2.6	31	5.8	7.6

Observation: The mean perception is 8.2 for parents, 8.2 for students, 8.6 for ex-students and 6.7 for teachers. A chart showing the dispersion of responses is given below.

CHART 3.1.4.4

Scope to learn and appreciate arts and crafts- Dispersion

	Poor	Fair	Good	VGood	Excellent	Not Sure
Parents	0	0	20	47	27	6
Students	2	0	19	47	32	0
Ex-students	0	3	12	33	50	2
Teachers	13	6	35	19	23	4

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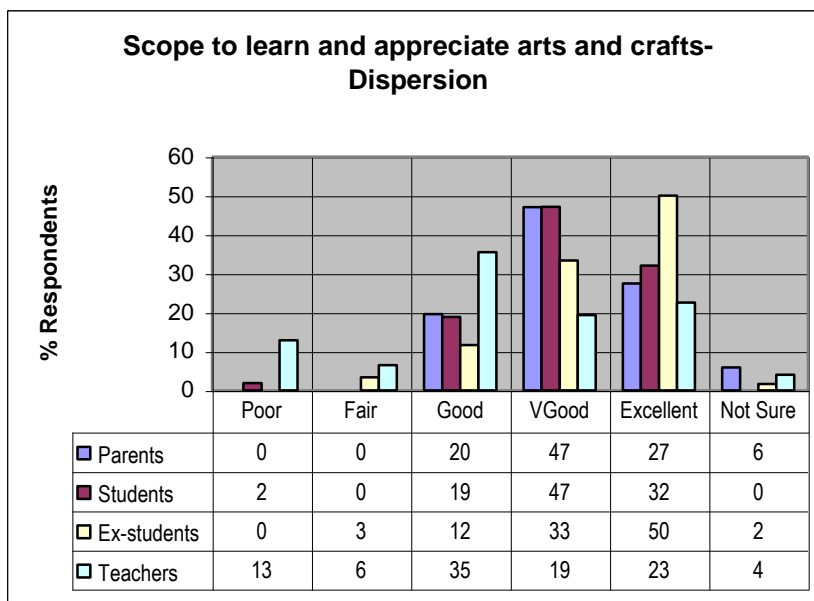
[47] This is based on the informal discussions held with the musicians at different points of time.

Observation: 74% parents, 79% students, 83% ex-students and 42% teachers perceive the scope to learn arts and crafts is very good or excellent. ANOVA between the perception of parents, ex-students and teachers indicates a significant difference in the means at 5% level (Page 59.) The difference in perception has been discussed below.

Discussion: The arts and crafts department offers the following areas to the students.[48]

1. Junior painting: Water colours, print making, crayons, cloth painting, wax painting, tile painting, spray painting, glass painting and drawings.

2. Senior painting: All the above at a higher level.

3. Batik.

4. Tie and dye.

5. Weaving.

6. Needle work and embroidery: appliqué wall hanging, cloth marbling, fabric making, design making, alpana decoration.

7. Wood craft: hand and lathe based.

8. Clay modelling (Pottery.)

9. Aero modelling.

10. Construction.

11. Nail and thread.

12. Graphics (linocut.)

There are about seven well-qualified (most of them post graduates in fine arts) and talented artists from renowned arts institutions of the country. In addition, because of the reputation of the school specialists are observed to visit the school and voluntarily offer

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[48] This was prepared based on the discussion with two teachers of the department on the 28/12/00.

workshops in different areas.[49] It is mandatory for each student to get exposed to different areas in a systematic manner and the arts and crafts classes are a part of the daily academic schedule. If a child is in the school for about six or seven years he or she would have got a basic appreciation or exposure to most of the areas mentioned above. The students perceive the scope to be very good. Teachers do not have any specified slots during which they could work and it depends on them to work out with the department when to work. This leads to the significantly lesser perceived mean.

3.1.5.0. OUTDOOR ACTIVITIES

3.1.5.1. Opportunities for games and sports: A table showing the sample's confidence intervals is given below.

TABLE 3.1.5.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	6.8	2.0	51	6.3	7.4
Students	7.1	2.1	53	NA	NA
Ex-Students	7.9	2.1	60	7.4	8.4
Teachers	6.9	2.0	31	6.2	7.6

CHART 3.1.5.1

Opportunities for Games and Sports- Dispersion

	Poor	Fair	Good	VGood	Excellent	Not Sure
Parents	2	16	33	33	14	2
Students	4	11	28	40	17	0
Ex-students	2	10	15	37	35	1
Teachers	3	13	23	39	10	12

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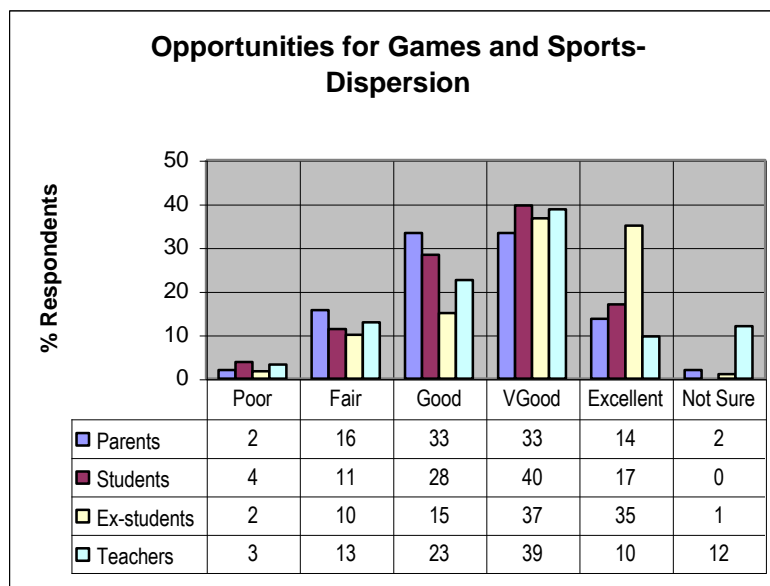
[49] It has been observed by the researcher that workshops were offered in the following areas, at least, over the last few years: ceramics, doll making, paper folding, collage making in Japanese style etc.

Observation: 47% parents, 57% students, 72% ex-students and 49% teachers perceive the opportunities for games and sports to be very good or excellent. ANOVA between parents' perception and ex-students' perception indicates a significant difference in the means at 5% level (Page 57.) ANOVA between the perception of parents, ex-students and teachers also indicates a significant difference in the means (Page 59.) The difference in perception has been discussed below.

Discussion: The facilities for games available in the school can be categorized into indoor and outdoor types. The outdoor facilities available are as follows[50]:

1. Standard football fields : 2

2. Hockey fields : 2

3. Table tennis tables : 4

4. Indoor badminton courts with flood lights : 2

5. Weight lifting and gymnasium(not full scale) : 1

6. Volley ball courts : 3

7. Beach volley ball court : 1

8. Tennis courts : 4

9. Basket ball courts : 2

10. Indoor games: Each hostel with about 17 to 21 children has 2 to 4 carom boards, 2 to 3 chess boards and other minor games facilities.

The perception survey shows that both students and ex-students are happier than the parents about the facilities. The reasons for this were found through interviews held with parents. The parents would like to see their children excel in the games to such an extent that they can make a mark in the public arena of competitive sports whereas, as students begin to play games in the non-competitive arena provided and nurtured by the school,

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[50] Prepared based on note dated 2nd September 2003 received by the researcher from the Physical Director of the school.

the scope for enjoying the games increases and the scope for participating very well in the competitive or professional level reduces to some extent. The way games are played in the school it is a win-win situation for all participants. The students are observed to be faring well in the matches with neighboring schools but do not qualify for any of the district or state level games.[51] It has been noticed, as a participant observer, that the school emphases on the children learning the skills associated with a game or sport well and performing to the best of their abilities, and not in an aggressive manner making winning the game the only objective. For instance, a term like "killer instinct" used by teachers and students to instill an attitude to win has not been noticed to have been used by anyone in the eight years that this researcher has been associated with the school.

There is an annual sports meet for over two days where many sporting events are organized by the school. Students participate with vigor and vitality and the track records of earlier years are surpassed often. At the end of the meet there are no certificates or medals awarded and students are noticed not to be too aggressively involved in the sports event. This helps in creating an ambience of cooperation and participation for enjoyment rather than for being aggressive towards others, without downplaying the need for proper participation and developing the skills of the game or sport. The manner in which the sports meet is conducted emphasizes the values of the school in a certain manner.

The students request that there need to be better and more facilities for games and sports because they are exposed to better facilities at home during their vacations. They may be realizing the role and significance of the present ambience to some extent. The ex-

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[51] During the last 8 years of stay of the researcher, he has not observed any instance of a child making it to the district or state level in the sports and games area. But it has been observed that the children participate in games and sports happily and learn the skills well. Even when there is a close rivalry in certain events, it has been observed that students are very warm to each other and do not develop personal animosities.

students may be realizing the role of the ambience to a much greater extent and hence 72% rate the facilities to be very good or excellent.

3.1.5.2. Scope for hikes and field visit: The mean perception of students is 8.1 about scope for hikes and field visits. 70% students perceive the scope to be very good or excellent.

- *Discussion:* The opportunities for hikes and field visits available to the students have been listed below.[52]

- Hikes

  o All the new students are taken for a hike within about two weeks of their joining school.

  o Class hikes are held once a term, twice a year. The distance and duration depends on the age group of the children. The youngest ones, Class 4 and 5, go to a distance of about 2/3 Kms from the school. They come back in about 4 hours. The senior most students, Classes 10 to 12, go to distances of up to 16 Kms, taking them to heights of about 1500' from the valley itself. Often children carry their lunch after having an early breakfast so that the hike begins by about 6 30 AM.

  o House hikes are held once a term, twice a year. The distances covered are about 3 to 12 Kms depending on the age group of the children.

  o Once a year a Himalayan trek from New Delhi to New Delhi is arranged on optional basis lasting about 15 days. The students of Class 9 to 12 are allowed to participate in such treks.

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[52] Prepared based on observations as a teacher in the school as well as discussions held with other teachers formally or informally over the last few years.

- Field visits
  - Classes 9 to 12 students go on field visits in subjects like Biology, Environmental Sciences and Economics along with their respective subject teachers.
- Excursions (once a year)
  - Class 4 and 5 go on a daylong excursion to the nearby town, Madanapalle, to see a chocolate factory or a couple of other places. They also could go to the nearby hill station, Horseley Hills, to see a small zoo and a couple of other interesting spots.
  - Class 6 goes on a 2-day excursion to places like Tirupati, where they visit a science museum and a few other places of interest.
  - Class 7 goes on a four-day excursion to places like Bangalore, Mysore and Talacauvery. They visit a variety of places.
  - Class 8 goes on an overnight excursion to a remote, scenic waterfall near Palamner owned by KFI. They live in tents without electricity. Nature calls are attended to in wilderness and students cook their meals.
  - Class 9 goes on a one-week excursion to fairly distant places covering a variety of places. The excursion usually involves a maximum of one day's journey by train each way and some travel by bus or jeeps. A fairly wide variety of places are covered.
  - Class 10 and 12 do not go on excursions due to their impending public examinations.

- Class 11 usually visits for a week one of the NGOs or social service organizations known to the school. The children either take part in the activities of the organization to help the deprived and downtrodden or get an intensive exposure to any of the environmental regeneration work of some well-known organization.

Other outdoor activities

- Many of the regular classes are held in the gardens or lawns on stone benches.

- Nature walks during class hours as part of class-teacher periods or culture classes are quite common.

- Some of the life science classes are held outdoor amongst the respective species of flora or fauna, as far as possible.

- Night nature walks are held for senior students sometimes.

- 'Ramblers' club organizes hikes, rock climbing or hikes into the hills about once a fortnight, which is attended by students on voluntary basis.

- Outdoor classes are held in quite a few subjects, especially in the junior classes.

70% students perceive the scope for outdoor activities and field visits to be very good and excellent. It is seen from the type of scope made available by the school that all the students get a fairly good exposure to places outside the campus. The school being located in the lap of nature with hills and trees all around, it is quite easy for the curriculum to be designed around outdoor activities. This provides a strategic leverage to the school over most other schools in a natural manner.

3.1.6.0. OTHER ASPECTS

3.1.6.1. Hair cutting services: The mean perception of the services is 5.5 (SD=1.7, lower and upper confidence intervals are 4.9 and 6.0 respectively.) The barbershop is a small room with just enough amenities and instruments for the job. The barber is a simple villager who has been born and brought up in a neighbouring village. He has learnt the skill from his father who was also the school barber for several years. He knows the basic job but cannot meet the changing needs of different people. Most students have expressed that any variation suggested is not met.[53] The teachers often report that the barber is not available in his room when they visit. The barber clarified that many teachers do not like to get hair dressing done in the room and call him to their houses. When he visits their houses it is difficult for him to communicate to others. It is the experience of the researcher the Rishi Valley School barber is one of the few barbers anywhere who would listen to Carnatic classical music over the radio during his working hours. The mean perception and dispersion of responses reflect that there is a necessity for the school to review and understand the needs of the students and teachers better and inform the barber accordingly.[54]

3.1.6.2. Tailoring services: The mean perception of teachers is 4.2 (SD=1.8, lower and upper confidence intervals are 3.5 and 4.8 respectively.) 59% teachers perceive the tailoring services to be poor or fair.

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[53] When an informal discussion was held with the barber he clarified that the school office has requested him to cut the hair of children in an almost 'military cut.' The children are unaware of this. He also said that as he is not exposed to any other 'good barber' he is unable to appreciate different styles or cuts that are spoken of.

[54] It presents a simple and interesting situation involving a barber who is so much better in his tastes than many people involved in such or much 'higher professions' in other places. The barbershop is one of the very few places on the Rishi Valley campus where a picture of JKrishnamurti hangs on the wall. It is the experience of the researcher that whenever an appointment was fixed with the barber, he was available and if he could not be available he sent intimation to that effect.

Discussion: There are two tailors and two sewing machines to take care of the needs of the school. The tailoring services provided by the school are as follows.[55]

1. Stitching curtains for the entire school, hostels and staff residences.

2. Stitching all special dresses for any cultural programs organized by the school.

3. Stitching new clothes ordered by teachers and their families.

4. Repairing of torn clothes of all the students of all the hostels.

5. Stitching all the dance dresses of the dance students.

6. Stitching night suits or other dresses for students who may have forgotten to get them from home or as replacement for the torn ones while in school.

The work of the tailoring shop is observed to be quite diverse, with differing degrees of pressure coming up at different times. 58% teachers perceive the services provided to be fair to good and only 6% perceive it to be very good. This maybe due to the fact the cost of services is much lesser than that of the nearby town. So, some people may prefer to wait till the job gets completed rather than paying more for getting a quicker service. Some teachers mentioned that they get their needs met when they visit towns or cities during vacations.[56]

3.1.6.3. Scope for entertainment and relaxation: The mean of perception is 6.0 (SD=2.1, lower and upper confidence intervals are 5.3 and 6.7 respectively.) 23% teachers perceive the scope to be very good or excellent.

Discussion: As a teacher of the school it is observed that there is no scope for entertainment as usually available in the towns and cities. The nearest town is 15 Kms

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[55] Prepared based on informal discussions held with the tailor and based on experience of being on campus since June 1998.
[56] It is felt by the researcher that the tailoring charges are much lower than elsewhere and only such subsidized rates can be borne by the teachers and other staff given the salaries paid to them. There may be a distinct need for the school to review and expand the facility to be able to handle a larger volume of jobs and at a better quality to take care of the needs of the people living on campus.

away and the scope for entertainment is limited even there. The school has been founded with serious educational intent and to enable teachers take up a contemplative religious enquiry. The only form of entertainment could be a weekend feature film shown to the students. There is ample scope for relaxation due to the beautiful, natural setting of the school. The surroundings enable pleasant and enjoyable walks. There is a range of games that teachers could play with the children.

3.1.6.4. Campus layout and cleanliness: A table showing the sample and population means is given below.

TABLE 3.1.6.4

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.4	2.0	51	6.9	8.0
Teachers	6.8	1.8	31	6.2	7.5

Observation: The mean of perception is 7.4 and 6.8 for parents and teachers respectively. 51% parents and 32% teachers perceive the campus layout and cleanliness to be very good or excellent.

Discussion: The school is located in a natural ambience amidst hills and trees. The trees are allowed to grow in quite a wild manner and very little manicuring of plants or trees are resorted to. Keeping this ambience in mind the school intends to make the campus plastic-free. Accordingly, one of the teachers[57] organizes children to make paper bags for all the departments of the school that require packing materials, like the tuck shop, the dining hall and the hospital. The teacher also organizes the children to pick up litter from the campus once a week. This also sensitizes the children towards not using plastics and makes them cleanliness oriented.

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[57] Based on observations as a teacher of the school and based on data provided by the concerned teacher during one of the discussions.

3.1.6.5. Adequacy of residential premises provided: The sample mean of perception is 6.7 (SD=1.8, lower and upper confidence intervals are 6.1 and 7.4 respectively.) 48% of the teachers perceive the residential premises provided as very good or excellent. 16% perceive the premises provided to be poor or fair.

Discussion: There is no formal procedure to express the need for a better or larger accommodation.[58] There does not appear to be a proactive review of the needs of the people. People who can take up the matter with the management can get better accommodation and those who cannot take it up are deprived of it. One of the experienced teachers mentioned that it took the school more than a decade to appreciate and get a second bedroom constructed in his house keeping his family size in mind.[59]

3.1.6.6. Campus, residence maintenance: The sample mean of perception is 7.0 (SD=1.4, lower and upper confidence intervals are 6.5 and 7.5 respectively.) 42% of teachers perceive the campus and residence maintenance to be very good or excellent and 55% perceive it to be good. 3% perceive it to be fair and none perceives it to be poor.

Discussion: There are two boxes provided close to the maintenance office and school office in which requirements of maintenance are to be dropped and the experience of the investigator is that the response is prompt.[60] Sometimes, the quality of repairs undertaken does not aim at preventing recurrence of problems. But the level of skills available in the

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[58] This is an observation of the researcher about the school based on his experience as a teacher in the school. By no means does this mean that a 'formal grievance redressal' mechanism is being suggested. On the contrary, it may be necessary for a religious institution to provide people a bit less than what is necessary so that a sense of complacency does not set in and people continue to enquire into larger questions of life. Such a consideration may have been there in the minds of some people when the institution was conceived. It is more likely that such issues were not discussed because of the fervor with which people got associated with J Krishnamurti in building and nurturing the place.

[59] The researcher observed that the school does have budgetary constraints but it is possible to take better care of such requirements with more careful planning and exploration of other sources of funds. Sometimes there are lapses from the school due to inexplicable reasons like the decision makers not realizing the kinds of difficulties teachers and other segments of employees may be going through. Given the philosophical outlook of the school, people may feel it improper on their part to raise such 'mundane' issues with the management. There looks to be ample scope for the management to be more sensitive to the needs of the people, for institutionally it is responsible for their welfare.

[60] This is based on the experience of the researcher during his stay in the campus for more than six years.

nearby villages or the town is only limited and importation of skilled technicians would be cost-prohibitive for the school. So, the school trains the available technicians as and when opportunities arise and there is a gradual, natural learning that happens. There appears to be a continuous and slow learning amongst the technicians. This is visible in the significant improvement in workmanship observed in some of the new construction work. The newer constructions are observed to be both better designed and cost-effective.

3.1.6.7. Assistance from school office: A table showing the sample and population means is given below.

TABLE 3.1.6.7

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.1	1.8	51	7.6	8.7
Students	6.2	1.9	53	NA	NA
Ex-Students	7.1	1.9	60	6.6	7.6
Teachers	7.6	1.8	31	7.0	8.3

74% parents, 31% students, 41% ex-students and 55% teachers perceive the assistance from school office to be very good or excellent. ANOVA between parents' perception and ex-students' perception indicates a significant difference in the means at 5% level (Page 57.) ANOVA between the perception of parents, ex-students and teachers also indicates a significant difference in the means (Page 59.) The difference in perception has been discussed below.

Discussion: The school office is the interface with the outside world for most people living on the campus. It coordinates many activities and services, including correspondence with parents, booking and arranging guesthouse and transport, and arranging little purchases and repairs from Madanapalle for the community members. The perception of the students and ex-students is not as encouraging as that of their parents and the teachers. The reasons for this could be that students interact with the office primarily for making telephone calls to their homes based on permission of their

teachers or house parents. While making such calls the office ensures that the duration is restricted. Students are made to write letters once a week under the supervision of their respective house parents. In addition, all the students who are from out of the country have an access to email once a week for about 40 minutes. In case, of any emergency or for any other important matter they are allowed to make telephone calls for about 3 minutes. Although these communication channels are available, students and parents urge the school to provide scope for telephone calls to be made from either side. One of the parents says that students should be allowed to make "phone calls once a fortnight to home" as per point number 5.3.1.4.6.10 (Page No. 416 of Chapter 5) of open-ended responses. One of the students has expressed similar feedback in point number 5.3.2.3.3.1 (Page No. 426 of Chapter 5) when it was said that they should be permitted "calling up home once in a while." Many other parents and students have expressed a similar 'need.'[61]

3.2. Conclusions:

The dimensions of infrastructure have been analyzed individually in the previous section, number 3.1.1.0 (beginning on Page 59 of this chapter). The dimensions were logically grouped to get a comprehensive picture of the infrastructure available in the school. The mean perception of all categories of respondents has been presented below as a summary. Arithmetic mean of the perceptions of different categories of respondents has been calculated and indicated. The conclusions emerging from the summary follow the summary.

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[61] The school encourages teachers and students to question and be skeptical about matters. One of the areas students need to be skeptical about is that of the modern and faster communication channels that have evolved. It would be interesting to ask what role fast communications have had on people and societies. Has it brought people closer? The fast and convenient communication channels may be capable of improving business communications but to what extent they have helped to improve relationships between people is a question to be pondered over.

3.2.1. Summary of mean of perception: The summary of mean of perception of different respondents is presented below in Table 3.2.1.

TABLE 3.2.1
SUMMARY OF MEAN OF PERCEPTION OF RESPONDENTS
ABOUT THE INFRASTRUCTURE AND FACILITIES OF THE SCHOOL

Group	Dimension	P	S	E	T	AM	Overall
Group I Academic aspects	School academic facilities	8.0	7.2	7.5	[62]	7.6	G - VG
	Academic inputs	8.1	7.4	7.8		7.8	G – VG
	Laboratory facilities	6.8	8.4	7.0	6.0	7.1	G – VG
	Library facilities	8.8	8.5	8.1	8.6	8.5	VG – E
	Accessibility of teachers	8.6	7.3	9.2		8.4	VG – E
	Extra academic support to children		6.8			6.8	G – VG
	Guidance for competitive exams[63]	3.2	4.0	3.8		3.7	P – F
Group II Hostel aspects	Hostel facilities	6.8	6.4	7.1		6.8	G – VG
	Accessibility of house parents	8.8	6.4	7.1		7.4	G – VG
	Care while child is sick		7.2	7.6		7.4	G – VG
	Campus medical attention	6.6	5.9	6.6	6.4	6.4	G – VG
	Laundry facilities		4.0	5.8	6.4	5.4	F – G
Group III Food related	(Quality of) Food provided	5.4	4.6	6.5	4.8	5.3	F – G
	Environment of DH	5.8	4.9	6.9	4.2	5.5	F – G
	Tuck shop services	5.6	4.6	6.5	6.1	5.7	F – G
	DH services (raw materials)				5.9	5.9	F – G
Group IV Aesthetics related	Scope to appreciate music and dance	7.0			7.0	7.0	G – VG
	Scope to learn or appreciate dancing		6.5	6.7		6.6	G – VG
	Scope to learn or appreciate music		6.9	7.9		7.4	G – VG
	Scope to learn arts and crafts	8.2	8.2	8.6	6.7	7.9	G – VG
Group V Outdoor activities	Opportunities for games and sports	6.8	7.1	7.9	6.9	7.2	G – VG
	Scope for hikes and field trips		8.1			8.1	VG – E
Group VI Other services and other aspects	Hair cutting services				5.5	5.5	F – G
	Tailoring services				4.2	4.2	F – G
	Scope for entertainment and relaxation				6.0	6.0	G
	Campus layout and cleanliness	7.4			6.8	7.1	G – VG
	Adequacy of residential premises				6.7	6.7	G – VG
	Campus, residence maintenance				7.0	7.0	G – VG
	Assistance from school office	8.1	6.2	7.1	7.6	7.3	G – VG

P: Parents; S: Students; E: Ex-students; T: Teachers; AM: Arithmetic Mean;
P: Poor; F: Fair; G: Good; VG: Very Good; E: Excellent.

3.2.2. Overall mean: The overall mean perception of each group of dimensions is as follows.

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[62] Some of the data spaces are blank because the dimensions on which perception of different categories of respondents was obtained are not identical.

[63] The school does not intend to provide guidance for competitive examinations. Children and parents who are too keen on this are discouraged from seeking admission.

The overall arithmetic average of the perception of all categories of respondent for each group of dimensions is as follows.

Group I   Academic aspects   : 7.8 (Good to very good)

Group II   Hostel aspects   : 6.6 (Good to very good)

Group III Food related   : 5.5 (Fair to good)

Group IV Aesthetics related   : 7.4 (Good to very good)

Group V   Outdoor activities   : 7.4 (Good to very good)

Group VI Other services and other aspects   : 6.3 (Good to very good)

3.2.3. Good to Very Good: The school infrastructure is observed to be much better than 'good' and close to 'very good' as per the perception of the respondents in facilities related to academics, aesthetics and outdoor activities. Out of the academic aspects, library facilities and teacher accessibility are perceived to be excellent.

3.2.4. Good: The perception of hostels and other services is just better than good.

3.2.5. Fair to Good: The perception of food related facilities is 'fair' to 'good.'

3.2.0. Introduction: Based on the experience of the researcher, as a teacher in the school, some of the features of the management style that appeared to be bringing about and influencing the scope for growth offered by the school were identified. The management style was conjectured to be shaping the other 'growth enablers'[64] of the school in a significant manner. For example, the games and sports facilities, which are similar in nature to what most other schools have, enable students to learn the skills involved like in any other school. Apart from learning the skills, students learn to play together in a cooperative manner instead of becoming aggressive and highly competitive. They learn to play for the intrinsic purpose of learning the skills of the game or sport and for enjoying the same. As no medals or certificates are distributed for winning events students do not get unduly driven by the result of the game. In this way, the facilities available in the games and sports fields have been influenced by the philosophical backdrop and the management style to bring about a different kind of scope for growth. In view of this relationship between salient features of the management style and factors of growth, called as growth enablers in this research work, they have been analyzed together in this section, viz. Part 2.

The perception of parents, students, ex-students and teachers was ascertained on the identified dimensions. The perception of respondents has been analyzed and discussed.

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[64] Growth enabler is a phrase used by the researcher in this thesis to indicate the factors, approaches, inputs, programs, activities and other resources provided by the school which characterize the scope for growth in the school.

A general introduction is given below eliciting some of the terms and concepts used. Introduction to the chapter, which follows the general introduction, outlines the layout of the chapter and explains the approach adopted to analyze the perception data.

3.2.1. General Introduction: Leadership[65] (a term often used interchangeably with the phrase management style) has been a subject of interest and study for many centuries. This interest stems not only from a fascination with both the structure of leadership and the leaders themselves, but also from recognition of its importance in the affairs of mankind. Chanakya's Arthashashtra was a seminal work outlining the art of governance and dates back to approximately 300 BC. Plato described an ideal republic, with philosopher-kings providing wise and judicious leadership and with the help of his colleagues he established in 387 BC 'The Academy' – a school of leadership in ancient Greece.[66]

Lo Szu writes around 600 BC: "As for the best leaders, people do not notice their existence. The next best the people honor and praise, the next the people fear, and the next people hate.... when the leader's work is done the people say 'we did it ourselves'. To lead people, walk behind them."[67] There is a subtlety here that escapes much modern literature, and suggests that the follower or employee empowerment is the best form of leadership. About 1500 years later, Machiavelli, the supreme analyst of medieval political

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[65] The word leader stems from the root *leden* meaning 'to travel' or 'show the way' and appeared in the English language in the early 14th century. The term leadership followed some five centuries later. The word was used in the context of governance of societies and communities. Later, the industrial age provided the context creation of 'managers' and 'management'. Theories rooted in the disciplines of military history, economics ands scientific management were the researcher's response to the challenges of the Industrial age. The post-industrial age, characterized by the knowledge era has brought the spotlight onto 'leaders' and 'leadership'. Reproduced from page 38, Developing leaders @ Infosys, PRAXIS, Business Line, June 2002, written by the faculty members of the Infosys Leadership Institute.

[66] Ibid. Page 38.
[67] Adapted and quoted from "Leaders all", page no 6, PRAXIS, Business Line, June 2002, written by Andrew Thomson, Professor and Dean of the Open University Business School in the UK.

leadership, suggested in his contingency approach that the prince – as leader – should use different styles to lead. Noteworthy also was his recognition of the necessity for good public relations and publicity to promote leadership, especially charismatic leadership. Leadership is primarily about change – envisaging, initiating and making change happen, while management is about the organization and the operation of relatively stable systems and situations. The following are the nine aspects or approaches of leadership listed out by Andrew Thomson of the Open University Business School in the UK.[68]

1. Personality traits of the leader.

2. Functional leadership in which the leader tries to define the task and understands the individuals and teams who are to take it up.

3. 'Doing leadership', based on different styles from command and control to motivation or empowerment.

4. Balancing of the needs to get the job done, taking account of the feelings and needs of the people involved.

5. Situational or contingency approach, which holds that a leader must choose the style of leadership required, for any given situation.

6. Based on the different types of power based on money, reputation, expertise, knowledge or political skills that leaders use.

7. Transactional leadership, which is based on negotiation of effort for reward.

8. Transformational leadership, which is about having a vision and motivating people to work towards it.

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[68] Ibid.

9. Organizations work best through shared ideas, and the role of the leader is to stimulate and facilitate the kind of discussions that enable these shared understandings to be created and thus for people to go ahead together in a coordinated way. This is sometimes called dialogical leadership.[69]

A particular leadership approach that appears to be gaining recognition and credibility is the 'distributed leadership.' It involves the sharing or diffusion of leadership functions within an organization. The five main precepts of this approach have been identified as follows.[70]

1. That leadership functions and power may be shared and are not the prerogative of any one person or elite group.

2. That the potential for leading is widely held, and with suitable training and support can be developed in individuals.

3. That individuals, groups and organizations are more effective when leadership is distributed or shared.

4. That leadership is a process, not just a set of individual characteristics.

5. That leadership is organization-centered or at least group-centered rather than person-centered.

Study of leaders can provide insight into the process of leadership and what such a leadership can do to people in the organizations. "As an example of great leadership I can think of no better person than Prof. Satish Dhawan, the former Chairman of Indian Space Research Organization. In 1979 when the first satellite launch vehicle plunged into the Bay of Bengal, I was the mission director. But instead of getting the blame, to my

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[69] Ibid, page 7/8.
[70] Ibid, page 8/9.

surprise, I found Prof. Dhawan, as Chairman of ISRO, taking all responsibility for the failure. The very next year, when the launch succeeded, he gave full credit to my team and me. Great leadership is this: a person absorbing all failures, but sharing successes with others."[71]

"The current generation of corporate leaders in India has learned to frame their tasks through the viewfinder of the three Ss: crafting *Strategy*, designing the *Structure* to fit, and locking both in place with supporting *Systems*…. Stimulated by the enormous success of its pioneers, this strategy-structure-systems doctrine came to India in the 1970s and 1980s, under the garb of professional management."[72] Structure followed strategy and systems supported structure. These aphorisms penetrated deeply into the Indian management thinking within two decades. During recent times some of the companies "instead of being the builders of systems took on the role of builders of people, creating a context in which each individual in the company could become the best he or she could be. In essence, they replaced the three S's of strategy, structure and systems with the three P's of Purpose, Process and People, both as the philosophical core of the company and as the key anchors of their own roles and tasks."[73]

The intentions of management about the way they would like to manage an organization may be progressive, people-oriented with varying degrees of distributed leadership. However, the systems and approaches adopted often cannot or do not get influenced or

[71] As told by the President of India, Bharat Ratna Dr APJ Abdul Kalam, to M Somashekhar, reported in Praxis, Business Line, June 2002, page 9.
[72] GHOSAL S., PIRAMAL G., BARTLETT A B.,*"Managing Radical Change,"* PENGUIN BOOKS, INDIA, 2002, Page 310/311.
[73] Ibid. Page 313.

informed by the intentions spelt out or intended by the management.[74] Hence, in this research work the perception of the parents, students, ex-students and teachers about the school and its management, on 53 identified dimensions, has been analyzed and the extent to which these dimensions are tangible has been arrived at. It is the opinion of the researcher, again based on his experience, that the intentions of the management or the way an organization has been designed may be quite progressive, 'modern' or even enlightened but when and how the ensuing processes and functions in an organization deviate, from the (explicit or implicit) intentions, cannot be predicted or prevented unless there is an utmost, unbiased vigil of the highest order on the part of the management.

3.2.2. Introduction: It is observed by the researcher that in an educational institution, the management style is as important as strategy (or intent), structure and systems because it influences and steers the culture and attitudes of a place. If an autocratic style is prevalent conformity becomes pervasive, innovativeness and creativity could take a back seat. It is felt by this researcher that based on the management style adopted in an institution and personal values of the leaders of the organization, the organizational values, culture, ethos and morale are defined and influenced. The values and attitudes of the teachers are determined, at least to some extent, by these organizational characteristics and values. The types of activities organized by the school and the way they are arranged are also influenced to a great extent by the management style. The types of activities and scope for wider exposure provided to the students have been called as the growth enablers. Analysis of the features of the management style and the growth enablers has been done

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[74] The researcher has observed this during his professional life in RVS and elsewhere. It was hence felt that the features or attributes of the management style should be drawn out from the perception of the people concerned rather than taking the vision or mission statements of the management as the basis.

together in this part. The life and growth of the students are influenced and determined by the salient features of the management style and the growth enablers it brings about.

In fact in an educational institution the teachers should be allowed and enabled to decide, design and implement most of the approaches for students' development, because it is they who are in touch with the students directly and are most likely to understand the pulse of the students. It is they who are most likely to have a feel of the 'ground reality.' Hence, the concepts of decentralized leadership and shared decision-making (SDM) are finding ever-increasing interest and acceptance from schools at large.[75]

In this chapter, the perception of the respondents has been analyzed and some features of the management style have been determined. The phrases used are indicative of some management traits or style and were subjectively chosen based on the experience of working in the school and the discussions held with educationists having knowledge and understanding of the teachings of JK, most of whom have experience of working in one or more of the schools set up by him. The responses are presented below followed by discussions about them based on participant observations in different functional areas and situations. The discussions are designed to elaborate, clarify, explain and bring about a better understanding of the issues involved. Finally, a comprehensive view is presented.

The scores for calculations corresponding to each of the phrases used in the questionnaire are presented below.

<div align="center">

Excellent   : 10

Very Good   : 9

Good   : 6

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[75] This is the well-considered view of the researcher, based on his experience as a participant observer and study of the steps taken by Rishi Valley School, in developing a decentralized leadership, the literature survey carried out by him on the subject and the discussions held with educators of the KFI and Rishi Valley School at different points of time.

<div align="center">

Fair   : 4

Poor   : 2

</div>

A score of 6.0 or less (meaning less than good) does not necessarily reflect a lacunae or weakness of the school depending on the nature of the dimension, and how the school views it. In certain contexts, a dimension with a low sample mean perception may indicate a core competence. For example, the school does not provide guidance for competitive, entrance examinations. Hence, mean perception of respondents on this dimension can be expected to be less, which it is found to be. So, the mean being less indicates that the school is committed to its educational intent rather deeply, without getting wavered by the larger societal movement or based on the larger pressures put by the society on the school. Not providing an ambience, in which students prepare for competitive entrance examinations, may be one of the factors that enable the school to provide an ambience for children to learn with joy and without the pressure of examinations. This is one of the distinguishing features of the school and also its core competence.[76] The identified dimensions have been intuitively grouped for discussion. The grouping of the dimensions based on factor analysis and their impact has been studied in Chapter 5 (Page No. 308.)

3.2.3.1.0 GROUP I: FREEDOM AND SPACE TO TEACHERS
3.2.3.1.1 Freedom to plan and work: The sample mean of the perception of teachers is 8.3 (SD=1.8, lower and upper confidence intervals are 7.6 and 8.9 respectively.) 81% teachers perceive the freedom provided to plan and work on their own to be very good or excellent. None of the teachers perceive the scope to be poor and none of them is unsure.

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[76] This is an opinion of the researcher based on his observations of the school as a teacher.

Discussion: The school has been functioning for more than seventy years and different kinds of experiments in pedagogy and in freedom have been carried out, as reported by some of the experienced teachers to the researcher. It is observed that the knowledge and experience gained in this long period has not been used to make systems or approaches to education. It is surprisingly strange that even senior teachers, associated with the school for years, do not claim any expertise or authority over understanding the processes of education. On the contrary they think of the approaches they have attempted or learnt from others to be only one of several, perhaps infinite, possibilities that can be tried and may work or may not work. This tentativeness about the efficacy of different approaches appears to be an attitude and approach towards an ever-evolving system and process of education.

Due to this background, the school does not have any systems for scheduling or covering the curriculum. It is left to the teachers completely. With this it is noticed that each teacher has only a broad schedule, often written down in a format and all kept in a file lying on the staff room table. When the scheduling is only skeletal in nature and no monitoring of the progress of work is done, it seems to foster a teacher to explore and experiment in different ways. The pace of curriculum coverage may vary but the focus is also on the content and the interest and curiosity it brings about in children. Only when a teacher finds it difficult to plan and approaches a more experienced teacher is he helped. There is a difference in perception about such an approach amongst teachers. Some feel that when a new person joins he needs to be guided as a matter of policy and others feel he should be assigned a more senior teacher as a mentor, whose help can be taken whenever required. The school also does not make policies on such matters and hence

there is expected to be context sensitivity to the needs of new teachers as well as the opinion of majority of the teachers.

A salient feature of the management style appears to be that the phrase policy decision is used in the context of educational processes or approaches with the utmost caution. Even if some changes are made in the approach, like whether to provide help to a new teacher or not, due to the opinion or view of a majority of teachers on that issue, the school has a way of letting the change survive on its own merit. For example, the school introduced an approach of more experienced teachers participating in the classes of the newer teachers. It was closely watched if the approach had a momentum of its own, due to a natural acceptance of the approach by both the concerned teachers, instead of the management wanting to make the approach a success, by ensuring that all teachers follow the approach. Over a period of time the approach did not appear to sustain momentum. It was not enforced further. In general, it is observed, as a participant observer, that if an approach is not serving the purpose people avoid the approach, management does not put additional efforts to ensure survival of the approach, and it fades out on its own. The management insisting on adherence to a particular approach, just because it is an initiative of one of the managers has not been observed during the four-year period of study.[77] This approach of the management has a profound significance for evolution of

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[77] The researcher has observed quite often, in his previous assignments that some 'innovative' approaches or systems are attempted to be kept alive by managements, even when they are not able to serve the intended purpose, because they have been initiated by some important or 'respected' people. This takes a toll on the organization, both in terms of functional efficacy and de-motivation of concerned and connected people. The 'innovative' approach, acclaimed earlier on, is forgotten as soon as the initiator moves out of the position or it eventually fades out in a natural manner after it is widely observed to be not as useful as it was envisaged to be. In RVS it is observed that innovations or new projects are not kept alive by the intervention of the management too long. If the idea is not able to generate its own steam, by proving useful and efficacious, it is allowed to fade out naturally and gracefully. The management attempts to shape or even recast the project before giving up if the idea is considered to hold promise.

systems, which are sustainable on their own, with the least follow-up from the management.[78]

It is observed by the researcher in various institutions, that when a system or procedure is evolved based on deliberation and experience, it is accorded a status of almost an authority, and it is expected that once adherence to it is requested, demanded and ensured by the management, affairs can be conducted successfully and smoothly. The difficulties or disadvantages of the newly introduced system or approach are not perceived sensitively. On the contrary it could be taken as unwillingness to change, on the part of the people, who are supposed to implement the change. To avoid being misunderstood by the management and getting into their 'bad books,' people become good followers of the new approach, which may not be a well-baked or proven approach, hence requiring a constant, objective vigil, notwithstanding who has initiated it. But such a vigilant and unbiased watch is not always possible to be kept by the management thus making way for the new approaches and systems to take their toll in unknown and unanticipated ways. Retracting from ineffective systems, whenever such a necessity arises, is usually done late and by then a lot of unknown and intangible loss has happened and people may have lost their initiative to some extent.[79]

The fact that 81% teachers perceive the freedom and scope to plan and work to be very good or excellent, in a school which is seventy years old (and reported to have had many

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[78] When the systems are self-sustaining and evolving continuously (self-correcting in a way) they are efficacious at the least and enriching to the people concerned at the best. The researcher observes that RVS is unique in the way the systems and procedures evolve, sustain or fade out. It may even be very interesting and useful if a separate study is undertaken about how certain approaches and systems have grown or faded out in the school.

[79] This observation is based on the experience of the researcher for more than two decades in about four organizations.

great educators associated with it[80]) is indicative that the intention of the school to provide freedom to teachers and students runs deep and has been sustained over different eras of management during the last seventy years of the school.

In fact, the perception of the teachers about freedom, presented and analyzed above, seems to be indicating that the school is able to move on the lines envisaged by JK when he said that " … if the headmaster is dominating, then the spirit of freedom and co-operation obviously cannot exist. A strong character may build a first-rate school, but fear and subservience creep in, and then it generally happens that the rest of the staff is composed of nonentities. Such a group is not conducive to individual freedom and understanding. The staff should not be under the domination of the headmaster, and the headmaster should not assume all responsibility; on the contrary, each teacher should feel responsible for the whole. If there are only a few who are interested, then the indifference or opposition of the rest will impede or stultify the general effort. One may doubt that a school can be run without a central authority; but one really does not know, because it has never been tried".[81]

3.2.3.1.2. Level of non-interference in routine activities of teachers: The sample mean of the perception of teachers is 7.9 (SD=1.8, lower and upper confidence intervals are 7.2 and 8.5 respectively.) 58% of the teachers perceive the level of non-interference of management in routine activities of teachers to be very good or excellent. 10% are not sure. None feels it is poor.

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[80] During the discussions held with the trustees of the foundation and other experienced teachers of the school, at different points of time, details of such 'very good' teachers and educators were shared with the researcher. The view reported is based on such discussions.
[81] KRISHNAMURTI J. (1992). REP 1992. *Education and The Significance of Life*. Chapter 5-The School. Page 90.

Discussion: The level of non-interference by management in routine activities of teachers seems to stem from the intention to provide to the teachers the freedom to plan and work, as a necessary and natural extension. It basically conveys a trust in the ability of teachers to work on their own. It is found that there is no system of periodic monitoring of the progress of work done by teachers. Whenever there is clear and widespread feeling, amongst the students, that the curriculum is not getting covered at a proper pace or there are any other types of concerns about a teacher, it gets conveyed to the class teachers or the management by the students, in the formal or informal contexts available to them, like class teacher periods, culture classes, house contact programs, periodic discussions held by the Principal or others in the hostels, dining hall etc. In such situations, the reality is assessed through independent sources, like finding out from a more representative cross section of students and/or checking of the notebooks of the students, to find out the quality of guidance provided by the teacher. Based on the findings of the investigation an informal or formal discussion is held with the concerned teacher. Sometimes the discussion is so discreet and polite that the teacher may not grasp the hint, feedback or intent of the discussion! If a teacher realizes the discreet hint he has been provided feedback, so subtly and carefully, he might get touched much more deeply and develop a certain respect for the management. If the teacher realizes the hint and changes it is fine. Otherwise he is provided a more direct feedback.[82]

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[82] The researcher has witnessed instances of both kinds during his stay in the school. There are examples of teachers developing a profound respect for the management due to the respect and sensitivity with which he has been provided feedback. He may receive the feedback, change and improve at his own pace later on. Some of them are observed to develop loyalty to the school management due to the sensitivity displayed by the school while giving critical feedback. In a few cases, it has been observed that the teacher not only does not receive the subtle feedback but also does not pay heed to the more direct feedback given later on. There are instances where the teacher had to eventually leave. It seems that the managements of even religiously inclined and informed institutions, like Rishi Valley School, need to resort to 'harsh' or 'inhuman' decisions at times. What distinguishes the religious institutions from other commercial institutions seems to be that such issues are handled more sensitively and sensibly and the scope and 'rope' given to people to mend their ways or change and improve is much more in the former than in the latter kind of institutions.

117

It is the experience of the researcher, as a teacher of the school, that there was no interference of the management in his work during his stay of several years in the school. It was hence felt necessary to investigate to what extent other teachers felt the same so that the pervasiveness of an important attribute is ascertained. The researcher feels that when the freedom to plan and work is backed by a non-interfering attitude it means freedom. It has also been observed that a non-interfering attitude and the ability to extend freedom to teachers can be misunderstood to be a lackadaisical attitude on the part of management. Some teachers feel that a periodic monitoring of their work and suitable guidance by the more experienced teachers will be useful. It is opined by the investigator that such teachers fail to see that once another assigned person monitors their work and suggests course correction it is no freedom at all. It is compliance and may not be an internalized response. This external guidance may prevent a person from growing at his own pace, in a more intrinsic and sustainable manner. It is observed that teachers unwittingly demand certain features in the management style, which may actually impair some of the basic features that they themselves cherish very much, like freedom. For example, freedom to plan and work may imply that management needs to be non-interfering and not even be watching from a distance. It means complete trust and delegation in a respectful and sensitive manner, not as a task or order passed down. It is observed that while 'delegating' or assigning work to teachers, the school has some institutional safe guards to protect the interests of the students taking the council examinations at the end of Classes 10 and 12. Only 'proven' teachers, who have handled these classes earlier on, are generally allowed to teach these classes.

3.2.3.1.3. Scope to prepare new teaching material: The sample mean of the perception of teachers is 7.9 (SD=1.8, lower and upper confidence intervals are 7.2 and 8.5 respectively.) 65% teachers perceive the scope provided to prepare new materials to be very good or excellent. 10% are not sure. None perceives it to be poor.

Discussion: The scope to prepare new teaching material is a further extension of the attitude of the school towards providing teachers freedom to plan and work.

The principal "… assembled a very able faculty and built an excellent library with an open shelf system and a very large collection of books. The teachers were all loyal and highly dedicated…They gave their lives entirely to education…Since then the school has been nurtured and influenced by many people. One common thread running through all these years seems to be a commitment for experimenting with different approaches to education in an atmosphere of freedom. The many influences and imprints made by these people have left a mark in the way the school has evolved and functions even today."[83] As seen in this excerpt, the school had many good educators during the last seven decades, some of them academically and intellectually well qualified. Different types of teaching material like worksheets, test papers, games, notes and other kinds of literature were prepared, as informed by the older teachers of the school. When the researcher wanted to collect and put them in order, it was observed that most of the earlier materials was either lost or misplaced because adequate steps were not taken by the individual or the institution to preserve it. Only a little of the earlier work could be traced by the

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[83] HERZBERGER HANS and RADHIKA (2003). *RISHI VALLEY SCHOOL-The First Forty Years*. RISHI VALLEY EDUCATION SERIES VOLUME 10. KFI:CHENNAI. Excerpts from different pages have been put together to bring out the point that many educators and teachers were involved in preparation of the different kinds of teaching equipment and teaching-learning materials available in the school presently.

researcher, which was filed systematically. Since then, a procedure of keeping one copy of all the material by teachers in a common folder has been instituted.

It has been observed as a teacher of the school, that some of the experienced teachers use the earlier teaching material either prepared by them or others, if and when a context arises, without demanding or even suggesting that the others should also refer to the earlier material.[84] The following options are observed to be available to teachers with reference to the teaching materials they can use for their classes.[85]

- One could photocopy and use the earlier material (prepared by others or oneself) for classroom teaching.

- One could prepare material based on the earlier material and use them for teaching.

- One could ignore the earlier material and prepare materials afresh.

- One could conduct classes spontaneously, dynamically and sensitively without referring to any materials in the classroom. This approach is adopted by only a few teachers, those with long experience and with a flair for teaching. Such teachers only make appropriate material available to the students for later revision.

- One could recommend and use a textbook if one is comfortable that way.

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[84] The researcher had discussions about how worksheets are to be made for students on certain topics with a senior and experienced teacher of the school on quite a few occasions. General guidelines and principles for making good materials like providing leading questions, making the material discovery oriented etc. was explained but never did the person refer to the extensive materials he had made on the same topics during his earlier years. It was later on 'discovered' that the material prepared could have been photocopied and used. It was understood by the researcher later on that the experienced teacher did not want to 'impose' the material prepared by him on others. Instead he wanted others to prepare materials themselves, by referring to earlier materials if that is convenient for the new person, so that they learn the art of making and creating interesting materials for the classrooms.
[85] It has been observed that the school does not use textbooks for most of the subjects in the junior classes, from Preparatory level (equivalent to LKG) to Class 7. Instead teaching materials are made in house on an ongoing basis.

It seems that although there may be small wheels being re-invented many times over by different people, there are some interesting dimensions embedded in this process, as per the observations, analysis and reflection of the researcher. The same are elicited below.

- Any article, paper, book or teaching material reflects the experience, expertise and skills of the writer. When another person reads, understands and uses it to explain to another or uses it as a teaching aid there is a subtle mismatch. The reader cannot draw out all the elements that the original writer could have because the material prepared by one person reflects something about him that makes it best suited to him. Such a material does not go well with the personality of another in a deeper sense. This could be one of the reasons why a pedagogical technique or worksheet so beneficial for one may not be found to be efficacious by another. However, generally, any material prepared by one person is used by innumerable others because teachers usually ignore the subtleties and sensitivity involved. The subtlety being brought out here becomes clear when we recall the passion with which an artist describes his work, like a painting or a poem. The same passion is not visible when even an expert art critic talks about it. Similarly, when a teacher uses an innovative pedagogical approach or teaching material devised by him, there is passion, expertise and spontaneity observed. The same need not necessarily happen when the material or book of another is being used, although the curriculum may get covered comfortably. The students get deprived of a joyous learning experience in the bargain.

- Generally speaking, teaching material prepared by a teacher or a group of teachers must be 'very good and tested' and hence can be used by another easily, like the

textbooks we use. However, in a school like RVS, which examines questions like freedom, education and the like closely, a wide range of options is available to the teachers, as elicited above.

- It has been observed that any new sample copy of books received is examined closely by more than one teacher, its suitability is discussed and any adaptation required is done carefully before the same is introduced on a pilot-basis. The issue is processed slowly, with careful deliberation. Apart from objectively ascertaining the merits of the book, the intention is observed to be that the school wants to be sure the book is in line with the overall intentions and world-view of the school. It is checked if there is any conflict with reference to freedom and space provided by the school to the students and teachers. For example, the history books are checked carefully to see what kind of religious biases are built into the books. The mathematics books are checked to ascertain to what extent they encourage understanding of the concepts and whether they are designed only for building mathematical skills in children.

- Even if the wheel is being re-invented by the teachers to some extent, the teachers are learning how to prepare teaching materials, thus building up their abilities and enhancing the capacity of teaching body as a whole. The ability to prepare teaching material also enhances the ability of teachers to evaluate books better. A safe option to use the existing materials is available to the diffident teachers so that they do not feel insecure or uncomfortable.

3.2.3.1.4. Acceptance of different approaches of teachers on similar issues: The sample mean of the perception of teachers is 6.9 (SD=2.1, lower and upper confidence

intervals are 6.2 and 7.6 respectively.) 45% teachers perceive the acceptance of management of different approaches of teachers on similar issues to be very good or excellent. 3% perceive it to be poor and 6% are not sure.

Discussion: When a school does not specify the pedagogic approaches to be followed by teachers for different subjects and provides them freedom to decide how they will go about their work, it is imperative that teachers may adopt different approaches on the same issue. If the school is keen to provide freedom it needs to accept different approaches of teachers on similar issues.[86] It is not difficult to see that to be able to provide freedom to the teachers the management needs to be able to accept different approaches of teachers on similar issues. It may be necessary for a teacher to be able to have different approaches to interact with different students because what works for one may not work for another. From the data it is clear that the school is able to accept different approaches from different teachers on similar issues, thereby not making attempts to reduce teachers to cogs in the wheel of tested approaches and systems.[87]

3.2.3.1.5. Freedom to Choose Work: The sample mean of the perception of teachers is 6.8 (SD=2.1, lower and upper confidence intervals are 6.0 and 7.5 respectively.)

Observation: The sample mean of perception of teachers about their freedom to choose work is 6.8. 48% teachers perceive the freedom they get to choose their work to be very good or excellent. 26% each perceive it to be fair and good. None of them perceives it to be poor and none is unsure.

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[86] As per the researcher this is a logical imperative of the freedom provided to teachers by Rishi Valley School.
[87] It is the observed by the researcher that as soon as management, in most institutions, demands uniformity of approach, there would be conformity from teachers. This minimizes innovativeness, motivation and teacher learning. It has been observed by the researcher that not all the teachers and educators of the school see this link. It appears that such an approach, of accepting different approaches of teachers on similar issues (or in other words not looking for a uniform approach from teachers), emerges from the teachings of JK and it is a significant feature of the management style of the school.

Discussion: It is the experience of this researcher that the school defines a role for the individual, based on mutual discussions, at the time of offering employment. After the individual joins the organization he is not restrained from contributing in any area he would like to. He has the freedom to try out different areas and contribute in any of the areas he chooses to. It is often noticed that teachers express their desire to change over to teaching some other subjects and that is arranged depending on the situation and feasibility. There does not appear to be any prohibitive policy preventing teachers from being given opportunities that they seek. There are teachers involved in diverse kinds of work by choice and a few such examples are provided below.

1. A post-graduate in chemistry teaches Hindi and yoga to children. Apart from this he bakes different kinds of nutritious bread in the dining hall, teaching the bakers in the process. He takes groups of children around the campus, in a scheduled manner, picking up litter so that the campus becomes "plastic free." To work towards making the campus plastic free and to minimize inflow of plastic he passionately drives groups of students to make paper bags, which are supplied to the DH, tuck shop and hospital. He has been able to sustain such projects for more than four years and is able to instill in children an awareness of environment.

2. The bursar of the school, a chartered accountant by qualification and profession, helps in preparing architectural designs for new constructions planned in the campus, organizes and participates in planting seeds and saplings along with the children and helps the poor and needy villagers in different ways.

3. An economics and history teacher organizes a film club for about 125 students (highest voluntary participation in any club started by the school). He also plays

western and Indian classical music for children, explaining the finer nuances of the pieces, so that children could develop a taste for it. He also conducts cricket-coaching camps for those interested in the game.

4. A History and English teacher, who is also an ex-student of the school, organizes interesting games, Christmas carols, and variety-entertainment programs for students amongst other activities.

5. Another ex-student, a post-graduate doctor, teaches geography, biology and organizes village exposure programs for the students. He also gave a greater thrust to the rural health program of the school paving the way for setting up an exclusive premise for the poor people to receive medical help. This initiative has been studied in details and presented as a case story under point number 5.4.3 (Page No. 391 of Chapter 5.)

6. The Principal of the school holds a doctorate in operations management. He has a keen interest in mathematics and teaches the subject. Due to his passion for the subject he organizes and runs a mathematics club in the school for students from Class 9 to 12 apart from making interesting presentations to evoke the interest of students towards the subject. He has written books on the subject, both of general nature as well as for the Classes 11 and 12.

7. A post-graduate with long experience in the banking industry has been teaching history and English in the school due to his interest in the subjects. He also guides students to speak in the school assemblies. Being a voracious and critical reader of a wide variety of books, including those written by JK, and being passionate

about the world of ideas, he is on the editorial board of the journal of K Schools published once a year.

Perhaps in remotely located schools like this, an institution may need to encourage teachers to participate in many activities due to strategic reasons. But the manner in which these activities are initiated and sustained in RVS indicates that it is more a natural and organic approach, signifying an aspect of the management style, rather than being a strategic one, because it has been observed by the researcher that the school does not compel the teacher to sustain an activity even if he has initiated and would like to discontinue due to any reasons at a later point of time. Due to this aspect of the management style, the school is noticed to gain tangible strategic advantages including those listed below.

- Some of the teachers take up different types of work, even if they are new to them, helping the school to build functional redundancy that could be used when there is unforeseen teacher turnover.

- Apart from the assigned role, teachers can take up some activities they have a deeper interest in. This keeps the person involved and motivated due to the joy he derives from doing what is passionate to him. The school need not devise any other motivational approach to keep such people performing well. Again, such an approach does not appear to be a deliberative or strategic one but seems to be a natural consequence of the philosophical basis of the school.

- The school allows even inadequately qualified people to take up certain functions, maybe on experimental basis in some cases, if they are

interested to learn. This helps people to grow beyond what they could

aspire to in most other organizations and helps to bring about a certain

indebtedness and loyalty towards the organization, if not to the

management or its members personally. This in turns brings about a

greater commitment from at least a few people.

74% of the teachers perceive the freedom to choose work to be good, very good or

excellent. Such a freedom extended to the teachers appears to be an important strength of

the school and is an interesting feature of the management style.[88]

3.2.3.1.6. Freedom and space available to learn and grow: A table showing the sample

and population means is given below.

TABLE 3.2.3.1.6

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.1	1.8	51	7.6	8.6
Students	7.8	1.7	53	NA	NA
Ex-Students	8.5	1.7	60	8.1	8.9
Teachers	7.3	2.1	31	6.6	8.0

The mean perceived by parents, students and ex-students is 8.1, 7.8 and 8.5 respectively.

ANOVA between the perception of parents, ex-students and teachers indicates a

significant difference in the means at 5% level (Page 59.) The difference in perception

has been discussed below.

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[88] This feature was one of the striking ones observed by the researcher in the school prompting him to take up this research work. It seems to him that many teachers grow well, in an intrinsic manner, because of the scope provided by the management to choose their work according to their 'grain' or interest. After carrying out the additional work chosen, for some time, if an individual finds it burdensome to carry it on, the school provides scope to the individual to redefine his role in the school.

CHART 3.2.3.1.6

Freedom and space available to learn and grow-Dispersion

	Poor	Fair	Good	V Good	Excellent	Not Sure
Parents	0	6	16	33	31	14
Students	0	2	34	32	28	4
Ex-students	0	2	18	30	47	3
Teachers	0	16	23	32	23	6
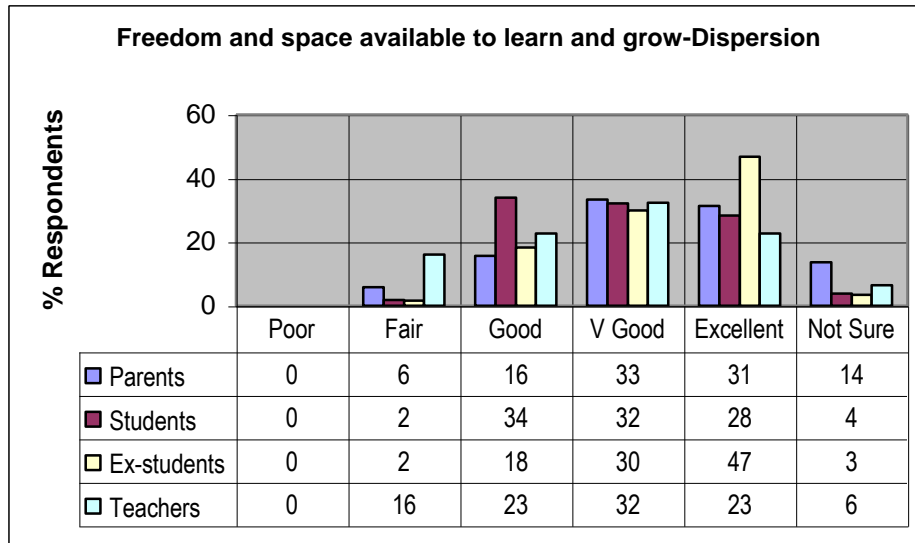
Observation: 64% parents, 60% students and 77% ex-students perceive the freedom and space available to be very good or excellent.

Discussion: Availability of freedom and space means a child is not compelled and pressurized to study/learn and, due to the ambience, he does not worry about the consequences of not studying. He need not also be anxious about what will happen if he makes mistakes or is not able to meet the standards set by the teachers. If he is pre-occupied, worrying about the consequences, his involvement with the task at hand may not be adequate. If a child is able to learn in freedom and space, it is likely that he does whatever best he is able to. This makes him learn not just the necessary subject content but also how to learn and how to get involved.[89] Because the students are completely dependent upon the teachers, the level of accountability must be greater than that demanded from the students. This leads to the significant variance.

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[89] One of the experienced educators of the school (who is also a trustee of KFI) explained that the word 'space' means students and teachers not getting a feeling of being watched over or being observed. The feeling of being watched by the authorities or others can be quite detrimental to the growth and development of individuals. This does not mean, he said, that guidance is not provided. It implies that the management team is affectionate, concerned and keenly interested about the student or teacher. They discuss matters and provide guidance only when help is sought.

3.2.3.1.7. Scope to live and work without fear of teachers: The mean perception of students is 6.8. 51% students feel the scope to live and work without fear is very good or excellent and 23% more perceive it to be good. 25% perceive it to be fair. None feels the scope to be poor.

Discussion: This data reflects that the intention of the school to educate students in an ambience devoid of fear is being realized to a significant extent. One of the consequences is that students may not perform some of their 'chores' on a regular basis. Teachers are only left with the option of discussion and persuasion with students, to make them perform the chores. But in the absence of the option of getting students to perform chores by generating fear, some teachers face an impasse on the matter. Some teachers may not be clear about how to imbibe certain habits in students without instilling fear in them. This factor appears to be accounting for 25% perceiving the scope to be fair.

3.2.3.1.8. Scope to live and work without fear of management:

Background: "In our schools the educator and those responsible for the students, whether in the class, the playing field or their rooms, have the responsibility to see that fear in any form does not arise. The educator must not arouse fear in the student. This is not conceptual because the educator himself understands, not only verbally, that fear cripples the mind, destroys sensitivity, shrinks the senses. Fear is the heavy burden which man has always carried.   From this fear arises superstition - religious, scientific and imaginary…The student comes the background of fear, of authority, of all kinds of fanciful and actual impressions and pressures. The educator too has his own pressures,

fears. He will not be able to bring about the understanding of the nature of fear if he himself has not uncovered the root of his own fears… "[90]

 A chart showing the sample and population means is given below.

Observation: The mean perception of students is 5.6 and that of 7.3 (SD=1.7, lower and upper confidence levels are 6.7 and 7.9 respectively.) 19% students perceive the scope to live and work without fear of management is very good or excellent. 55% teachers feel it is very good or excellent. 38% each of students and teachers perceive the scope to be good.

Discussion: There is significant difference in the perception of students and teachers on this issue. With a mean perception of 7.3, the teachers perceive the scope to live without fear of management to be better than what the students perceive it to be, with a mean of 5.6. A few of the possible causes for this are observed to be as follows.

- There are instances of some students being requested to be withdrawn from the school after the school has worked with the student closely to bring about certain necessary changes and it was not successful. The school has been observed to work closely with students to bring about the requisite attitudinal changes for as long as three to five years. In all such cases the parents are kept in the picture and in most cases they understand and appreciate the position of the school. Although the school would have been very careful and cautious on the matter and the parents may have understood the school on the matter, the student may not see the issue in perspective. In most cases, it is such inability of a student to see an issue in perspectives other than his, which makes him recalcitrant and rebellious and

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[90] KRISHNAMURTI J. (1981*). "Letters to the Schools",* KFI (Chennai), Page 14.

130

prevents him from changing for his own 'good' or the 'good' of the school. The school requests only one or two students to be withdrawn every year but such incidents can generate uncertainty in the minds of the students. The students often do not know of all the initial steps of counseling and persuasion that the school might have done, which often goes on for more than a couple of years. Notwithstanding the facts, some students are observed to develop fear about the school.

- On completion of Class 10, some students are not provided 'readmission' to Class 11. This makes some students apprehensive and uncertain from Class 9 onwards. It is unfortunately noticed that some students become quieter and more obedient from Class 9. Obviously fear sets into some students.

- The management writes letters to the parents about their children when they are the cause for concern repeatedly. The parents demand changes from their wards and this could make the children somewhat fearful of the management.

3.2.3.1.9. Scope to learn and work without comparison: The mean perception of students is 6.6 and that of teachers is 6.8 (SD=1.9, lower and upper confidence levels are 6.2 and 7.5 respectively.) 39% students and 42% teachers perceive the scope to learn and work without comparison is very good or excellent. 32% students and 45% teachers find the scope to be good. 6% students and teachers each find it to be poor.

Discussion: The mean perception of both students and teachers about the scope to learn and live without comparison is almost the same-better than good. The mean perception of teachers is slightly more than that of the students. This could be due to the following reasons.

131

The school has a flat administrative structure with very little use of authority. The charm usually associated with power and position in other institutions is, to a large extent, observed to be absent in the school. For example, the researcher has not observed congratulatory messages being exchanged when someone is given administrative responsibility. Due to such factors the school culture seems to be devoid of competitiveness and comparison to a large extent for the teachers. In the case of students, although there is no system of institutional rewards and punishments, the students inevitably compare their performances in assignments and class tests, to some extent. This makes the ambience available for students to be having an element of comparison and competition.

Some of the teachers have joined the school after having worked for sometime elsewhere. This brings about a certain level of maturity and understanding of the nature and problems of human beings. This makes them live and work in a non-competitive manner, adding to the ambience of non-comparison and non-comparison. On the other hand the students need to go out of the school into a world, in which comparison and competition are prevalent to a large extent. The anxiety of how they would be able to cope with the ways of the worlds, after they leave school, prevents them from tuning completely to the ambience of non-competition and non-comparison, which the school provides.

To provide the scope for teachers and students to learn and live without comparison is one of the basic premises of the school. The response of each individual may also be indicating about the attitude and nature of the respondent himself. It has been observed that there are teachers who have worked for many years in the school without competing with others.

3.2.3.1.10. Scope to make mistakes and learn without pressure: The mean perception of students is 6.5 and that of the teachers is 6.4 (SD=1.7, lower and upper confidence intervals are 5.7 and 7.0 respectively.) 41% students and 32% teachers perceive the scope to make mistakes and learn without pressure is very high or excellent.

Discussion: The mean perception of both teachers and students is just better than good, with means of 6.5 and 6.4 respectively. The near normal distribution with mean of about 6.5 indicates that different people perceive the environment somewhat differently. It could also mean that certain people make mistakes and get a feel of the scope provided by the environment to do so, while others "play safe" and are therefore not in a position to find out that there is scope to make mistakes. It could be that certain categories of students or teachers, generally the more competent or confident ones, perceive more scope as being available.[91]

3.2.3.1.11. Scope and space available to experiment and take initiatives: The mean perception of students is 6.2 and that of teachers is 7.3 (SD=2.0, lower and upper confidence intervals are 6.6 and 8.0 respectively.)

CHART 3.2.3.1.11

Scope and space available to experiment and take initiatives-Dispersion

% Respondents	Poor	Fair	Good	V Good	Excellent	Not Sure
Students	8	19	40	20	11	2
Teachers	3	3	42	29	23	0

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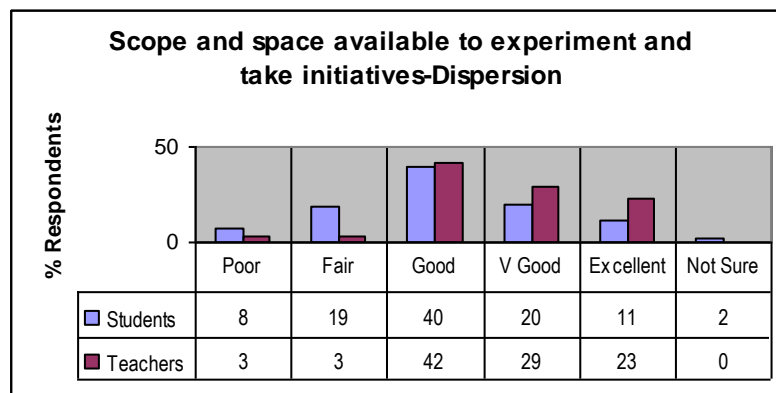
[91] Suggestion for further study: The above data looks rather simple but it may have the potential to reveal the nature of the scope provided to different individuals. It may be worthwhile for a study to be done on the nature of possibilities and scope provided by the school to students of different academic competency levels.

Observation: 31% students and 51% teachers perceive the scope and space available to experiment and take initiatives is very good or excellent.

Discussion: The data indicates that 71% students and 94% students and teachers perceive the scope to experiment and to take initiative is good, very good or excellent. This could also mean that the teachers and students who perceive the scope to experiment and take initiatives to be fair and poor, which is 27% students and 6% teachers, may not be self-motivated and may not be able to work in their initiative.[92]

3.2.3.1.12. Scope provided by the school to understand the joy of learning: The mean of students' perception is 6.1. A chart showing the dispersion of responses is given below.

CHART 3.2.3.1.12

Scope provided by the school to understand the joy of learning-Dispersion

	Poor	Fair	Good	V Good	Excellent	Not Sure
Students	6	19	45	17	9	4
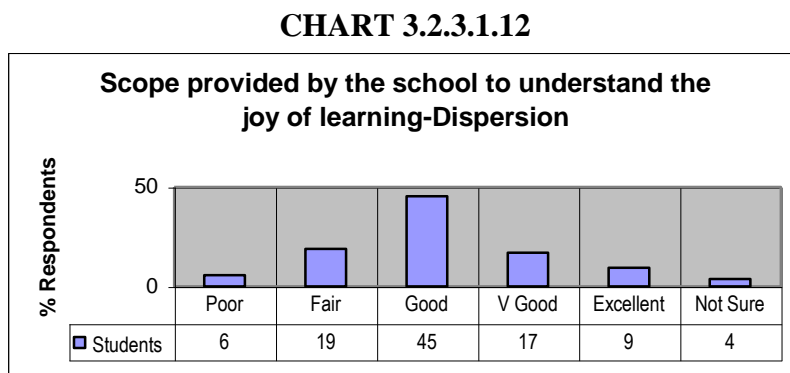
Observation: 26% students perceive the scope provided by the school to understand the joy of learning to be very good or excellent.

Discussion: 25% students perceive the scope to understand the joy of learning to be poor or fair. This may be due to one or more of the following reasons.

- There are some teachers who are unable to bring in the sense of joy due to the manner in which they present the subject.

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[92] Suggestion for further study: It may be useful for the school to survey how the school is perceived by teachers and students of different competency levels and different levels of self-initiative and what the school offers to such people.

134

- Some of the students, who perceive the scope to be fair or poor, lack motivation and are not involved in the subject enough.

- Some of the students lack the abilities to understand the subject well and hence do not find the subject enjoyable enough.

- The requirements and demands placed due to the council examinations to be taken by students at the end of Classes 10 and 12 constrain the students and teachers to pursue test oriented learning. This may be inhibiting the scope for making the subject as interesting as it could be made otherwise.

The researcher feels that with a more dynamic and sensitive approach from the teachers, it may be possible to combine the joy of learning and preparation examinations, even in Classes 9 to 12, to some extent.

3.2.3.1.13. Natural setting of the school:

Background: "…What is space? Space which thought has created is one thing. Space that exists in heaven, in our universe. There must be space for a mountain to exist, for a tree to grow, for a flower to bloom. So, what is space? Or are we all limited physically to living in a little apartment, a little house, no space at all outwardly, and therefore having no space we become more and more violent…. And space is necessary. And we have no space physically, with more and more population and all the rest of it. And therefore there is more and more violence, more and more living together in a small flat, thousands of people crowded together, breathing the same air, thinking the same thing, seeing the same television, reading the same book, going to the same church, believing the same thing, having the same sorrow, the same anxiety, the same fears…"[93]

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[93] KRISHNAMURTI J. (1991). "*A Wholly Different Way of Living,*" KFI(Chennai), Page 258/259.

The mean sample mean is 9.1 (SD=1.4, lower and upper confidence intervals are 8.7 and 9.6 respectively.) 87% teachers perceive the natural setting of the school to be very good or excellent.

Discussion: The natural setting of the school is perceived to be good or better by all the teachers. From the background quoted above it is clear that JK has been particular that a spacious and natural locale be chosen for all the schools he had set up.[94]

3.2.3.1.14. Leisure available while the school is in session:

Background: In the context of the teachings the school is a place for leisure, where teachers are not pre-occupied and hence are able to learn. In the words of the founder of the school: "So we come to the question – what is leisure? Leisure, as it is understood, is a respite from the pressure of livelihood. The pressure of earning a living or any pressure imposed on us we generally consider an absence of leisure, but there is much greater pressure in us, conscious or unconscious, which is desire and we will go into that later.

School is a place for leisure. It is only when you have leisure that you can learn. That is: learning can only take place when there is no pressure of any kind. When a snake or a danger confronts you there is a kind of learning from the pressure of the fact of that danger. The learning under that pressure is the cultivation of memory, which will help you to recognize future danger and so, becomes a mechanical response.

Leisure implies a mind, which is not occupied. It is only then that there is a state of learning. School is a place for learning and not merely a place for accumulating knowledge…."[95]

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[94] Even a school (Sahyadri School) set up by the KFI after the demise of JK at Pune, is observed to be in a natural and spacious setting. Like that of JK, the approach of KFI also seems to be to set up schools in spacious surroundings so that the psychological chaos that could come about due to limited physical space being available is prevented.

[95] KRIHNAMURTI J, "*Letters to the schools*", Krishnamurti Foundation Trust Ltd., BI Publications, New Delhi, 1981. Page 23.

The mean perceived is 4.5 (SD=1.8, lower and upper confidence intervals are 3.9 and 5.1 respectively.) 10% teachers perceive the leisure available while the school is in session is substantial. 64% teachers perceive the leisure available to be poor or fair.

Discussion: Being a residential school the range of tasks for the teachers is varied, and 22 of the 59 teachers are also house parents. Hence, the scope for greater leisure while the term is in session appears to be limited. Teachers get about three months vacations a year, while the students are away. Leisure is availability of psychological and inner space, which may be related to physical space or not. But being leisurely means an individual to be free from pre-occupations while involving in an action. There are people who appear to be leisurely even if they have a lot of work and there are people who appear to be tense even if they are not having much work. This quality of being leisurely appears to be necessary for teachers, so that their pre-occupations, worries and concerns do not influence what and how they teach the students.

Keeping the above background, in mind it is not clear where the school stands with respect to leisure and whether teachers are in a state of leisure even if they are occupied with work on a day-to-day basis.

3.2.3.2.0. GROUP II: ATTITUDE AND APPROACH TOWARDS TEACHERS
3.2.3.2.1. Encouragement and support provided to initiatives of teachers: The sample mean is 7.1 (SD=1.8, lower and upper confidence intervals are 6.5 and 7.8 respectively.) 52% teachers perceive the encouragement and support received by them to their initiatives to be very good or excellent. 10% are not sure and none perceives it to be poor.

Discussion: The dispersion of responses shown above is nearly normal. There are no direct, institutional rewards or punishments for teachers, like they are not there for

students. It is observed by the researcher that there are teachers with varying degrees of motivation and commitment. The self-motivated people work due to their own understanding, values or principles. The school is not in a position to 'motivate' people who are not too passionate about doing 'things' other than what is expected of them. The school is also noticed not to make demands on people to take up extra assignments. There is hence a gap in the level of initiatives undertaken by the teachers and innovativeness needed by the school to remain a pioneer in the field of school education. The gap is bridged to a large extent by the teachers who join the school with deeper interest in the field of education and/or in the teachings of JK. Such teachers are observed to be self-motivated and work beyond the role assigned by the school. In the absence of adequate external motivational devices, a consequence of the school philosophy, the management of the school may be strategically employing professionals from other fields so that the school need not 'manage' them and at the same time they help to keep the school dynamic and vibrant.

The school appears to have certain overall intentions about the major directions to be taken and waits for the right person to join and work on his own initiative. When the right person is noticed the school actively encourages and supports the initiatives. It does not normally seem to seek out for the right person. It is, however, ensured that the initiatives and interests of the individual dovetail with the overall intentions of the school. It maybe that for the school the nature of initiative is not as important as to have them as long as they dovetail with the overall intentions. It is important for the school to have initiatives being taken up and implemented by interested individuals because that is one of the chief means the school employs to keep the passionate individuals motivated as well as to

check institutional stagnation. This helps to keep the ambience dynamic, active and fresh. Some people initiate completely new types of activities, which bring a new quality to the place. [96]

In one of the several interviews conducted by the researcher with the Resident Trustee of the KFI, based in RVS, he made the following points that seem to capture one of the salient features of the management style of the school (to support individual and group initiatives so that they are effectively and meaningfully identified and implemented):"…people who are steeped in K have difficulty doing it (implementing decisions), because they are sensitive to other people… for us it is hard to make a decision and get it implemented just like that… hence it is healthy to have a mixture of people (with different types of abilities and backgrounds)… supporting individual and group initiatives is part of our pattern of administration… when an individual or group has a proposal and if it fits in with our broad objectives.. maybe even something we have not thought about… we may work with that person and shape the initiative… it leads to organic growth, which means things should mesh with one another.. we try to guide it to some extent… When it (the initiative) comes from below, motivation is there… motivation should always come from individual and not from some authority."[97]

A few of the initiatives of individuals which have been supported and nurtured by the school and eventually became significant projects are the Rural Education Centre, Ornithology and Bird Studies Centre, Herbal (Ayurvedic) Garden and Rural Health Centre. These initiatives have been studied as case stories and reported in this thesis.

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[96] Some of the observations and remarks made are based on a recorded interview of the Director and Resident Trustee of the school in March 1999.
[97] Discussion held with Prof Hans Herzberger, Resident Trustee, KFI, on 6/3/1999. Excerpts put together from a recorded interview, to bring out the essence of the approach followed by the school.

3.2.3.2.2. Fairness displayed in dealings with teachers: The sample mean is 6.8 (SD=1.8, lower and upper confidence intervals are 6.2 and 7.4 respectively.) 36% of teachers perceive the level of fairness displayed by management in dealings with teachers to be very good or excellent. 45% perceive it to be fair to good, 19% are not sure and none perceives it to be poor.

Discussion: 19% teachers saying they are unsure whether the management is fair or not towards them may indicate that there have been instances of unfairness, which have become institutional memories. It could mean that biases, likes and dislikes on the part of managements towards certain individuals based on priorities of the management or its valuation approaches of individuals, observed in organizations at large, is also prevalent in RVS, which means that organizations can only rise to levels that human frailties and weaknesses permit it to, no matter how lofty the philosophical basis is. 68% teachers perceive the level of fairness to be good or very good or excellent, which indicates that by and large the management is fair.[98]

3.2.3.2.3. Support received by teachers to handle problems: The sample mean of the perception of teachers is 6.8 (SD=2.1, lower and upper confidence intervals are 6.0 and 7.6 respectively.) 42% perceive the support received from management to handle problems to be very good or excellent. 6% perceive it to be poor and 3% are unsure.

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[98] It has been observed that the teachers who are self-motivated are not really concerned about fairness or unfairness on the part of the management. They are not concerned if the management is biased towards some people or biased against some others. It is the opinion of this researcher that the teachers who are not self-governed and depend on the organization for their motivation and encouragement are the ones who notice any unfairness that the management may be having. There may be a correlation between the perception of teachers about fairness or unfairness on the part of the management and their own level of motivation, morale and commitment.

Based on the above, the researcher would like to suggest that one of the key objectives of human resource development or organizational development needs to be to make its employees self-sufficient psychologically. They need to be helped to realize the importance of learning to de-link their performance from the management predispositions and values. Apart from self-knowledge and self-awareness, it is not clear if any other tool can bring this about in individuals. However, it is imperative that the field of management sciences addresses this question, so that individuals and institutions can co-exist in a sustainable manner, over longer periods of time, in a synergic and win-win manner.

Discussion: 42% of the respondents perceive the support to be very good to excellent. 42% more perceive it to be good. 12% perceive it to be poor to fair and 3% are unsure. It is observed that teachers from diverse backgrounds and experiences live and work in RVS. Their understanding of the processes of education and the school is also quite varied. The different backgrounds they come from have the advantage of bringing in different kinds of knowledge and experience to the school and at the same time leads them to expect different types of support from the school. The type of support expected by different teachers from the school varies significantly. The diverse nature is presented below based on the experience of the researcher in the school, as a teacher.

1. The teacher attempts to solve problems based on his previous background and concepts. He is impelled by his 'expertise' and is not sensitive enough to understand if he is going against the 'grain' or intentions of the school. He realizes his 'mistakes' much later and corrects himself.

2. The teacher attempts to solve problems based on his previous background and concepts. He understands the need to dovetail his expertise with the institutional needs and tunes himself to the ambience of the school. Learns to handle problems through the approach of discussion and persuasion rather than imposition.

3. The teacher expects guidance and instructions from the management without his asking. He may or may not receive, such uncalled help, because the management may view this as encroachment into the freedom of an individual.

4. Only general guidance is expected or asked by the teacher, based on which he works out the details.

5. The teacher asks and receives guidance and instructions from the management. It is observed that he is sure to receive help, and based on his maturity he may become independent at a later date.

6. Only general discussions requested by the teacher, with the experienced educators or management, based on which the teacher may like to extract the guidelines and instructions pertinent to solve problems. This is deemed necessary because some teachers feel there isn't enough clarity on certain matters.

7. The teacher listens to the discussions held during staff meetings regarding the educational philosophy and intentions of the school and extracts suitable guidelines fro himself from the same. This helps him to remain in synchronism with the overall intentions and philosophy of the school.

8. Teacher thinks about the problems and issues and if there is a doubt discusses with others to check whether his understanding is appropriate or not. Based on this he adopts appropriate approaches to solve problems.

9. The teacher focuses on understanding the teachings of JK and the educational intent, approach and management style of the school. Contemplates and thinks over issues and learns to deal with them in an appropriate, organic and dynamic manner, without his own prejudices, biases, expertise and assumptions coming in the way. He also remains cautious that no policies or patterns evolve in the processes of the school based on his idiosyncrasies.

It has been observed by the researcher that the school would like teachers to understand and follow the last approach listed above. For example, when a child does not complete his homework on time it evokes different kinds of response from different teachers. There

are some who are observed to be strict and demand work on time and students fulfill the demand. Others are in a doubt about what to do given the background of freedom. Yet others work out and try different options observing and learning from others.

The school is noticed to be reaching out to the teachers to the extent the teacher would like it to. The researcher has at least one example of a teacher for each of the level of support listed above and it is interesting to note that the school has responded to each of them appropriately. So, in that sense the school extends freedom to every one to the extent that he or she would like it to. If a person wants to be guided it is provided, politely and discreetly, without making the teacher feeling dependent or embarrassed. Even if a teacher is unable to deal with matters by himself and does not seek support the management is observed to intervene only in extreme cases.[99]

3.2.3.2.4. Sensitiveness of school in assigning extra work to teachers: The sample mean is 6.3 (SD=1.9, lower and upper confidence intervals are 5.6 and 7.0 respectively.) 38% teachers perceive the sensitiveness in assigning extra work to teachers to be very good or excellent. 16% perceive it to be good, 29% perceive it to be fair and 16% are unsure. None perceives it to be poor.

Discussion: 29% teachers perceive that extra work is assigned with only 'fair' sensitiveness and 35% teachers perceive that extra work is assigned with a 'very good' level of sensitiveness. It is observed that in most organizations there are some people who work more than others. In the case of RVS, it is observed that the management generally discusses with the individual concerned about the possibility of his taking up some extra work. In case this does not work out some other people may be spoken to and if the work

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[99] The contexts and manner in which support is extended to teachers seeking it is observed to be quite unique. It is done with utmost caution (not encroaching on the teacher's freedom and not intending nor appearing to be intrusive or invasive). Intervention is done most respectfully, without claiming to be experts or authorities in the matter.

is important the job may be politely 'forced' upon someone. The difference in perception of the respondents may be indicative of the willingness of people to take up extra work assigned by the school happily and willingly. [100]

3.2.3.2.5. Ability to appreciate and recognize work of teachers in an unbiased manner: The sample mean is 5.8 (SD=1.6, lower and upper confidence intervals are 5.2 and 6.3 respectively.) 23% are not sure, none perceives it to be excellent, 16% perceive it to be very good, 22% perceive it to be fair or poor and 39% perceive it to be good.

Discussion: The mean perception of the teachers, which is 5.8, is less than good. This clearly indicates that there are an appreciable number of teachers who perceive the management to be unfair in its ability to recognize the work of teachers. 16% teachers also perceive the management to be fair to a 'very good' extent. The data also shows very clearly that teachers observe such matters and are oblivious to the happenings in the organization, being completely involved in their work.

Although the school does not have any incentive scheme it is clear that teachers look forward to a fairness from the management when their work is recognized by it. Appraisal of the work done by people is one of the most difficult tasks of a manager.[101] The task becomes more intricate when an institution wants to include some intangible results in the appraisal system. For example how fearless or how self-motivated a child has become due to a teacher's influence is very difficult to assess. Similarly, if a child in

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[100] The researcher has observed that the considerations and deliberations based on which any substantive extra work is assigned to a teacher by the management are remarkable by any standards. It indicates sensitivity and empathy towards teachers. The sensitivity is palpable even when there are fairly important tasks to be discharged. It has been observed that lady teachers, with babies at home, are not assigned supervision of evening study hours or supervision of morning community hall cleaning work. They are even exempted from attending some of the meetings conducted in the evening, although the meeting may be fairly important in nature. In his experience of working in about four different institutions he has not seen the like of it elsewhere. This approach of the management, which is considered to be a salient feature of the management style by the researcher, makes many teachers develop deep respect (or even loyalty) towards the management. The impact could be so significant that some teachers may overlook the relatively low remuneration that they receive from the school.

[101] Observation made based on the experience of the researcher as a faculty member.

a very emotionally disturbed state is helped by a teacher to understand his emotions and become much more at ease and healthy, due to a sustained and sensitive approach by the teacher, the school would value it. How is this to be viewed in comparison to a teacher who has helped a child to increase his academic performance by a few percentage points in a particular subject? Individuals tend to perceive their work to be more significant compared to the work of another. They may also tend to over-estimate its quality. On the other hand an organization may have its needs, which may change from time to time, based on which the work of teachers may be compared with another. There is also a possibility of human frailties and weaknesses operating, including personal likes and dislikes of the management about people. A simpler solution to the intricacies of the issue is that management needs to be much more tentative and careful in these matters and build up a trust so that an occasional human error is overlooked by the teachers. At the same time, instead of instituting a formal appraisal system to address this issue it may be necessary for the school to enable and encourage teachers to express themselves, without apprehension, whenever they perceive unfairness on the part of the management.

3.2.3.2.6. Support given to teachers to enable them to handle problems better: The mean perceived by teachers is 5.9 (SD=1.8, lower and upper confidence intervals are 5.2 and 6.5 respectively.) 16% teachers perceive the support received by them to handle situations better is very good or excellent.

Discussion: 22% teachers perceive the support given to be poor or fair, while at the other end, 16% perceive the support to be very good or excellent. 58% teachers feel the support provided is good. The degree of freedom and space provided to teachers for learning and growing seems to be crucial in an educational institution. That is, if uncalled for support

145

is given it could infringe upon teacher's ability to learn and grow at his own pace. What has been observed, as a participant observer, is that if a teacher approaches any of the senior teachers or management for help and support, it is provided. The management does not usually take the first step because it is not known whether a teacher would first like to experiment and find out solutions on his own or not. Only if one is not able to handle problems and it is adversely affecting the students or the school at large is intervention done without the teacher requesting for it. There are some teachers who feel and suggest that new teachers should be provided support initially whether they ask for it or not.

3.2.3.3.0. GROUP III: ACCESSIBILITY OF MANAGEMENT AND OPENNESS
3.2.3.3.1. Accessibility of management on issues related to school: The sample mean is 7.2 (SD=1.7, lower and upper confidence intervals are 6.6 and 7.8 respectively.) 51% teachers perceive the accessibility of the management on school issues to be very good or excellent. None perceives it to be poor. No one is unsure and 49% feel it is fair to good.

Discussion: The school being in a remote and fairly inaccessible place, it is necessary for the management to be accessible to all the community members, at least on issues related to the school. The above data shows that it is so.[102] It is observed that the school treats discussions as a central instrument available to it for managing and 'running' the school. Discussions are crucial in any organization but there appears to be a fundamental difference in the content and the manner in which discussions are conducted in the school.

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[102] Rishi Valley School is located about 15 Kms. away from the nearby town of Madanapalle. All the community members are dependent on the school.

It has been experienced and observed by this researcher that the discussions are rarely oriented towards finding faults and fixing or solving problems. Most often the discussions are oriented towards finding out the causes of the problem and to make the teachers and students aware of the issues and dimensions involved. This process of raising awareness brings about a better attitude and perspective on the part of the people concerned. It has been observed that many discussions do not lead to decisions. A decision not emerging from discussions is noticed to be a cause for consternation of some teachers. There are other teachers who think that not to expect a decision to emerge from discussions may be reflecting the non-authoritative management style of the school, because it helps to develop a collective understanding of the underlying issues, which in turn enables and makes the teachers better equipped to take decisions. It has been expressed by some teachers that way discussions are conducted makes teachers aware of the underlying issues better and helps them to take better decisions, keeping many aspects and dimensions in mind.

It is observed that the discussions, held in RVS, are generally intended to bring to the fore the issues involved in any problem or process so that they are understood better. Awareness is brought about or raised about the different aspects of the issue so that a decision emerges on its own, or the individual concerned develops an adequate understanding of the issue, to be able to deal with the issue himself. The process of discussion draws out the views, opinions and solutions tried out by others and the experiences of others on similar issues. This helps in developing a collective understanding of the subtleties of a problem, its consequences and implications.

Growth of students and teachers involves psychological and emotional issues about which not much definite knowledge is available and hence no ready solutions can be prescribed.[103] It is observed that adults, including the researcher, feel that they are competent to deal with emotional and psychological problems in a definite and assured manner but the reality is that there isn't enough understanding of the cause and effect relationships. Hence, the process of intensive and often extended discussions seems imperative to help develop a better collective understanding of issues and possible solutions, which are worth trying. Understanding the problem or the issue may bring about a solution by itself because it may cease to appear to be a problem.[104]

3.2.3.3.2. Openness of management to receive feedback for improvements in school:

The sample mean is 6.7 (SD=1.7, lower and upper confidence intervals are 6.1 and 7.3 respectively.) chart showing the sample and population means is given below. 36% teachers perceive the openness of management to receive feedback for improvements in school to be very good or excellent. Another 42% perceive it to be good. 13% perceive it to be fair, 9% are not sure and none perceives it to be poor.

Discussion: It is observed that by and large teachers express quite openly in the staff meetings and give many suggestions about educational processes and children. Suggestions are usually noticed to be forthcoming about the field of education and about what can be done to improve the life of children at school. Although it is clear from private discussions that quite a few areas affect the lives and work of teachers some of

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[103] The tentativeness about educational approaches appears to stem from this understanding.

[104] These observations and remarks have been made based on participant observation of the process of decision making in the school. It is the opinion of this researcher that such an approach has a rich potential for teacher development. For example, some younger children are observed to speak foul language and most of the house parents are concerned about the matter. During one of the staff meetings, one of the senior educators observed that use of foul language could be an issue, which children grow out of, in a natural manner after a certain age. Till then no matter what we do cannot prevent the use of foul language completely. This observation made the participants of the meeting to be more pragmatic and it was learnt that we are required to be vigilant and counsel children as often as possible, without expecting that we can ever prevent use of foul language completely.

which have the potential of de-motivating teachers. A typical situation seems to be where one or more teachers have an ideological bias towards a particular theoretical or educational framework and they try to impose it on others because they can articulate the matter well, impressing the decision-makers, thereby enjoying the support of the management. Like many other organizations, such behavior on the part of some has been observed to affect teachers in different ways, including making them quieter, non-expressive, or less innovative.[105]

It is noticed that like in other organizations, many people give interesting suggestions but few volunteer to carry them forward. The perception survey data shows that 78% teachers perceive the school to be receptive to ideas for improvement in the school. The school depends on teachers to implement the suggestion voluntarily. The range of responses of teachers on the subject of suggesting and implementing improvements is as follows.

1. Some individuals bring about continuous improvement in their assigned work without talking about it.

2. Some suggest improvements and volunteer to carry it forward, keeping the management informed.

3. Some suggest improvements and influence the management to find other people to implement them.

4. Some suggest improvements in staff meetings and expect other teachers to voluntarily implement them.

5. Some people are observed to suggest improvements in meetings just for the sake of suggesting, without any interest and involvement in implementing the same.

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[105] This is an observation made based on the experience of the researcher in different organizations, including in RVS.

6. Some others are quiet because they don't have any suggestions to make but understand the suggestions being made by others and are concerned about the welfare of the organization.

7. Some others are present physically during the meetings without involvement in the proceedings. They may however be conscientious about the work assigned to them by the school.

It is interesting to note that organizations generally have different types of people in different compositions. A few years back RVS used to have discussions about feedback and improvements where people interested to work on the same were requested to contact the initiator of the discussion. Very few would contact the initiator. Presently, a strategy of seeking out volunteers immediately is being tried.[106]

3.2.3.3.3. Accessibility of management on personal issues: The sample mean is 6.5 (SD=1.8, lower and upper confidence levels are 5.9 and 7.1 respectively.) 29% teachers perceive the accessibility of management on personal issues to be very good or excellent, 39% perceive it to be good, 16% perceive it to be fair and 16% are not sure.

Discussion: 32% teachers perceive the accessibility of management on personal issues to be fair or are not sure. For a remote place that RVS is, when the teachers are completely dependent on the school, this figure is clearly high and significant. It indicates that some teachers find the management accessible to discuss personal issues or problems and some others do not find it so, due to whatever reasons. The mean of the perception of teachers on accessibility of management on school issues is 7.2, which is higher than that for accessibility on personal issues, which are 6.5. This may signify that the school looks at people essentially as professionals serving the school or it may be signifying that the

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[106] Prepared based on the experience and observations of the researcher in the school.

school is so philosophically inclined that it does not treat the 'mundane' or ordinary problems of teachers to be important. It may be necessary for the school to formulate some policies on issues concerning employee welfare. The researcher observes that the school is not comfortably placed to be able to take care of the personal issues of people if it involves any financial outflow. Hence, the management is cautious and ambivalent on problems of teachers that imply a financial outflow. The mean accessibility perceived on personal issues being lower than the accessibility perceived on school issues may be a deliberate approach on the part of management to maintain a careful distance from employees when it comes to personal problems or matters, which would mean that there isn't enough affectionate warmth for the people by the management. In the absence of institutional incentives and disincentives the school may be resorting to helping people who are considered to be a more valuable asset and overlooking the ones not perceived to be so. Teachers not being able to discuss personal problems, in the same way as they discuss school related problems, clearly indicates that there is a division between the life and work of the teachers and it reflects that there is scope for more warmth and affection in the place. This could influence the organizational morale and culture in the long run.

3.2.3.3.4. Ability to listen to contrary views of students by teachers and of teachers by management: The mean of the perception of students of the ability of teachers to listen to contrary views is 5.9. The mean of the perception of teachers about the ability of management to listen to contrary views is 6.8 (SD=2.1, lower and upper confidence level intervals are 6.1 and 7.6 respectively.)

A chart showing the dispersion of responses is given below.

CHART 3.2.3.3.4

Ability to listen to contrary views of students by teachers and of teachers by management-Dispersion

% Respondents	Poor	Fair	Good	V Good	Excellent	Not Sure
Students	9	23	34	17	9	8
Teachers	0	19	36	19	19	7
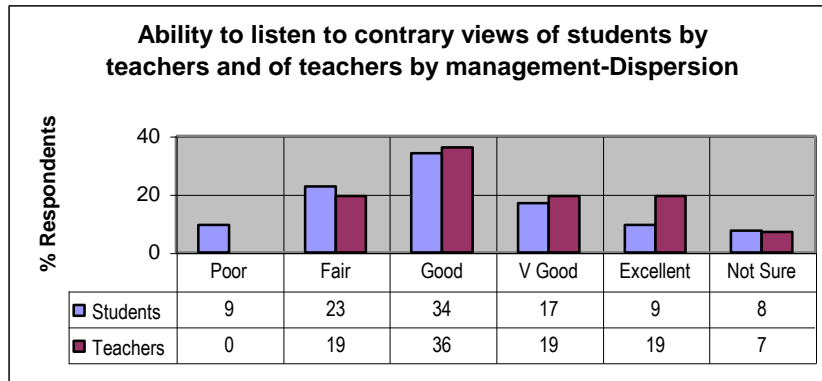
Observation: 26% students feel the ability of teachers to listen to contrary views is very good or excellent and 38% teachers feel the ability of management to listen to contrary views is very good or excellent.

Discussion: The ability to express oneself in a forthright manner, not in an authoritative or imposing manner, may be linked to the ability to listen. Both appear to complement each other. The school provides enough room for students to express their views, even if they are contrary to the views of the teachers or management. 9% students perceive the ability of teachers to listen to contrary views is poor and no teacher feels so about the management. It is the experience of the researcher that if a teacher or student presents his views impolitely or rudely, it does not receive the same importance, as when the same content is expressed more euphemistically and politely.[107] Due to this the management may not provide enough hearing or support to some of the ideas that might have had value but were presented 'improperly.' The data reveals that the perception of teachers about the management is better than the perception of students about the teachers. This may be indicating that teachers do not emulate the example set by the management

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[107] The people with a significant exposure to and with long exposure to JK are observed to use language very carefully, pondering over the meanings and possible interpretations. An onlooker may mistake the language to be euphemistic.

adequately or the example set by the management is not strong enough to percolate from the teachers to the students in a better measure.

3.2.3.4.0. GROUP IV: MANAGEMENT VALUES AND FAIRNESS

3.2.3.4.1. Ability to conduct admission tests, interviews with fairness: The sample mean of the perception of teachers about the ability to conduct admission tests, interviews with fairness is 7.3 (SD=1.7, lower and upper confidence level intervals are 6.7 and 7.9 respectively.) 39% teachers perceive the ability of management to conduct admission tests with fairness to be very good or excellent. None perceives it to be poor. 23% are not sure.

Admission process: The school normally does not advertise for admissions. When a parent or guardian enquires about the admission process of the school, a booklet along with the application forms are sent by the school, and they are advised to visit the school and see for themselves the facilities and place before applying. Many do visit the school and enquire about the school from other parents, students and teachers. The reputation of being a good public school creates in the minds of people different kinds of images and expectations, which may be factual or not. As indicated in point number 1.2 (Page No. 6 to 8 of Chapter 1), an internal study conducted in Rishi Valley School shows that less than one-third (30%) of the values of other public schools are held in common with RVS; less than 10% overlap partly, with quite a different emphasis; and over 60% of the objectives are very much at variance with the educational values of JK. Hence, parents are urged to check for themselves what the school is about. For example, some people have an idea that students studying in public schools become 'disciplined' in the sense of being obedient, orderly and efficient. However, a student of RVS may not be so. A visit

153

gives the prospective parents more information about the school. During the visit parents speak to students and teachers so that they get to know about the school from many perspectives.

After this they are requested to fill in the pre-registration form[108], which solicits information about the child, parents, their background and various other details. Based on the details furnished, the children are invited to come along with their parents for a screening test and discussion. From second week of February to the second week of March, every day about 6 to 10 children are called for the test and the entire process is held quite informally. The steps involved in the screening process are as follows.

1. At 8.30 AM each weekday about 6 to 10 prospective children meet a couple of teachers and have a general discussion with them. The children are helped to relax and be free of the anxiety associated with such entrance tests. The teachers discuss informally with the children, as a group, for about an hour to find out about their background, experience, earlier school and family environment.

2. At about 930 to 945 A.M the students take a written test in English and Mathematics for 45 minutes each. A teacher of the school who teaches the subject supervises the tests. In case the students are unable to understand a question or a concept that has been asked in the question paper, they are encouraged to seek clarifications. If requested the concept applicable is explained to see how quickly a child is able to understand what has been explained. If some conceptual help is provided, a remark is made later on by the teacher, so that the evaluator can bear it in mind while assessing the child. If a child has been able to grasp a concept quickly and solve a problem, which was not known to him earlier, it is mentioned

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[108] The pre-registration form is available with the researcher for reference.

154

specifically to draw the attention of the evaluator and appropriate consideration is given to the child.

3. Students are provided some biscuits and juice during the test. Children from non-English speaking background may find it difficult to understand a question in the English language test. In such a case, the teacher available explains the question. If a child has not been taught a grammatical concept or language skill in his earlier school, the teacher present explains the concept briefly. While explaining the child's ability to grasp is also made a note of.

4. The test gets over by 10.30AM generally and the child and parents meet the principal and a couple of teachers for a discussion. This group finds out about the family and child independently.

5. Periodically, there is an admission meeting involving all the teachers involved in the testing process, morning discussion, and the principal. Each case is discussed thoroughly. A collective decision is taken to put the child in one of the three priority lists drawn out. In a few cases, there is pressure on the school to take in a particular student, which the school deals with carefully and suitably.

6. After the admission process for all the children is over, which is from mid February to mid March, the three lists drawn are put together and discussed by the Director, Principal and a couple of others to finalize the students who will be invited to join the school. One of the considerations kept in mind at the time of deciding the students to be offered admission is to ensure that the students are from heterogeneous backgrounds. There is a significant extent of peer learning in the school, which arises from the students and teachers bringing in a wide range

of cultural, social, economic and expertise. It is also seen that students from different parts of the country come in. A waiting list is prepared to replace the students who may not finally choose to join the school.

The testing process is observed to ascertain certain behavioral of the children. The mix of informal and formal admission procedure is a distinguishing feature of the admission process of the school. The admission process attempts to understand the child as a whole to an extent possible.[109]

The admission process reveals that the school has been able to design or evolve an admission system that meets its needs. The system is designed to collect many kinds of inputs about the child and the parents. Depending on the collective picture that emerges during the discussions involving more than ten people a decision is taken about which list the child is to be put in.[110] The possibilities of individual biases and prejudices playing a role are minimized by broad basing the decision making body.[111] The response of the parents about the admission process in the open ended questions of the questionnaire is that it is simple, informal, does not add to the anxiety and it is very friendly. The response of the parents to the open ended questions about the admission process is indicated in point number 5.3.1.1 (Page No. 348.) One of the parents indicates in point number

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[109] The admission process is reported to have evolved over a long period of time. The teacher responsible for most of the improvement in the process was also responsible for helping the process to be systematized by carefully inducting teachers into the process. The care, concern and understanding shown towards prospective students and parents by the school are remarkable, as per the researcher. Coming from a commercial background, the researcher was impressed by the subtlety and sensitivity behind the design of the admission process. It is felt and observed by the researcher that the system is able to filter out students based on the criteria that the school has in an effective, efficient and non-intrusive manner.

[110] Three lists are made, List 1 contains the names of students who did very well in the admission process and should be taken in. List 2 names the names that could be considered depending on how many students make it to the List 1 and how many vacancies are there in the school. List 3 names the students who did not qualify for admission based on performance in the written test or otherwise.

[111] This researcher was one of the teachers involved in the admission process for about 4 or 5 years. The description of the process and observations presented above are based on his experience. It was observed in 1999 by the researcher, that some behavioral or attitudinal aspects of children, important for the school, were not ascertained consistently by all the teachers involved in the admission process. When this was pointed out to the school and suggestions were made the approach was suitably modified immediately.

5.3.1.1.1.3 (Page No. 349) that it is a "very fair system (with equal scope for any child to get admission, no external influence plays a role and no donations are applicable.)"

23% teachers are not sure about the efficacy of the admission process. Some of the teachers clarified that they are sure that the system is fair but they were not sure if it is able to select the right kind of students for the school. They mentioned that some of the factors that the admission process is unable to ensure. They are follows.

- Students who have been tutored rigorously at home are observed to find it difficult to learn and study on their own. Although the children are asked if they undertake tutoring they are not filtered out when they secure a relatively good mark.

- There is no way to filter out students who have not trained at home to live in a hygienic manner.

- Whether a student uses foul language in his earlier school is difficult to be ascertained till he joins the school. Such students can influence the existing students quite adversely. It is difficult to find out about this in admission process because the students come prepared to answer such questions to their favor.

In some cases, the parents are observed to get the child admitted in school as a preparation for their separation or divorce, which the child may or may not know. Such children are observed to be quite vulnerable, emotionally or otherwise, and require much time and effort from the school, sometimes at the cost of the teachers concerned not being able to devote enough time to the others.

3.2.3.4.2. Level of trust inspired in teachers by the management: The sample mean is 6.2 (SD=1.9, lower and upper confidence intervals are 5.6 and 6.9 respectively.) 29% of

the teachers perceive the level of trust inspired in teachers by management to be very good or excellent. Another 32% perceive it to be good, 26% feel it is fair and 13% are not sure. No one perceives it to be poor.

Discussion: The mean of the perception is 6.3. 13% feel they are not sure and only 6% perceive the level of trust inspired in teachers by management is excellent. This data read together indicates that there are a significant number of teachers who consider the management to be trustworthy. However, 26% teachers perceiving the level of trust inspired by the management to be fair, indicates that there is scope for the management to reflect upon the issue. It may be necessary to be in touch with the teachers on a more regular basis so that the causes for the mistrust, if any, can be uncovered. Some mistrust may get generated due to the way some isolated situations or people are dealt with, without due deliberation and in a knee-jerk manner. It could also mean that in religious institutions like RVS, the management team members are considered to be people who understand the teachings of JK and hence should be 'good' and maybe infallible people, without the usual frailties and weaknesses. The teachers may have very high standards of integrity for the management members in a JK institution like RVS, and when the management deals with matters in a traditional, hurried manner, without enough reflection and deliberation, with shades of biases towards some people and biases against some others, it influences the perception of the teachers.

The researcher observes that the management is quite close to the people who are self-motivated and are committed to their work and to the institution. In the process, but inadvertently, it becomes noticeably distant from the others. There appears to be an inadvertent division between the two groups of people, which the management appears

not to be cognizant of. This may be one of the causes of 13% teachers being unsure about fairness and 26% perceiving it to be fair.[112]

3.2.3.4.3. Level of transparency shown by management in their dealings with teachers: The sample mean is 5.9 (SD=1.6 and lower and upper confidence levels are 5.3 and 6.5 respectively.) No one perceives the level of transparency of the school to be excellent and 19% perceive it to be very good. 35% perceive it to be good and 19% perceive it to be poor or fair. 27% teachers are unsure.

Discussion: The sample mean of 5.9 and the dispersion data shown above indicates that teachers perceive that there is scope for the school to be more transparent in its dealings with teachers. It could also be indicating one or more of the following factors.

- The researcher has experienced that when a student or teacher has been asked to leave the school under certain conditions adequate explanation is not provided to the school community at large so that possibility of unhealthy and unnecessary gossip around the issue is prevented. In most such cases, the research experienced that the school management has worked and counseled the individual significantly and the individual has been provided ample room for understanding and mending his ways before he was requested to leave. After having done so much with palpable care and concern the management sometimes seems to be inviting a 'bad name' due to insufficient communication made to the school community.

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[112] It is the considered opinion of this researcher that given the capacities of the faculty members in RVS, the school could have, and should have, been able to 'achieve' much better results, both in tangible and intangible terms. One of the reasons for this could be the inability of the management to give enough attention to all types of teachers working in the school. There might be a tendency on the part of the management to get closer to the 'motivated,' high performers in the tangible areas. This seems to be happening more out of a necessity to sustain the motivation of the good performers and also because certain results are always necessary for institutions to talk about and to present to the society at large. Due to this process the management may be getting distanced inadvertently from some of the people, who may be relying on external motivators. It seems to this researcher that there is a need for the management to understand what hygiene factors are at play in the school, and not to dismiss the place of formal motivational tools in managing the school.

- That the teachers do not have adequate channels available to express themselves make them perceive that there is lack of transparency on matters. It might be that most of the management team members are basically serious and philosophical people who may not relate to most people on the ordinary, 'mundane' levels. This inability to access the management at a level one is comfortable with creates a certain distance between the two[113]. Unless the school recognizes this feedback of the teachers seriously and reflects on what is to be done it may have a detrimental influence on the organizational culture. As a participant observer it was observed by the researcher, that the management goes to some extent by protocol in matters of sharing information. Such a cautious and formalized approach may not be necessary in an institution like RVS, which has the teachings of JK as the fountainhead.

- The qualifications and backgrounds of some of the management members are quite different from most of the teachers. This could bring about some natural barriers resulting in insufficient communication between each other.

- In a place like RVS, one could expect mutual affection and warmth to be present in a more palpable manner between the teachers and the management, in the sense of the administration reaching out to the teachers in a sensitive manner, to understand and address the problems or needs that they may have, without making them psychologically dependent on the management. Warm and affectionate give and take, in an informal manner, can bring about certain mutual warmth and concern amongst the people, knitting them together, instead of the

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[113] This researcher having joined the school due to an interest in the teachings of JK and may be because of his proclivity for contemplation was once told that he was a 'cold' person inaccessible to many!

teachings of JK and educational endeavor being the only common ground. There appears to be scope for the management to deliberate on the need to bring about such warmth into the community. In fact, for a small community like RVS, mutual affection and concern could be one of the basic cementing factors of the organization, which it does not seem to be presently. With such an approach from the management, contribution and commitment of teachers could come about even more naturally and in a richer measure. And with the teachings of JK forming the background of the school, there does not seem to be any other logical option left for the school, apart from the management being more loving and caring in its approach towards the teachers and other employees.[114] Other approaches or steps to improve institutional results or productivity could be used to supplement the basically expressive and tangibly affectionate attitude.

3.2.3.4.4. Example set by management due to their personal values: The mean perception is 6.9 (SD=2.3, lower and upper confidence intervals are 6.1 and 7.7 respectively.) 45% teachers perceive the example set to be very good or excellent. 17% teachers are not sure, 3% perceive the example set to be poor and 19% perceive it to be good.

Discussion: 45% teachers perceive the personal example set by the management to be very good or excellent. The mean of the teachers' perception about the dimensions included in "Management values and fairness" is 6.5. These two dimensions appear to be related and indicate that the management team members are people who are respected by

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[114] This could ensure not only 'employee satisfaction' but also ensure a deeper commitment from the teachers to the educational endeavour of the school, which it is engaged in for more than seven decades.

the teachers for the example they set as individuals.[115] In an institution certain administrative decisions or action could always be misunderstood depending on what a teacher values. 19% perceiving the example set by the management to be fair or poor may be individuals who have had experiences that were not expected from an institution like RVS by them. It may be necessary for the school to provide more channels for teachers and others to express themselves openly and without apprehensions of any kind.

3.2.3.4.5. Sensitivity with which problems related to students are dealt: A table showing the sample and population means is given below.

TABLE 3.2.3.4.5

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.6	2.2	51	7.0	8.2
Students	5.6	1.9	53	NA	NA
Ex-Students	6.7	2.2	60	5.1	7.3

CHART 3.2.3.4.5

Sensitivity with which problems related to students are dealt with-Dispersion

	Poor	Fair	Good	V Good	Excellent	Not Sure
Parents	2	8	24	20	27	19
Students	8	26	43	15	4	4
Ex-students	3	20	28	28	17	4
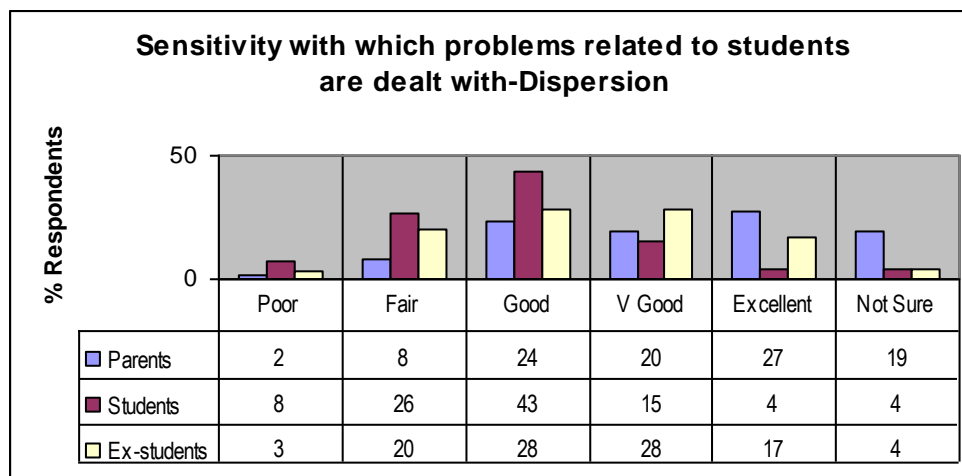
Observation: 47% parents, 19% students and 45% ex-students perceive that the sensitivity displayed was very good or excellent.

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[115] During the personal discussions held with teachers quite a few have expressed deep and profound for all the individual members of the core management team.

Discussion: It is observed, as a teacher of the school, that the school takes all issues related to the students with concern and sensitivity. When a difficult problem arises, like 'pairing' between a boy and a girl, the school takes up the issue with a lot of concern for the children involved. It is borne in mind the children do not get stigmatized in any way by the other students, teachers or the parents. The fact that such issues can come up in co-educational residential schools is kept in mind and facts are ascertained. The ways in which exclusive relationship gets revealed is that the children write to each other secret 'chits' wanting to meet each other or talk to each other. Accidentally, such letters might get noticed by one or the other teacher, and the information is shared with the teachers concerned. Or sometimes the children having exclusive relationship may skip a meal together and be in the classroom to talk to each other. When the issue is noticed different approaches are tried to prevent the children involved from meeting each other exclusively. They are encouraged to speak to each other in public. The school does not infringe upon the activities of students unless there is an observable need to do so. This also signifies the extent to which the school trusts students and provides them freedom to learn and understand. The researcher was involved closely with such instances and the approach taken is outlined briefly.

- The teachers concerned counsel the children individually.
- The children are counseled by senior teachers or by the management.
- The parents of the children are informed and their help is taken to counsel the children.
- In some cases, the help of a professional counselor is taken after the consent of the parents is taken.

If the relationship is not leading to clandestine meetings some more time is given to the children to understand their emotions and come out of the exclusive relationship. If there is evidence that it is leading to clandestine meetings then the school becomes very concerned. Clear boundaries are set for the children involved. In a few cases, if a child is pre-occupied with the relationship to an extent where other activities are affected, the school asks the child to go back home for a period of time. The interest of the child and the possibility of his/her being able to see through the issue are watched closely. Teachers meet and discuss the matter, exchanging observations and concerns. The students are not necessarily aware of the background work done in their interest by the school, while their parents are kept informed on such matters regularly. This could be one of the reasons for the difference in perception of parents and students.

The changing attitudes and norms of the parents and society about problems of growing up and adolescence add to the complexity of the situation. There are a few instances where students have even asked what the problem of the school is if their parents do not find their relationships objectionable. In some respects, the school is considered to be conservative in comparison with other public schools.

3.2.3.4.6. Patience with which management interacts with students: The mean of the perception of students about the patience with which management interacts with the students is 7.0 and the sample mean of the perception of teachers is 7.2 (SD=1.9, lower and upper confidence intervals are 6.5 and 7.9 respectively.) A chart showing the dispersion of responses is given below.

CHART 3.2.3.4.6

Patience with which management interacts with students- Dispersion

	Poor	Fair	Good	V Good	Excellent	Not Sure
☐ Students	0	8	51	26	15	0
■ Teachers	0	13	35	26	23	3
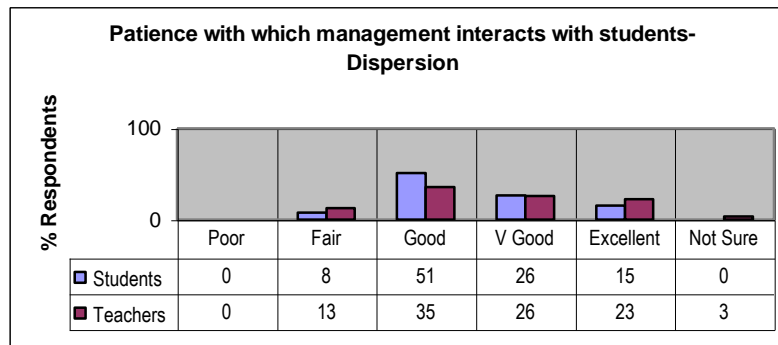
Observation: 41% students and 49% teachers feel that the patience with which the management interacts with the students is very good or excellent. No one perceives it to be poor.

Discussion: The perception of teachers and students about the patience with which management interacts with students is similar, which is 7.2 and 7.0 respectively. The students perceive the management, which includes the teachers, to be patient with them and they also perceive that they have freedom and space to grow up without pressure. This combination of factors appears to be the distinguishing feature of the school.

3.2.3.4.7. Patience with which management interacts with teachers: The mean perception of teachers is 7.3 (SD=1.9, lower and upper confidence level intervals are 6.6 and 8.0 respectively.) 42% teachers perceive that the patience with which management interacts with them is very good or excellent. 42% more perceive it to be good. No one feels that it is poor.

Discussion: The data indicates that the management interacts with the teachers with patience to an extent that 84% perceive it to be good or better. No one perceives it to be fair. This clearly signifies that due to the patient attitude of the management, it provides the teachers ample scope for growing, developing and improving at their own pace. The patience shown by the management to the teachers can be expected to percolate down to

the students from the teachers. In fact, in an educational institution the tangible and palpable values of the management would influence the values of the teachers to a significant extent. And the teacher culture influences the students the most. The data pertaining to point numbers 3.2.3.4.6 (Page No. 165) and 3.2.3.4.7 (Page No.165) shows that the management is quite patient with the teachers and the teachers are able to 'emulate' the example set by the management and be patient with the students.[116]

3.2.3.4.8. Sensitivity with which students are provided critical feedback: A table showing the sample and population means is given below.

TABLE 3.2.3.4.8

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Students	5.7	2.0	53	NA	NA
Ex-Students	6.8	1.9	60	6.3	7.3
Teachers	5.9	2.0	31	5.2	6.6

A chart showing the dispersion of responses is given below.

CHART 3.2.3.4.8

	Poor	Fair	Good	V Good	Excellent	Not Sure
Students	6	28	32	17	6	11
Ex-students	3	8	38	25	12	12
Teachers	6	13	39	10	6	26
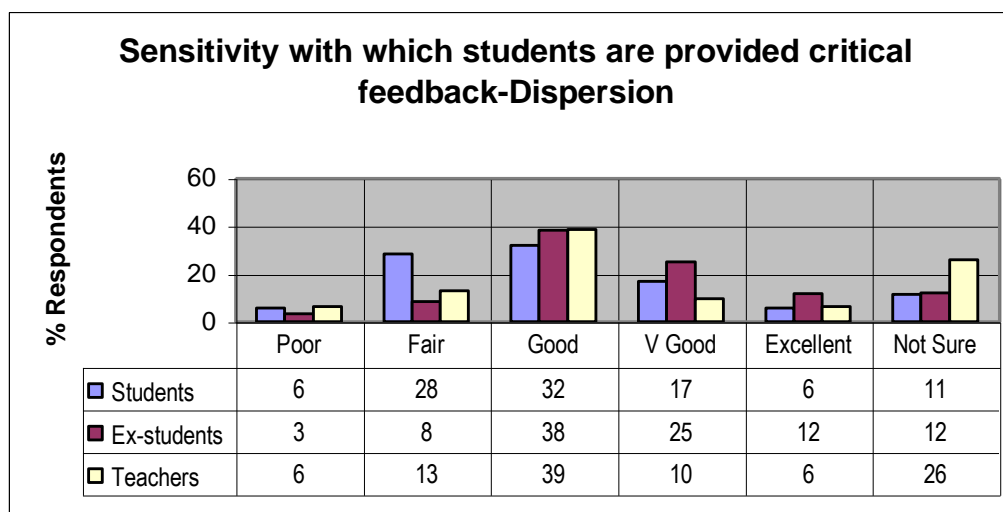
Observation: 23% students perceive the sensitivity to be very good or excellent and 16% teachers feel the same. 37% ex-students perceive the sensitivity to be very good or

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[116] Teachers seem to swing between being authoritarian and strict on the one hand and being affectionate/patient/lenient on the other. Being affectionate, polite, engaging and firm at the same time might be an alternative worth attempting.

excellent. 34% students, 11% ex-students and 19% teachers perceive the sensitivity to be poor or fair.

Discussion: The data is normal in dispersion. The extremes have to be studied on a case-to-case basis to find what out what the data is suggesting. In general, it may be that there are a few cases where students are provided feedback insensitively by particular teachers. It is the experience of the researcher that only few students are dealt with very firmly, may not be in an insensitive manner. Obviously, the teachers reach their wit's end at some point of time and interact in a manner, which can be perceived to be insensitive by the students.

3.2.3.4.9. Sensitivity with which teachers are provided critical feedback by management: The mean perceived is 6.5 (SD=1.7, lower and upper confidence level intervals are 5.7 and 7.2 respectively.) 23% teachers perceive the sensitivity to be very good or excellent. 32% perceive it to be good and 32% are not sure.

Discussion: The reasons for 32% teachers to be unsure could be one or more of the following.

- The management may be dealing with different teachers in different ways and with different degrees of sensitivity.

- The management may be dealing with some teachers in a manner that can be interpreted to be insensitive by the teacher.

- Some teachers may not have had enough interactions with the management to be able to respond to this question appropriately.

This aspect will need to be studied on a case-to-case basis to understand about implications of the dimension better. It appears from the data that there is scope for the

management to examine more closely if any kind of biases or prejudices are affecting the school from being sensitive to all teachers equally.

3.2.3.4.10. Extent to which management is free from past impressions about teachers in their present interaction with them and teachers are free from past impressions about students while interacting with them: The mean perceived by students is 4.3 and that of teachers is 5.7 (SD=1.8, lower and upper confidence level intervals are 5.1 and 6.4 respectively.) A chart showing the dispersion of responses is given below.

CHART 3.2.3.4.10

Extent to which management/teachers are free from past impressions in present interactions with teachers/students- Dispersion

% Respondents	Poor	Fair	Good	V Good	Excellent	Not Sure
Students	26	42	13	11	2	6
Teachers	3	23	32	13	3	26
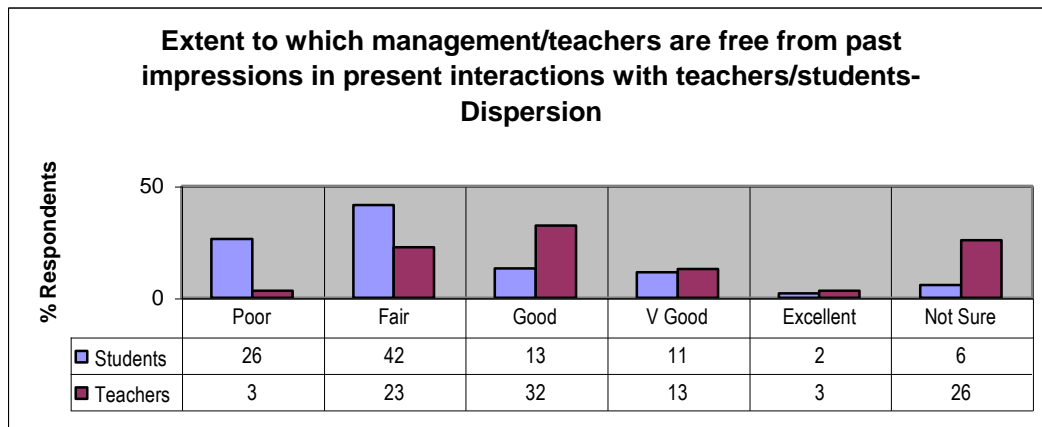
Observation: 13% students and 16% teachers perceive the extent to which freedom from the past impressions operates in teachers and management respectively is very good or excellent. 26% students perceive this to be poor in the case of teachers and 26% teachers are not sure of their response. This is an interesting similarity.

Discussion: The mean of the perception of teachers about management is slightly more positive than the mean perception of students about teachers. The data reveals that the teachers perceive the management to be biased by their previous impressions and experience and the students too perceive the same about the teachers. Given the philosophical background and intentions of the school, this does not appear to be

explicable. However, a closer look at the implications of the dimension makes the complexity clearer. In the interactions management has with teachers or students and the interactions teachers have with the students or others, it is inevitable that impressions and data are gathered about the others. Such data is extrapolated and used in further interactions. This appears to be inescapable. What can be prevented seems to be not to be judgmental about the person even if the data is not too favorable. For example, a forgetful or careless student may have to be monitored very closely for completing the daily chores, because the house parent knows his previous behavioral pattern. But this does not imply that one needs to speak to the child in an insulting or hurtful manner. The house parent is clearly required to act on previous data or impressions but how the data is used and whether the house parent remains affectionate towards the child is a question to be asked. It is the experience of the researcher that even if the management has impressions about teachers when teachers approach with any problems they are addressed quite objectively. The impressions do not appear to affect the functioning of the school at large although they may affect the individuals in long run in different institutional ways. Some of the earlier dimensions reveal that the example set by the management is valued and emulated by the teachers. Keeping this factor in mind, it may be interesting for the school to more detailed discussions with some teachers and students to understand the basis of such perception in a closer manner. In fact it may be imperative that such an exercise is taken up because the teachings of JK urge people to free themselves from impressions to enable fresh interactions at all times.

3.2.3.5.0. GROUP V: PLANNING, ORGANIZING AND SCHEDULING

3.2.3.5.1. Planning and scheduling school calendar: The sample mean of the perception of teachers about the ability of school to plan and schedule the school calendar

is 6.5 (SD=1.7, lower and upper confidence level intervals are 5.9 and 7.2 respectively.) 26% teachers perceive the ability of school to plan and schedule the term calendar to be very good or excellent. Another 45% perceive it to be good, 13% perceive it to be fair and 16% are not sure. No one perceives it to be poor.

Discussion: The academic program is planned by the school well in advance and adhered to by all the people. Planning and scheduling of other non-academic events are found to be difficult. The reasons for this are observed to be as follows.

- The intent of the school being to educate the students in an integral manner there is an effort to provide as wide an exposure to students as possible. Hence, whenever an opportunity arises to introduce a different kind of program or an interesting program there is a change necessitated in the term calendar, which may sometimes disrupt it. In the year 1999-2000, when a parent, interested in theatre, wanted to conduct a drama workshop for children, not envisaged earlier, it became difficult for the school to provide enough time slots to him. Apart from this the program caused significant disruption to the routine activities.

- There are several other programs initiated and organized by teachers as the term progresses, which could not or would not have been envisaged by them earlier. This imposes further pressure on the calendar. Teachers are encouraged to initiate such events so that students learn new skills in the process apart from learning to work in teams. So, when they come up with ideas, a provision is somehow made in the calendar, putting further pressure on the calendar.

There is one group of teachers who suggest that if a program has not been planned at the beginning of the term it should not be included at a later date so that the calendar remains clear and easy to follow. There are others who feel some events should be planned well in

advance and included in the calendar. The teachers should be requested to make such programs feasible. Yet others feel that the organic manner in which the calendar develops is the right way even if there are difficulties for managing the events identified later. The problem gets further compounded when there is a last minute change in a program arranged by a visitor due to a change in his own schedule. Due to these uncertainties, it is observed that it is quite difficult for the school to prepare a rigid term calendar/schedule in advance. The calendar needs to be flexible. The above perception survey data clearly indicates that teachers are aware of the constraints and possibilities brought about by having a flexible, tentative and gradually evolving term calendar.[117]

3.2.3.5.2. Ability to assign right work to right people: The sample mean of the perception of teachers about the ability of school to assign right work to right people is 6.0 (SD=1.7, lower and upper confidence level intervals are 5.4 and 6.6 respectively.) No one perceives the ability of the school to assign the right work to right people to be excellent. 23% perceive it to be very good and 32% perceive it to be good. 19% perceive it to be poor or fair and 26% are not sure. The sum of the latter two categories of respondents is a significant 45%.

Discussion: 55% of the teachers perceive that the right people are in the right jobs to an extent of good to very good and 45% more are either unsure or perceive that the right people are not in the right jobs. None perceives the ability to be excellent. One of the reasons for this could be the fact that in most organizations the professional qualifications

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[117] The term calendar of the school for the year 2003-2004-Term II is available with the researcher for reference. Although it causes difficulties in managing the schedule, the ability of RVS to prepare a tentative, flexible and evolving term calendar for the non-academic programs of the school (excluding dance, music, arts and crafts for which a timetable is made by the school) appears to be one of the salient features of the management style. It is the experience and opinion of the researcher that quite a few organizations cannot absorb changes in schedules too easily. Hence a lot of managerial expertise goes into understanding why changes are warranted and thereby more comprehensive and clearer schedules, which are inflexible, are designed. An inflexible approach or schedule may make the job of management easy but may deprive children of meaningful learning experiences that may present themselves spontaneously at short notice.

171

and experience are the primary criterion for tasks to be assigned. This makes the incumbent 'right' and even 'successful.' Rishi Valley School provides teachers an opportunity to work in areas that they are interested in, even if they are not adequately qualified or experienced. This could be leading to the perception of teachers that the right people are not assigned the right jobs. Due to this approach the school, some teachers are motivated and perform well. There may be inadequate human capacity utilization but the benefit is happier people, it seems.

It is clear teachers perceive that at least some of the jobs are assigned to the wrong people. The school does not extend freedom to individuals to an extent that people can question such issues.

3.2.3.5.3. Providing extra support to new students to adapt to the school: The sample mean of the ability to provide extra support to new children to adapt to the school is 6.5 (SD=1.9, lower and upper confidence interval levels are 5.7 and 7.2 respectively.) 39% teachers perceive the ability of the school to provide extra support to new students to adapt to the school to be very good or excellent. 29% more perceive it to be good and 32% perceive it to be fair.

Discussion: When new students are admitted in the school they require guidance and support on a continuous basis so that they adapt to the school happily, without feeling too homesick. This calls for understanding, sensitivity and extended interactions by teachers and house parents with the new children, as close as possible to that provided at their homes. It is observed that the school takes various steps to make the new students at home helping them to adapt smoothly to the place including the following.

1. Only few new students report each day: Around 40 new students are admitted every year and their arrival is spread over two weeks. These students are accommodated in the seven junior hostels available in the school, about 5 on an average each hostel. This helps the house parents to receive the new students almost individually and have extended conversation with the child and the parents. The house parents generally attempt to get a comprehensive idea about the child, including his habits, difficulties, likes, dislikes, hobbies and abilities.

2. After all the new students have arrived, within about 2 weeks of the new academic year, a hike is arranged for all of them to an interesting spot around. Many teachers and students of Class 11 accompany them. The hike involves walking about 3 to 4 kms in all. It is informal, like many other activities of the school, and helps the new students get a tactile sense of the valley. It is observed that most new students feel at ease in the ambience of the school soon after the hike.

3. Immediately after the hike, preparations are begun for a variety program put up by the new teachers and students. Information about the abilities and talents of the new students is collected from the children and collated by the new teachers. Based on this either one long program or a few short programs are organized. Preparations and rehearsals for this program are done for about 2 to 3 weeks. It is observed that most students have been able to establish fairly good friendships during the first one month itself.

4. The house parents collect information about the games and activities that new students would like to take up and the respective teachers are informed. The new

students begin to attend dancing, music and mridangam classes as the case may be. They also begin to attend the tennis coaching if they opt for it.

5. Teachers and house parents keep the new students in focus while arranging programs throughout the first term, June to October, so that the child is comfortable and homesickness is minimized.

The mean of perception of teachers of the support given to new students to adapt is 6.5, which is just more than good. From the interviews with teachers it was clear that they feel more could be done and should be done for new students initially.

One of the parents has expressed in point number 5.3.1.2.1.2 (Page No. 350) that "child took a while to settle down when new and the issue was very well handled." Another parent says in point number 5.3.1.2.1.1 (Page No. 350) that my child "was very, very quiet in the first month. The school's ethos, the space and the trees act in subtle ways on a child's mind."[118]

3.2.3.5.4. Ability to provide extra academic support to needy children: The sample mean of perception is 4.6 (SD=1.6, lower and upper confidence level intervals are 4.1 and 5.2 respectively.) 58% teachers perceive the ability to provide extra academic support to needy students to be poor or fair. None considers it to be excellent and 6% consider it to be very good.

Discussion: The data shows clearly that the teachers are not providing enough support to the support. Keeping the schedule of the week in mind and the wide range of activities the students are expected to participate in, it is observed that the teachers do not find

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[118] It has been mentioned by one of the experienced teachers of the school that RVS is one of the very few public schools without a compound wall. Yet there has never been any case of a new student attempting to run away from the school. In contrast, a few instances of new children attempting to go away have been reported in some of the other schools with a compound wall around them. This may be indicative that the reception of new students at RVS is effective and warm.

enough time slots to conduct extra classes for the needy students. The school is presently reviewing the subject to see how some more time slots can be made available for extra classes in such a manner that it will not entail a student to forego an activity he may like very much.

The above data shows that the teachers are setting high standards for themselves and are not satisfied with what is done for students.

3.2.3.5.5. Ability to handle DH related issues: The sample mean of perception of teachers about the ability of school to handle DH (Dining Hall) related problems is 4.5 (SD=1.6 and lower and upper confidence level intervals are 3.9 and 5.0 respectively. 58% teachers perceive the ability to be fair or poor.

Discussion: The approach of the school towards students and teachers is to provide freedom and space to individuals to learn experiment and grow. The management style does not provide for close monitoring and guidance. Hence, it is observed that the functions requiring closer control suffer. The management is hesitant to intervene even when other teachers may feel it is necessary for the management to so. Such an authentic tentativeness and reflection-based approach makes it possible for the management to manage the school through discussions.

3.2.3.6.0. GROUP VI: COMMUNICATIONS AND DISCUSSIONS
3.2.3.6.1. Quality of discussions on educational philosophy and approaches: The sample mean of the perception of teachers about the quality of staff meetings to discuss educational philosophy and approaches is 6.6 (SD=2.1 and lower and upper confidence intervals are 5.8 and 7.3 respectively.) 35% of the teachers perceive the quality of staff meetings regarding educational philosophy and approaches to be very good or excellent.

Another 46% perceive it to be good and 19% perceive it to be poor or fair. No one is unsure on the issue.

Discussion: Staff meetings are held once a week for about one and half hours to two hours. The Principal of the school conducts the meetings and all staff members are expected to be present. The meetings are observed not to be completely agenda driven or objective oriented. The range of topics discussed and the intent of the meetings are observed to include the following.[119]

- To discuss the educational vision of the school.

- To bring up and discuss some aspects of the teachings of JK so that the interested teachers could explore the same further if they would like to.

- To review the situation or status of a particular problem, issue or decision taken earlier on.

- To inform the teachers about different educational approaches or some new teaching/learning processes.

- To raise the awareness of teachers about the innovations done or the challenges faced by other teachers.

- To raise the awareness of teachers about certain directions the society may be taking which could influence the educational endeavor of the school. For example, when TVs were becoming popular in Indian homes some years back, the possible implication of viewing TVs on young minds, like reduction of attention span were discussed extensively by the teachers of RVS.

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[119] Prepared based on participation of the researcher in such meetings.

It is observed that about 80% teachers perceive the philosophical discussions to be good to excellent. About 19% perceive the philosophical discussions to be uninteresting. They mentioned to the researcher that they prefer problem-solving discussions and would rather prefer clear guidelines to be given on how to deal with issues. It is the experience of the researcher that the teachers who do not have an interest in the philosophical discussions, at the time of joining the school, do not develop an interest in such discussions even later. It is felt by the researcher that they are unable to appreciate and understand that the discussions are essentially aimed at understanding the issues or problems better, so that teachers are able to solve problems themselves, instead of seeking guidance from others. Such an approach, of discussing matters without generally arriving at decisions, seems to be an indication of the type of freedom that the school provides to the teachers, one in which teachers don't become conformists. Instead the teachers could become more aware and thoughtful about issues if they would like to, by participating in the discussions.

3.2.3.6.2. Ability to conduct staff meetings meaningfully on issues related to students: The sample mean of teachers about the ability to conduct staff meetings on important issues related to students is 6.3 (SD=2.2, lower and upper confidence level intervals are 5.6 and 7.1 respectively.) 39% teachers perceive the ability of the management to conduct staff meetings on issues related to students to be very good or excellent. Another 33% perceive it to be good and 25% perceive it to be poor or fair. 3% are unsure.

Discussion: It is observed, as a teacher of the school, that in some of the staff meetings teachers discuss problems, concerns or issues pertaining to students. Many of the issues

177

discussions have many layers of concerns. For example, if a particular student or a group of students were observed to be quite restless in the class, the layers of concern of staff members would have include some of the following questions/points.

1. How to persuade or explain to the child the need to be less restless by making him aware of the fact that he is restless? Once he becomes cognizant of the fact he might become more attentive.

2. Given the level of restlessness of the child, can teaching him Yogasanas or Pranayama help him?

3. What other steps could be taken by the school to make him more attentive in the class (or what steps could be taken to make him less restless?)

4. Will it help if he is encouraged to play games more often or play different types of games?

5. Does the child have any other deeper or serious interests observed by the teachers or house parents into, which he could be encouraged to get involved more often and more deeply? This might help him to improve his attention span?

6. What could be some of the general causes and what are the child-specific factors for restlessness in children? If the causes are known to some extent what types of steps could be taken to help the restless child?

7. What are the societal factors that could be influencing the attention spans of the children, making them restless? The exposure of children to TV and other mass media may be one of the causes. Are there ways in which schools and educators could tackle the phenomena?

8. What kind of relationships do students have amongst themselves as well as with staff members or the management and how do such relationships affect a child? The relationship a child has with others influences his emotions. If a child is not harmonious with others he could be unhappy and restless. The house parents and teachers discuss the matter in a detailed manner, uncovering all such aspects, whenever a child is quite restless. Some of the adolescent children are observed to become restless or too quiet when they develop an exclusive relationship with a student of the opposite sex. Teachers and house parents are observed to track the students when such a possibility is sensed.

The Principal or any other teacher usually initiates the meetings, about such specific issues related to students, with a description of the issue. The implications of the issue for the students and the school are highlighted and some of the above questions are raised. Then the other teachers put forth their views, concerns, experiences, opinions and doubts and the discussion continues, more to understand the issue better, rather than to take a decision on the matter. The process attempts to bring about greater awareness about the problem and its consequences in the minds of the teachers. Often, the meeting adjourns on a note of having raised awareness of the teachers. In these meetings, it sometimes appears that the teachers are thinking together on issues. "I think it is important to learn the art of thinking together….Each one clings to his own way of thinking according to his own particular reactions, experience, and prejudice. This is how we are conditioned, which prevents the capacity to think together. Thinking together does not mean to be of one mind. Our minds can come together about an ideal, an historical conclusion or some

179

philosophic concept and work for that but it is essentially based on authority. Freedom is the essence of thinking together."[120]

The teachers have differing opinions about whether a decision should have emerged or not. Some teachers feel a decision needs to emerge so that there is clarity for the teachers and there is uniformity in the response of teachers to similar issues and problems. Some teachers expect that the management needs to have a clear policy and should provide a direction to certain issues. Some others feel that the discussions aim to raise the awareness of teachers, in a spirit of freedom, leaving it to the individual teachers to deal with the specific problems they may have appropriately. This accounts for the difference in perception of different categories of teachers to a large extent.

It appears that the freedom of teachers, to understand and act upon problems on an individual basis on the one hand, and the collective responsibility of teachers towards the students on the other, leads to conflicting objectives. For example, a house parent may not scold a child when he is late to school and instead explain the matter to the child. Such an approach may not bring about immediate change in the student but whenever the student understands and changes it might be of a lasting nature. However, the teachers in the classroom may have to view the matter more strictly. In the process a child could get exposed to two different approaches, in this case, or more different approaches in other cases. Further, the teachers and house parents could get into uncomfortable situation due to this, especially if the teacher makes a remark that the house parent is not ensuring timeliness in his 'house student.' Some teachers find such situations uncomfortable. Some others discuss the matter with the teacher concerned before hand so that the approach he has in mind can be tried out for some time. This brings up the possibility for

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[120] J KRISHNAMURTI, *"Letters to the Schools",* Volume Two, KFI, Chennai, 1985, Pages 14 to 16.

growth of the teacher. The teachers who depend on the management to solve such issues may not develop the required skills to handle student issues properly. Some teachers seek general guidance, rather than specific solutions, from the management about how problems could be solved. It is observed that the management does not claim any authority or expertise to be able to solve all the problems experienced by the teachers with reference to the students and it is ultimately for the teachers to learn and become independent.[121]

3.2.3.6.3. Ability to conduct class review meetings meaningfully: The sample mean of the perception of teachers about the ability of school to conduct class review meetings meaningfully is 6.1 (SD=1.9, lower and upper confidence level intervals are 5.5 and 6.8 respectively.) 26% of teachers perceive the ability of school to conduct class review meetings meaningfully to be very good or excellent. Another 48% perceive it to be good, 23% perceive it to be fair and 3% perceive it to be poor. No one is unsure.

Discussion: The mean is just more than 'good.' There are clearly different expectations from the meetings by different people and therefore the perception differs. If the school wants to meet the expectations of teachers then the meetings need to be guided more closely. The data indicates that the management may have to discuss about the outcome of the meetings and the perception of teachers about meetings periodically and bring about the requisite and necessary changes in the approach.

3.2.3.6.4. Type of mix of formal and informal communication channels: The sample mean of the response of teachers about the type of mix of formal and informal

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[121] It seems to the researcher that in a school like RVS, the management attempts to invoke a sense of responsibility from teachers so that there is no need for an authoritarian approach. When an educational institution is experimenting with bringing about a sense of responsibility in individuals there needs to be appropriate space for them to decide matters. There may be mistakes and adverse effects of the decision but the individual learns and improves in the process. Scope for introspection and reflection gets reduced when the management sets guidelines.

communication channels is 6.1 (SD=1.8, lower and upper confidence intervals are 5.5 and 6.7 respectively.) 19% of the teachers perceive the type of mix of formal and informal communication channels to be very good or excellent. 36% are not sure and none perceive it to be poor.

Discussion: Most of the teachers are not from a background, which would enable them to understand the place of communications and MIS in an institution. The fact that 35% teachers are not sure about how efficacious the mix of formal and informal communications is for the institution seems to indicate this. Like in any other institution, the school utilizes a wide variety of communication channels. The range of oral communication varies from a message to an individual in an informal chat to a formal announcement in the assembly hall where all teachers and students are present. The range in written communication extends from a slip signed and sent by the principal to an individual as a piece of information or request, to an important, unsigned paper being pinned to a notice board where people may or may not see it. There is no written institutional policy or procedure about the MIS and procedures. The extent of formality introduced into a system is left to the individual and his approach. On certain specific and important issues there is a discussion amongst teachers on how to communicate to all the concerned and an approach is decided and it is observed to work. However, sometimes a situation may arise where a communication needs to be sent quickly. It is in these situations that lapses seem to occur on account of all the concerned people not receiving the information.[122] It has been observed that the communication methodologies of the

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[122] To avoid lapses some organizations define what communication needs to be initiated by whom, who are the recipients and what is the follow-up action to be taken by different people. Such an approach may ensure that the concerned people get the information at the right time. However, there could be lapses in implementation of the system even when such clearly defined approaches are adopted. The system per se cannot ensure efficacy if the people are not responsible. And if people are responsible MIS assumes lesser significance and in any case does not become

school have evolved in a very gradual, organic and optimum manner. The communication channels prevalent in the school have been listed below. This provides an overview of the mix of formal and informal communication channels available in the school.[123]

A. FORMAL/WRITTEN COMMUNICATIONS

1. Guidelines

- Support provided to and expectations from house parents.

- Support provided to and expectations from teachers.

- Organization of teaching materials prepared in the RVS.

- Notes on how to prepare teaching materials: Hindi.

- Topics of study for Class 8 Chemistry.

- Role of house parents in RVS.

- Towards better report-writing.

- Check-list for house parents' report.

- Approach towards report writing in junior school.

- Check list for progress reports in languages and history.

2. Instructions/Rules

- End of term arrangements to be made by teachers and house parents (dated and signed by Principal.)

- Leave rules (unsigned and undated.)

- Guidelines to new students about what they are required to bring to school and other details (unsigned and undated.)

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burdensome and expensive. If a watch is kept over the level of responsibility of people and the information needs a cost effective and optimum MIS can be designed.
[123] These documents are available with the researcher for reference.

3. Formats seeking volunteers

- Teacher volunteers to supervise senior students while they wash dishes on Sundays in the dining hall.

- Student volunteers to make presentations during morning assemblies.

- Teacher volunteers to make presentations during morning assemblies.

4. Information/Schedules

- "How we present ourselves in our brochure" is a paper made and distributed to teachers for comments about how the school presents itself.[124]

- General studies groups for Class 11 students to work in different areas on Saturdays.

- Sunday library supervision schedule after teachers have chosen the date when they would like to do it (put up for information.) the teachers are reminded about the work a day in advance by the librarian.

- Supervision schedule for teachers during junior meals (prepared by the school and informed to the teachers. While preparing the school keeps in mind the family commitments of the teachers at home.)

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[124] It was a strange and unique of the researcher to note that a more than seventy year old school had not spent enough time to prepare a brochure of the school and yet the school has been running 'successfully.' In contrast many of the present day institutions begin with an information brochure, which may not be quite authentic or reliable. This aspect seemed to be revelatory of why the school is what it is.

- Internet timings of senior students (prepared by the school and put up for students to adhere to.)

- Community service supervision schedule for teachers (the teachers choose the week they would like to do it based on which the schedule is prepared and put up. The teacher is reminded about the work a day in advance.)

- Entrance test supervision schedule (prepared tentatively and teachers convenience is ascertained by the school before finalizing and putting it up on the notice board.)

- Names of teachers who act as 'relief' to house parents once a week (prepared by the school after consulting teachers who could spare an hour every week.)

- Prep (evening study) supervision schedule for teachers (prepared in consultation with the teachers.)

- Year-end examination supervision schedule (prepared on the basis of the daily timetable) and acknowledgement obtained from the respective teachers to ensure that they have seen the paper.

5. Minutes (of meetings)

- Minutes of meeting are made for important meetings like the executive committee meeting. For most other meetings, minutes are not prepared, which appears to be one of the significant aspects of the school because the objectives of minutes is observed to be

185

achieved informally due to the responsibility taken up by the teachers. The exceptions are tackled on a case-to-case basis.

6. Dissemination of important information

- An organizational change of a significant nature, which was a step taken by the school in distributed leadership, was communicated by an undated note (without any reference number) put up on the notice board. This indicates the extent to which the school intends to downplay the place of position and authority in the school. It is observed that congratulatory messages are not exchanged when such organizational changes are announced.

7. Format seeking information

To prepare the school-leaving certificate of students the school requests the students of Classes 10 and 12 to write about their significant achievements in a format. This is observed to be a more cost-effective system than the school maintaining a record of what the students have done over a few years.

B. INFORMAL/ORAL COMMUNICATIONS

1. The tea break available to teachers is used for oral making communications of both formal and informal nature. The break is used for people to even offer sweets to others on birthdays or to commemorate other occasions.

2. Some urgent or pressing issues or problems, of routine nature, are discussed and opinions and feelings of teachers are obtained to help in decision-making either immediately or at a later time.

3. Announcement about meetings about to be convened are made.

A few important questions that arise from a study of the different communication channels used by the school and the documents listed above are as follows.

1. Loss of personal touch: What are the consequences of the manner in which communication channels or methods develop (or are designed) in an organization on the organization? One of the ways in which communication systems develop in an organization seems to be that a study of the data and information needs of the organization is conducted based on which a communication system is designed. The system implicitly places a demand on the people to adhere to it, even if they are not interested to receive the information or act on it due to various reasons. The system has not evolved along with the people, and their needs, and hence is a subtle 'overhead' on the people and it may not be quite natural and organic to them. The way communication approaches develop in RVS appears to be different and worthy of a very close study.[125] It is closer to how the communications would develop or evolve when a couple of people start working together and as the years roll by, their 'organization' grows in all respects. As it grows, the need for appropriate communication systems arises but the initiators study the need closely instead of instituting 'top-down' or 'integrated' MIS immediately. They do not want to lose the personal touch while shifting the organization from people-dependent system to a system-dependent system. Although, RVS is more than seven decades old it is observed that there is a high

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[125] In fact, a study of the evolution and history of the MIS and decision-making process at RVS could be one of the areas for research.

level of informal and personal touch in the way systems have evolved and grown.[126]

2. Making people less responsible: Does the way communications are designed and implemented in an organization have an influence of making people more responsible or not? When the institution is small in size, people can seek out the relevant and pertinent information. Although a simple MIS might be in place, it is the sense of responsibility with which people work, which makes the system not to fail. The people ensure that the information they require is available with them. As the organization grows the people get distanced and do not or cannot take the additional responsibility of seeking out information and data. Some of them may not interact with the others to optimize the MIS. This uncontrolled or closely examined proliferation of a more and more complex MIS could make people intrinsically less responsible in some organizations. In some instances people may take shelter under the MIS gaps.[127]

3. Making MIS costly: It is observed that the tendency of organizations to ensure that communication systems and MIS do not fail under any circumstance makes it costly without proportional benefit in some instances. The tendency to design the system well is so strong that whether the concerned people are working on the

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[126] In the last six years of association with the school, only on one occasion has the researcher received a slip requesting him to meet the Principal. On all the other innumerable occasions the Principal has met with him by coming over to him. This is observed to be the approach with other teachers also. The Director and the Principal were observed to seek out for people, rather than calling them over by sending a slip through the office staff. This is an important aspect of the management style and such values lived by most of the important management team members is significant. This approach appears to emerge due to the influence the teachings of JK has on the management style. The respect conveyed to teachers by such an approach of the management may be one of the factors for teachers to remain associated with the school for a long number of years, in spite of the remuneration being comparatively less.

[127] This has been observed in one of the large public sector organization that the researcher has worked in. The researcher feels that even if there are lapses, an institution like RVS need not tighten the MIS. Instead the school should continue to look at how the people can be made more responsible. Such an approach would be one more profound step in the education of teachers.

information to the extent required or not is not adequately checked or overlooked. The MIS and communication systems depend on the initiative and commitment of the people for eventual success but yet not enough thought (proportional to the thought given to designing the system) is given whether they could be made more committed in the first place so that the MIS and supervisory structure could have been simpler.

4. Interplay between MIS and organizational culture: It has been observed by the researcher that the organizational culture and MIS influence each other in any context and hence it is necessary to keep the overall culture in mind while deciding the MIS. Hence, design of the MIS needs to be done by people having an overall understanding and appreciation of the organization, its values, ethos, culture and philosophy. In RVS it is observed that the administrators having a sensitive understanding of people, culture, philosophy and objectives take on the role of guiding the evolution of systems, procedures and policies. When people with inadequate understanding of any of these components design a procedure they are not discouraged but helped to see the other implications through careful discussions.

35% teachers being unsure about the mix of formal and informal communications available in the school and its efficacy indicates that they have faced situations where timely information was not available to them. It is the opinion of the researcher that it may be necessary to study the information needs of the teachers in a formal manner and fine-tune some aspects of the MIS without loosing the personal touch and sensitivity palpable in the present system. It is felt by the investigator that the present mix of formal

189

and informal communication channels, which is not pre-defined or pre-determined and is continuously evolving and changing based on the needs of the institution, is unique. The approach is clearly observed to have certain subtle strengths, elicited above, and represents an interesting salient feature of the management style. It matches the organizational culture and ethos. However, to sustain and nurture such an MIS requires administrators with pliable, subtle and tentative minds.[128]

3.2.3.6.5. Keeping parents posted about difficulties faced by the school even after a lot of guidance is provided to the child: The sample mean is 5.5 (SD=1.8 and lower and upper confidence intervals are 4.9 and 6.1 respectively.) 9% perceive this to be very good or excellent; another 26% perceive it to be fair or poor. 32% more teachers perceive the ability to be good and 33% are not sure.

Discussion: This is peculiar given the educational philosophy of the school. Some of the students are not able to understand the context and ethos of the school and do not learn from it. Given the freedom to students, they need to grow in terms of being responsible, without necessitating close monitoring. Some of the students find it difficult to handle the nature of freedom available to them and fail to understand the deeper sense of responsibility entailed in it. The school discusses the issue with the students and some children are counseled on an individual basis. Sometimes the child is shifted to a different hostel in case it is felt that he has a better rapport with the other houseparent. If all such efforts attempted over a few years do not yield results a child is requested to be

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[128] The researcher feels that in a school like RVS, the right kind of administrator would be one who understands the relationship between the philosophical background of the institution, the educational intent and emergent goals, organizational culture, organizational objectives and MIS. In contrast, the 'wrong kind of administrator' would be one who may be able to design effective and efficient systems, but lacks an understanding of how a certain subtle intelligence could be incorporated in the systems to nurture the culture emerging out of the non-authoritarian management style intended by the school. It is imperative that one has to understand the relationship between culture and systems to be able to sustain the management style brought about over the years by the school.

withdrawn after Class 10. A few parents of such children have felt that the school had not given adequate advance information and that all these years the school was not keeping the parents posted about the difficulties faced with the child in a rigorous or careful manner taking care of the adverse effect this could have on the child. After parents expressed the need for clearer feedback the school is debating if parents need to be kept informed at the end of every year about the difficulties the school faces due to the intransigence of a child. The subtler implications on the child in case an adverse feedback is given to parents and the pragmatic need to do it make the issue an intricate one resulting in 32% teachers not being sure whether it is an inability to keep parents posted or it is an impasse of sorts.

3.2.3.6.6. Adequacy of existing communication channels: The sample mean of the perception of teachers is 5.5 (SD=1.8, lower and upper confidence intervals are 4.8 and 6.1 respectively.) 36% teachers perceive the adequacy of existing communication channels to be fair or poor. None perceives it to be excellent, 19% perceive it to be very good and 42% perceive it to be good.

Discussion: The sample mean suggests that teachers perceive communication gaps to be present. The prevalent communication channels are perceived to be inadequate. Closer study of the existing channels of communications and the perceived gaps reveals that the prevalent communication channels may be one of the factors for the institution to be what it is. In the informal ambience of the school it appears that the issues are given higher priority than the teachers. Hence, when a teacher wants to discuss a problem or issue with the principal it is not always ensured that all the teachers concerned are present. It is also not ensured that all the concerned people are informed appropriately about the

discussions and outcome subsequently. It has been checked by the investigator whether this is deliberate, by a close look at the processes and the symptoms. It does not appear to be deliberate and looks like the school intends the communications to be informal to an extent possible and introduces structured communication only when it is required for that type of work. It is presumed that the teachers would be mature enough to understand that the matter is more important than ensuring who was involved in the discussions. It appears that there is a need for the management to ensure that the teachers concerned are present for the meetings and if this is not possible, to ensure that all the teachers concerned are kept informed. Even with the most structured communication channels and pre-defined systems lapses can happen and hence the answer to the lapses may not be to institute further or better systems but evoking more responsibility on the part of the teachers.

Another aspect that needs to be examined by the school is whether teachers are focused and committed adequately, and at most times, towards the core functions of educating and taking care of the students. If an organization is maturing, due to the people becoming more responsible, the MIS can get optimized.

3.2.3.6.7. Extent to which students is objectively kept in focus during staff meetings:

The mean perception of students is that their cause is dealt with objectively in the staff meetings to a mean extent of 5.5. The teachers perceive the mean of their ability to keep students objectively in focus during staff meetings is 7.0 (SD=1.7 and lower and upper confidence level intervals are 6.4 and 7.6 respectively.) 15% students feel the teachers keep them in focus 'very good' during staff discussions and 32% teachers perceive their

own ability to keep students as the focus to be "very good or excellent". 34% students feel it is either poor or fair and only 3% teachers feel it is poor or fair.

Discussion: The data indicates that the perception of teachers and that of the students is quite divergent. The reasons for this could be one or more of the following.

- Students seem to expect problem-solving oriented staff discussions solving the issue they raise with a teacher or a group of teachers. The teachers on the other hand may discuss about the problems at a general level more often, loosing sight of the specific issue sometimes, advertently or inadvertently. When the students notice that nothing specific has been done with respect to the particular issue they feel teachers loose sight of students in discussions. A typical example of this kind is when a student reports that another has 'flicked' his book or chocolate the teachers may not deal with the particular student and instead decide that the house-parents will discuss the issue of integrity with all the students in the house in an attempt to improve the sensitivity of students to the inconvenience caused by such an act.

- The students may feel that the teachers have not been objective enough due to their own limitation to understand what is good for them in the long run and perceiving the decision of teachers on issue to be subjective.

- Some teachers may have biases for or against certain students and they then present or decide matters with this background, loosing objectivity. It has been noticed by the researcher that students by and large have impressions about the subjectivity or objectivity of teachers.

3.2.3.6.8. Confidentiality with which information shared with teachers by students is handled: The mean perception of students is 4.5. A chart showing the dispersion of responses is given below.

CHART 3.2.3.6.8

Students	Poor	Fair	Good	V Good	Excellent	Not Sure
	28	30	15	4	9	14
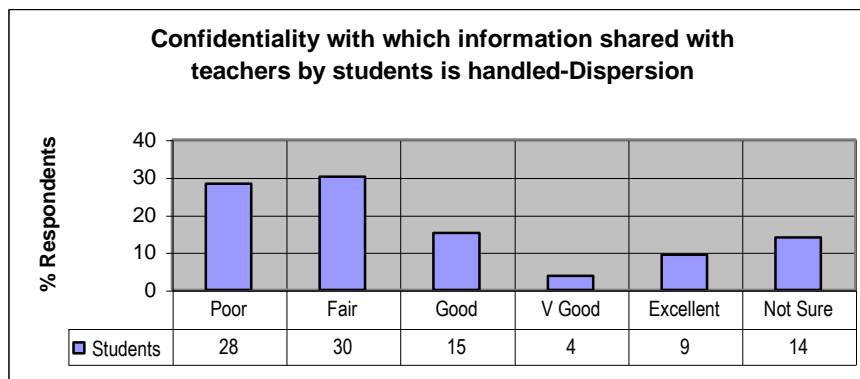
Observation: 13% students perceive that teachers are able to maintain confidentiality to an excellent or very good level. 58% students perceive that the ability of teachers to maintain confidentiality is poor or fair.

Discussion: 58% students perceive the ability to be fair or poor. As an experienced teacher of the school this data can be expected in a residential school like RVS. It may even be indicating that the teachers are quite concerned about the welfare of the students and hence they share pertinent information with the pertinent information. In a residential school like RVS the teachers are responsible for the well being of each and every child. It may become imperative for a teacher to share the information shared by a particular child in confidence with one or more teachers to address the problem. A child may not realize this. In such a situation whether the teacher has committed a breach of trust or not is an ethical question, which teachers often discuss in the staff meeting. The consensus is that addressing a problem is more important then maintaining confidentiality but teachers

should not gossip about the child or the problem and the information should only be shared with the concerned and pertinent people.

Children do indulge in certain clandestine activities of different kinds depending on the age group, and the school needs to keep an eye on them. Sometimes information about such activities is gathered from students, or at a later point of time other students share it in confidence with a teacher. A teacher needs to act but is often in a dilemma about whether this is a breach of trust.

3.2.3.6.9. Methods adopted to bring about school-wide awareness on important issues: The mean perception of the students about the methods adopted by the school to bring about school-wide awareness on important issues is 5.3 and that of teachers is 5.8 (SD=2.2, lower and upper confidence intervals are 5.0 and 6.6 respectively.)

Discussion: There appears to be a need for the school to review the prevalent methods to bring about school-wide awareness on important issues and their efficacy. Presently the daily short, tea-break meetings and the weekly staff meetings seem to be the main instruments for bringing about school-wide awareness on issues. The teachers and concerned house parents are expected to inform the issues brought up at these staff meetings to the students or discuss the matters with them, as required, and feedback to the staff body. This does not appear to be happening as rigorously as required. There are communication gaps. It may be worthwhile to utilize the daily, morning assembly gatherings more often for sharing of information.

3.2.3.7.0. GROUP VII: SHARED DECISION MAKING (SDM)

3.2.3.7.1. Scope provided to participate in decision-making in related areas: The sample mean is 5.8 (SD=2.2, lower and upper confidence level intervals are 5.0 and 6.6 respectively.) 16% perceive the scope to participate in decision-making to be very good

or excellent. 29% more perceive it to be good, 22% feel it is poor or fair and 33% are not sure.

Background: The emphasis on democratic leadership in institutions makes it imperative that teachers participate in the decision making process. A survey of literature carried out as part of this research work on the subject of shared decision-making (SDM) and other topics is presented in Chapter 2, point numbers 2.1.4 (Page No. 33), 2.1.5 (Page No. 33), 2.1.6 (Page No. 36), 2.1.7 (Page No. 37) and 2.1.10 (Page No. 43.) A few more ideas and perspectives are presented below, point-wise to provide the trends in school leadership and management styles in the USA.

1. "Today, many states and school districts embrace school-based management (SBM) as a strategy for empowering teachers, increasing efficiency and accountability, creating greater energy at the school level for change and improvement. Many states have adopted some form of SBM legislation, and a few have even mandated its use stepwise."[129]

2. "… which concluded that teachers tend to be affected positively by participating in school decision-making, in terms of both commitment and morale."[130]

3. "While shared decision-making (SDM) takes many forms, it emphasizes several common beliefs or premises, according to Scott Bauer (1992):

   a. First, those closest to the children and "where the action is" will make the best decisions about the children's education.

   b. Second, teachers, parents, and school staff should have more say about policies and programs affecting their schools and children.

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[129] http://www.ecs.org/clearinghouse/26/58/2658.htm: Page 1 of the article "School-Based Management: Rhetoric vs. Reality" in The Progress of Education 1999-2001, Volt 2, No. 5, April-May 2001.
[130] Ibid.

c. Third, those responsible for carrying out decisions should have a voice in determining those decisions.

d. Finally, change is most likely to be effective and lasting when those who implement it feel a sense of ownership and responsibility for the process.

4. The purpose of SDM is to improve school effectiveness and student learning by increasing staff commitment and ensuring that schools are more responsive to the needs of their students and community (Bauer; John Lange 1993)."[131]

5. "…Teacher Morale**…**has been thought of variously as a feeling, a state of mind, a mental attitude, and an emotional attitude (Mendel 1987). One source defines *morale* as the feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting the worker's own needs and expectations (Washington and Watson 1976). Another author conceptualizes morale as "the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation" (Bentley and Rempel 1980). When a healthy school environment exists and teacher morale is high, "teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs" (Hoy and Miskel 1987). As noted above, a healthy school environment and high teacher morale tend to be related. A recent report on job satisfaction among American teachers identified "more administrative support and leadership, good student behavior, a positive school atmosphere, and teacher autonomy" as working conditions associated with higher teacher satisfaction (National Center

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[131] http://www.cyc-net.org/cyc-online/cycol-0800-sdm.html: Page 1, CYC ONLINE Number 19-August 2000, PROGRAM LEADERSHIP, Shared Decision Making, Lynn Balster Liontos discusses an approach an SDM approach.

for Education Statistics 1997). …The study also found that "teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not." A weak relationship was found between teacher satisfaction and salary and benefits (National Center for Education Statistics). Teachers' perceptions of students and student learning can also affect their morale. In a cross-cultural study of teacher enthusiasm and discouragement that included teachers from the U.S. and six other nations, "Teachers clearly identified students as the primary and central factor that has an impact on both their professional enthusiasm and discouragement.... Teachers almost universally treasure student responsiveness and enthusiasm as a vital factor in their own enthusiasm, and conversely list low motivation in students as a discourager" (Stenlund 1995)… Miller (1981) notes that teacher morale "can have a positive effect on pupil attitudes and learning. Raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students. This creates an environment that is more conducive to learning." People who feel empowered tend to have higher morale. As Maehr, Midgley, and Urdan (1993) state, "People are more personally invested in their work with an organization when (1) they have a voice in what happens to them; and (2) their work has meaning and significance in contributing to a higher purpose or goal." When teachers' sense of self-determination and purpose are supported, teachers relate to students in a qualitatively different manner (Maehr, Midgley, and Urdan). By treating teachers in ways that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise, administrators can

help sustain teacher morale. Although teachers can take steps individually to preserve their professional satisfaction and morale, they must also be nurtured, supported, and valued by the broader school community. When teachers are provided with what they need to remain inspired and enthusiastic in the classroom, students as well as teachers will be the beneficiaries."[132]

6. Professor Larry Lashway, one of the experts in the field of educational management from the College of Education, University of Oregon, points out the different levels of shared-decision making to be the following. "There are different degrees of sharing decisions:

    i. the manager makes the decisions without consulting anyone

    ii. the manager asks for opinions from the staff but then makes the decision alone

    iii. the manager works collaboratively with the staff to arrive at a mutual decision

    iv. the manager asks the staff to work out a solution but has the right to veto their decision

    v. the manager gives staff the right to make the decision

    vi. Everything from "b" through "e" might be called shared decision making, but the situations are very different."[133]

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[132] *http://eric.uoregon.edu/publications/digests/digest120.html: Reproduced from ERIC Digest 120 -- March 1998, Teacher Morale, By Linda Lumsden, College of Education, University of Oregon.*

[133] Email dated 17 12 2003 from Professor Larry Lashway to this researcher.

Discussion: The following are the decision-making bodies in the Krishnamurti Foundation India and the Rishi Valley School.

- Krishnamurti Foundation of India: Had about 32 members as in January 2000, meets twice a year at the headquarters in Chennai. Most of the members are the heads of the seven Indian schools. The general body of the foundation decides broader policy issues for all the schools and there are sub-committees dealing with other functional aspects of the schools, like education committee, finance committee etc. Appointment of Principals and Directors of the schools is a part of the responsibility of the foundation.

- Executive Committee of each school: The executive committee had about 10 members in January 2000 and it meets twice a year. Most of its members are from the school. A few outsiders have been inducted into the committee "for getting a reality (of the situation), who would test us and watch us. ... (some of them make a) good contribution"[134]. This is the main decision-making body of the school, deciding even issues like the induction and retrenchment of teachers, remuneration and perquisites of teachers and all other important matters of the school.

- Other functional committees like managing committee to decide on certain welfare measures, dining hall committee, finance committee, senior school committee, junior school committee etc. Membership of most of these committees is by rotation so that all the teachers get an opportunity to contribute to the committee over a period of time. These committees discuss and decide various

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[134] Excerpts from a recorded interview of Prof Hans Herzberger, Resident Trustee/KFI, at RVS, on the 6th March 1999 for the purpose of this research.

200

routine matters and also decide on different schedules for the students, like term calendar and external programs. They also discuss and decide how much of uniformity could be brought about in the approaches of teachers.

54% of the teachers perceive the scope provided to participate in the decision making to be poor or fair or are unsure. The sample mean of the perception is 5.8, which is less than "good."

The school intends to move towards a decentralized, distributed and shared decision-making leadership, as per the many discussions held with the important members of the management team. One of the significant steps taken in this direction was that the Education Committee, which appeared to the teachers to be vested with too much power, was disbanded in the year 2001. The responsibility of the education committee was spread out over about 3 committees. Teachers, even with a couple of years of experience drawn from all disciplines of the school were made members of these committees. Membership was by rotation so that all the teachers would have contributed within a few years.

Based on the experience of the researcher, as a teacher of the school, the following may be the causes for the mean perception of teachers to be less than "good."

- Although the committees met periodically, typically once in three weeks, there are routine issues cropping up in the hostels and other areas continuously in the school. Often such issues are reported to any of the teachers or administrators the students find readily available and accessible. If the issue can be acted upon later, it is referred to the concerned teacher or house parent. If action is warranted earlier the available teacher or administrator may decide and respond to the issue

appropriately. Sometimes the incident may not be reported to the concerned teacher or house parent. This leads the teacher or house parent to feel left out.

- The Principal is observed to view issues in a child-centered manner. It is observed that he forgets to check if all the concerned teachers are available, in a rigorous manner, before an issue is discussed and decided. When the decision is implemented the concerned teacher may feel left out and may even misconstrue the reasons for why such a lapse would have happened. It is the experience of the researcher that on many occasions there was no motive behind a person having been left out but the teacher concerned develops a hurt.

- The core members of the management team are observed to be working together for nearly two decades. Although there is an assigned role for each of them they are observed to exchange functions in certain situations. For example, they work as a team and allow any teacher to approach any of them, on any issue, depending on whom the teacher is comfortable with. There is clearly a mutual understanding amongst them to sustain this approach of working for many years. One of the consequences of this approach is that the management member does not see a difference between who deals with the issue as long as it is dealt properly. However, when the same approach percolates in the interactions with teachers misunderstanding can result. For example, the teachers seem to expect that they should be involved in the decision making discussions pertaining to their functions but this is not ensured always leading to the teachers feeling left out. So, what appears to be a salient feature of the management at one level becomes a cause for misunderstanding at another.

The data indicates that the intention of the school to bring about wider participation of the teachers in the administration of the school is not perceived to be so by the teachers to a significant extent. The nature of decentralization and shared decision making being attempted may have to be reviewed in a comprehensive manner. The perception survey data indicates that there is scope for the school to be clearer on the subject. The approach may have to be implemented more deliberately and cautiously, ensuring that the right people are involved in each of the processes of decision making.

3.2.3.8.0 GROUP VIII: CONFLICT RESOLUTION AND TEAM BUILDING

3.2.3.8.1. Ability to resolve conflicts amongst teachers: The sample mean of the perception of teachers about the ability of school to resolve their conflicts is 4.1 (SD=1.6). 29% are not sure. 48% perceive the ability to be fair or poor.

Discussion: It is observed that the school being a small community in itself, away from any other town, the teachers, students and other staff determine what kind of a place emanates from their relationships. Any inter-personal conflicts amongst the teachers can affect the place significantly. It has been noticed that the school prefers that groups of people form teams and work together in an organic manner, without feeling compelled about the organizational requirements. In case the conflict is likely to affect the functioning of the school discernibly the administrators counsel the teachers concerned and attempt to bring about rapprochement.

Given the intent of the school to provide freedom and space to the teachers, it is observed that the administration intervenes into inter-personal conflicts of teachers quite hesitantly and carefully, cautiously observing whether there is any infringement on individual freedom. Instead, the school provides scope for people to learn and resolve issues on their own by keeping away from it as long as possible. Due to this attitude of keeping away

from the teachers the management is sometimes unable to get people to work together. This adversely affects the functioning of the school sometimes. It is clear that one of the shortcomings of the non-authoritarian, participative management style, being attempted by the school, is its inability to resolve conflicts and bring about team spirit in the school in certain cases, even if it is necessary to do so. Reliance on the inherent goodness, mutual understanding and maturity of teachers to come together in teams may be somewhat unrealistic in some instances. This prevents the school from being able to take up many more team-based tasks and projects. To what extent, and in what manner, proactive intervention to build teams can be attempted by the school given the philosophical proclivity of the management, to provide freedom to teachers and students, is unclear to the researcher.

3.2.3.8.2. Scope for mutual, team learning in faculty groups: The sample mean perceived by teachers about the scope for mutual, team learning in faculty groups is 5.8 (SD=2.0). 19% perceive it to be very good or excellent, 13% are unsure, 29% consider it to be fair or poor and 39% consider it to be good.

Discussion: The data indicates that there are 19% teachers who perceive the scope for mutual team learning to be very good or excellent and 39% more feel it is good. The remaining teachers perceive the scope to be worse than good or are not sure. In a school like RVS it could be expected that the level of mutual learning would be higher because of an inherent humility that might be expected in such a place. Also the profile of teachers indicates that there are teachers who could help others. Some of the reasons for team learning not to be better include the following.

- The teachers who have the experience and knowledge do not want to share with others due to their modesty.

- The teachers with experience and knowledge hesitate to infringe on the freedom of others.[135]

- The teachers want to experiment and learn on their own instead of being guided by another. This could be a consequence of the philosophical background of the school.

- The school management does not demand that teachers need to learn from one another.

- The school allows teachers to learn and grow at their own pace. This could make teachers grow slowly but in a sound and sustainable manner.

- Teachers become complacent because their work is not periodically evaluated.

It is observed that the school encourages teams and groups of teachers to get formed in a natural and organic manner so that they work together better, without the need for supervision. It is also noticed that the school hardly takes any step to force teachers to come together as teams, reflecting the clarity or conviction of the school to respect the freedom of the teachers to work with somebody or not to do so, even if this adversely affects the school to some extent.

3.2.3.8.3. Ability to take up team work in faculty groups: The sample mean is 4.8 (SD=1.7). 6% perceive the ability to be very good and none perceives it to be excellent. 35% perceive it to be good and 48% more perceive the ability to be fair or poor. 10% are not sure.

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[135] Whenever the researcher approached any of the experienced teachers with queries, about the subject or enquired about pedagogic approaches, useful and fruitful discussions could be held.

Discussion: It is ironical that in an environment that intends to foster relationships the ability to take up collective work perceived by teachers should be so discouraging. The reasons for this could again be some of the following or others, which may have to be examined by the school.

- It could be reflecting that people have clear, well-considered and logically justifiable viewpoints or positions and hence do not 'meet'.

- It could be that some teachers dominate over others preventing people to come together.

- Due to the approach of the school to have groups come together organically, they do not come together even for short-term objectives when the deeper understanding is not present.

3.2.3.8.4. Ability to take team-based tasks of faculty groups to logical end: The sample mean is 4.6 (SD=1.3). None perceives the ability to be very good or excellent. 26% perceive it to be good and 35% are not sure. 39% see it to be fair or poor.

Discussion: The above data points out that the ability of faculty groups to bring tasks taken up to their logical end is quite to work together is just better than fair. The reason for this appears to be inadequate demand from the management that teachers need to be able to work together and complete team-based projects, which is a consequence of the management style of providing teachers freedom. This data may look to be discouraging, by the standards of other institutions. However, when the data is seen in the context of RVS and when it is known to be a deliberate approach of the management, with a watch over the consequences, it may not be alarming. The management of RVS is observed to be subtle and discreet, keeping a close vigil on trends of the school.

3.2.3.8.5. Ability to sustain team projects of faculty groups to a logical end: The sample mean of perception of teachers is 4.3 (SD=1.6). 26% teachers are not sure, 3% perceive it to be very good or excellent and 52% teachers perceive it to be poor or fair.

Discussion: This data is a further indication of the inability of the faculty members to come together adequately as teams and bring projects to a logical end.

3.2.3.9.0 GROUP IX: TEACHER DEVELOPMENT WORKSHOPS

3.2.3.9.1. Quality of workshops and seminars conducted for teachers: The mean of perception of teachers is 5.7 (SD=1.8). 16% teachers perceive the quality of workshops, seminars conducted for teachers to be very good or excellent. 13% are not sure, 35% perceive it to be good and 36% more perceive it to be fair.

Discussion: It is observed that the educational intent and approach of the school being different from most other schools, it is difficult to find appropriate faculty members to conduct workshops for teachers of RVS. Hence, the school plans and organizes formal development programs when the 'right' kind of faculty member comes across. It has been observed by the researcher that teachers of RVS did not appreciate some of the programs conducted by even well known professionals. This was so because the speaker did not understand the educational endeavor of RVS enough and could not meet the needs of the teachers. The professional is observed to start with whatever he can offer rather than begin from what the teachers need.

In the prevailing situation a good option available to the teachers appears to be to learn from one another. The teachers come from diverse backgrounds and are in a position to provide different kinds of inputs to one another either formally or informally. However,

the school hesitates to demand this because learning may not be efficacious when it is demanded and such a mutual learning does not appear to be happening on its own amply.

3.2.3.10.0. GROUP X: ABILITY TO COUNSEL AND GUIDE STUDENTS[136]

Discussions under Group IX to XI indicate how efficacious discussions and persuasion have been to bring about the necessary attitudinal and behavioral change in students. The approach is experienced to be efficacious for some children. For some others, it does not seem to be efficacious. Some teachers have expressed to the researcher that a traditional approach of being 'strict' and demanding cannot be avoided eventually. Some others, particularly those interested in the teachings of JK, express that they see and feel strictness is not a choice to be exercised at all. Such teachers feel that having affectionate discussions is the only recourse available to teachers notwithstanding the outcome.

3.2.3.10.1. Counseling individual students needing emotional support: The sample mean is 5.8 (SD=2.0). 22% of teachers perceive the counseling to be very good or excellent, 39% perceive it to be good. 33% perceive it to be fair or poor and 6% are unsure.

Discussion: Counseling individual students needing emotional support is a responsibility of the house parents and the teachers concerned with the child. The above charts present what teachers perceive about their own work. The response indicates that the teachers have been candid and forthright and perceive that there is scope for them to improve. The above data also seems to indicate that there are some teachers who are able to counsel students well and there are others who are not able to do it so well. The ability to counsel students needing emotional support can be 'learnable' by teachers to a large extent.

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[136] The perception data of this group has been explained and analyzed based on the experience of the researcher as a teacher in RVS.

However, the requisite competence and counseling skills may have to be provided to teachers in a more systematic manner to enable them counsel children better. The teachers are from diverse backgrounds and not all are keen about the educational philosophy of the school. The data seems to indicate that there is a need for the school to institute a mechanism to educate teachers on how to counsel children. Some teachers learn the art of counseling based on experience. Others may not be equipped to provide the right kind of emotional support to the students. A simplistic, affectionate approach may not be adequate to address all the issues on hand, given the complexity of the problems.

3.2.3.10.2. Ability to provide guidance to students seeking it: The sample mean of the perception of teachers about their ability to provide guidance to students seeking it is 5.9 (SD=1.8). 19% teachers perceive the ability to be fair or poor, 39% perceive it to be good, 19% perceive it to be very good or excellent and 13% are unsure.

Discussion: The sample mean being 5.9, the data indicates that the guidance provided to students could be improved significantly. Providing guidance to students is the responsibility of the teachers, house-parents and management but unless the student is clear about what kind of remedial help is required and seeks it, the teachers do not provide it given the philosophical backdrop of the school. There is a peculiar balance between freedom to students and demands placed on them. Similarly, there is a balance between the responsibility of teachers and the extent to which they give freedom to the students not to seek help, even when they require it. The school does not have any policy guidelines on the issue and it is for teachers to work out their attitude on the matter.

3.2.3.10.3. Ability to counsel adolescent students on boy-girl relationships: The sample mean of perception is 4.7 (SD=1.7). 49% teachers perceive the extent of counseling available to adolescent students on boy-girl relationships is fair or poor. 19% are not sure and 3% perceive it to be excellent.

Discussion: There is a significant cultural and age gap between the students and teachers of the school, like it is in most institutions. Many students come from fairly affluent families, with a wide exposure, whereas many teachers come from fairly modest families, some of them having an interest in a contemplative way of living. Due to this the challenge for teachers to remain in 'contact' with the students is quite daunting. Even is the teachers are well meaning and very interested in the students it is not possible for some of them to relate to the students well enough to be able to counsel the adolescent children. However, although the school is unable to counsel students 'professionally' the affection and care shown to the students establishes the requisite relationship. In spite of this the teachers perceive that a lot more could be done, which may be indicating the positive and non-complacent attitude of the teachers.

3.2.3.10.4. Ability to deal with an issue like 'restlessness in children': The sample mean of perception of teachers is 4.7 (SD=1.8). 51% teachers perceive the ability to be fair or poor and 13% are not sure.

Discussion: The data shows that the school is able to deal with restlessness of students to an extent of much less than good. The school attempts to understand the causes of restlessness so that it can be tackled at a deeper level instead of making a demand on students to remain attentive. The phenomenon of restlessness appears to be accentuated with the advent of TV, media and the increasing consumerism that the society is exposed

to. It is observed that the school not putting the lid on restlessness in the classrooms by becoming stricter creates uneasy situations in the classroom, making some teachers helpless, wondering how to control the class. However, due to the space and freedom provided by the school, and the natural, green setting of the place, it is observed that children become quieter and steadier over a period of time. In the meanwhile the teachers and the school need to remain patient and continue to discuss the issue with students on an ongoing basis.

3.2.3.10.5. Dealing with children involved in boy-girl relationships: The sample mean of perception is 4.6 (SD=1.5). 46% perceive the ability to deal to be fair or poor. 19% are unsure and none perceives the ability to be very good or excellent.

Discussion: The issue of dealing with children involved in exclusive relationships with friends of the opposite sex is a very difficult one for a co-educational, residential school like RVS. It intends to help children understand the nature of the emotions involved while growing up in an ambience of freedom. The school primarily discusses issues with students to resolve or address problems and does not resort to laying guidelines or rules at the outset. It appeals to their logical and rational abilities. But the problems of boy-girl relationship appear to be too strong, to be contained by rationality or even morals and strict watchfulness.

The school is observed to be vigilant on the issue and the teachers concerned with the children keep a close touch with each other, exchanging information and perception of trends, and several approaches are attempted to make the involved children understand matters and get on with other work. In the worst case, children are asked to be withdrawn from the school even mid-term. Such an instance is rare but possible.

3.2.3.10.6. Psychological support provided to students to handle difficult problems:

A table showing the sample and population means is given below.

TABLE 3.2.3.10.6

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.6	2.2	51	7.0	8.2
Students	6.0	2.7	53	NA	NA
Ex-Students	6.6	2.5	60	5.3	7.3

A chart showing the dispersion of responses is given below.

CHART 3.2.3.10.6

	Poor	Fair	Good	V Good	Excellent	Not Sure
Parents	4	6	25	29	29	7
Students	13	17	28	9	17	16
Ex-students	8	18	22	28	18	6

Observation: 58% parents, 26% students and 46% ex-students perceive the support provided to be very good or excellent. 30% students perceive the support to be poor or fair. ANOVA between parents' perception and ex-students' perception indicates a significant difference in the means at 5% level (Page 57.) The difference in perception has been discussed below.

Discussion: The perception of students suggests that there is need for a review by the school. Students need support at a close level because they are completely in the care of the school. The perception of ex-students may indicate that the situation was better earlier or that the extent of support was enough for them to handle issues. Generally, the extent

212

of support a child requires is deliberated upon, by the concerned teachers, and a child-specific approach emerges. The intention seems to have two components.

- The first step is to help the child understand the causes of the problem, within himself and in his relationships, so that he understands the processes involved better and becomes emotionally and psychologically more self-reliant. Due to this approach he could become self-reliant.

- The next step is to support and guide the child in more concrete terms, by helping him to overcome the problem directly. This approach is adopted when the child does not respond to the general guidance and feels helpless and burdened.

3.2.3.11.0. GROUP XI: EFFECTIVENESS TO IMPROVE DISCIPLINE

Discussions under Group IX to XI indicate the efficacy of the approach of discussions and persuasion in bringing about certain attitudinal and behavioral change necessary in school children. The approach is experienced to be efficacious for some children. For others, discussions appear to be ineffective and the teachers are compelled to deploy the carrot and stick approach, modifying the carrots and sticks to some extent. Teachers are also observed not to brand the child or speak to him in derogatory ways. Some of the approaches adopted by teachers to make a child take matters seriously include the following.[137]

- A child is asked to go out of the classroom and complete the homework if he is repeatedly noticed not to be completing his assignments.

- A child is asked to abstain from games and instead complete his homework.

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[137] This list is prepared based on the experience of the researcher in the school as a teacher and house parent. It is also based on the discussions held with others during this period.

- A child is not allowed to buy chocolates when others in his house buy them, during the 'tuck day,' once a fortnight.

- A child is asked to write in a notebook a few times that he will not do what he should not have done.

- A child is made to sit near the house parent for all the meals so that a closer watch could be kept.

3.2.3.11.1. Ability to tackle disciplinary problems of children: The mean of perception is 5.5 (SD=1.7). 32% perceive the ability to be fair or poor. Another 42% perceive it to be good and 16% perceive it to be good. 10% are not sure.

Discussion: The school is able to discuss issues with children in a friendly manner but often the problem is observed to persist. It does not lead to a change in the attitude of a child. When parents and adults are strict with children and demand conformity to certain guidelines it often comes about. The challenge for the school is to question if there is a way of dealing with children that brings about change without compulsion and demand. The approach tried by the school is to discuss with students in many different ways and in a few cases to decide on some consequences, like foregoing the weekly chocolate budget. The consequences are mild and do not appear to be working as effective disincentives. If the disincentive is harder than RVS becomes any other school, treading the conventional path.

It appears that there is no easy solution to the issue. Teachers and the school need to remain patient if the challenges of education are appealing.

3.2.3.11.2. Ability to resolve conflicts amongst students: The sample mean of the perception is 5.0 (SD=1.7). 42% teachers of the teachers perceive the ability to be fair or

poor and 13% are not sure. 10% perceive the ability to be very good and 35% perceive it to be good. None feels it is excellent.

Discussion: Growing up in an environment also implies learning how to resolve conflicts with other students or teachers. The school usually provides the background support to enable the child to work through the problem and does not usually resort to arbitration or mediation, which could be adopted only in certain extreme situations. The approach of allowing the conflict to persist for sometime, keeping a distant watch, appears to be a more demanding option. Of course, the teacher steps in, if required, but not in a hurry.

3.2.3.11.3. Ability to deal with children using foul language: The sample mean of perception is 4.7 (SD=1.7). 52% teachers perceive the ability to deal with children using foul language is poor or fair. 12% are not sure.

Discussion: This is an important issue because a child can influence the culture of the place by the language he uses. The approach of discussing and explaining to the students appears to be effective only for a small segment of students. The others do not change even after extended and protracted interaction and guidance. Presently, the school asks the parents to withdraw a child if it is too difficult to deal with him, despite the school trying out various approaches in a patient manner.

3.2.3.11.4. Ability to handle children who are irregular in their work: The sample mean of perception is 4.6 (SD=1.5). 58% teachers perceive the ability to be poor or fair.

Discussion: The approach of assigning work and expecting children to complete does not appear to be adequate for many of them. The teachers than resort to different measures including close follow-up with students, being in touch with the house parents, providing extra supervised time slots for completing work and asking students to forego games or

215

some other activity to complete the work. Such an issue seems to have no final solution because there is a stream of new students every year and students learn to become responsible through the process of this struggle.

3.2.3.11.5. Ability to improve orderliness and effectiveness of evening study classes: The sample mean of the perception of teachers to improve orderliness and effectiveness of evening study classes is 4.5 (SD=1.4). 26% are not sure, 45% perceive it to be fair or poor and 29% perceive it to be very good.

Discussion: From the above data it is clear that extending freedom is difficult and to bring about order through freedom is very difficult. As a way out, adults seem to combine kindness with strictness, adopting a benign form of authoritativeness. The choice exercised by different individuals depends on their background, experience and understanding.

3.2.3.11.6. Ability to improve timeliness in students: The sample mean of the perception of teachers is 4.3 (SD=1.7). 61% teachers perceive the ability of the school to improve timeliness in students to be poor or fair. 17% are not sure.

Discussion: This is one more instance of the nature of difficulty and challenge teachers of the school face due to the non-authoritative attitude and freedom provided to the students. Although on one hand the freedom brings about an apparent chaos it also provides an opportunity to ask various questions about education and approaches for it, including what freedom can bring about and what it entails.

3.2.3.11.7. Ability to improve involvement of students in hostel upkeep: The sample mean of the perception of teachers about the ability of the school is 4.2 (SD=1.7). 33% teachers are not sure. 48% teachers perceive the ability to be poor or fair.

Discussion: The choice of compelling students is not exercised by the teachers of the school, given its philosophical background. Hence, the options available are all equally difficult and demand patience and experimentation. Many different approaches need to be tried with different children.

3.2.3.11.8. Ability to bring about timely submission of assignments by students: The sample mean of the perception of teachers is 4.2 (SD=1.4). 58% teachers perceive the ability of the school to bring about timely submission of assignments is poor or fair. 29% are not sure.

Discussion: The question of how to bring about a sense of responsibility in children or adults comes up in the school in different contexts. Essentially the question is one of freedom and space for students and what qualities are required in teachers to be able to actually provide freedom to students and remain unfazed with minor, transient chaos or disorderliness.

3.2.3.11.9. Ability to deal with teachers who 'misuse' freedom: The sample mean of the perception of teachers about the ability of the school to deal with teachers who misuse freedom is 4.3 (SD=1.6). [138] 23% are not sure. 51% perceive the ability of management to be fair or poor.

Discussion: The perception that management is unable to deal effectively with teachers misusing freedom needs to be examined closely. This apparent inability of the management to effectively deal with lapses may bring about a greater sense of responsibility in the long run. As a participant observer, it has been noticed that some teachers have grown inwardly to be self-accountable due to the lapses not having been

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[138] It is interesting to note that teachers are able to reflect so honestly on such a matter.

pointed out directly and immediately by the management. However, some people do continue with their habitual way of taking advantage in small ways. Such instances come to the notice of the school and it appears to be a deep commitment for freedom and an organizational wisdom that prevents introduction of stricter measures to prevent misuse. It is observed that the attendance of teachers is not registered even now and there was no system of people having to apply for leave in advance till about a decade back. After discussions on the subject failed to bring about the necessary awareness a formal system was introduced.

3.2.3.11.10. Ability to deal with students who 'misuse' freedom: The sample mean of perception of teachers about the ability to deal with students who misuse freedom is 4.0 (SD=1.4). 67% teachers perceive the ability to deal with students who misuse to be poor or fair. 14% are unsure.

Discussion: The perception of teachers is that the school and they are unable to deal with the students adequately. The question the teachers are observed to ask the students often is why the students and teachers want others to deal with us. Although the teachers perceive that providing freedom brings about some disorder they persist with the approach because of the deeper kind of growth that is observed in the students, dealt with in the next chapter.

3.2.3.11.11. Ability to improve involvement of students in PT and games: The sample mean of perception of teachers about the ability of the school to improve involvement of students in PT and games is 3.9 (SD=1.7). 61% teachers perceive that the ability of the school to improve the involvement of students is fair or poor and 10% are not sure.

Discussion: This situation may not come about in any other school because of the strict and firm handling of issues. But in a school like RVS, the challenge is to get better involvement of students and teachers, without compulsion. The school appears to be experimenting with the challenge of providing freedom to children who would learn to be responsible without compulsion. It appears to have the patience and wisdom to be able to carry it on without giving up.

3.2.3.11.12. Ability to handle lapses of teachers sensitively, yet adequately[139]: The sample mean is 5.9 (SD=1.6). 3% perceive the ability to be excellent, 13 % perceive it to be very good and 35% perceive it to be good. 23% feel it's fair and 26% are not sure.

Discussion: This element reflects the perception of teachers about the ability of the school to deal with their own lapses sensitively and adequately. It is observed that the lapses of teachers are not pointed out directly to the teachers concerned.[140] At the same time it has been observed that the nature of lapses of teachers and the frequency of occurrence of such lapses is made note of in an informal manner. It is noticed that the following steps are taken by the school to deal with lapses of teachers.

- The first step is to abstract the lapse into a generic or general issue and bring it up for one of the staff discussions so that awareness of the teachers is enhanced. Many teachers are able to understand the import of the discussion and take the message. This helps them to prevent recurrence of the lapse. It is also observed that when such an approach is adopted, the concerned person finds it touching and

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[139] The meanings of the terms used here are as follows: Ability to handle lapses means the ability to prevent recurrence of a lapse. Ability to handle sensitively means being able to convey to the teacher sensitively, without hurting the feelings of the individual concerned or without making the person feel 'small.'

[140] The researcher has not been pointed out any of his lapses directly. The lapses came up as general points for discussions at different points of time. This approach is found to be a very sensitive and appealing, resulting in fondness for the management.

219

changes. At the same time the others have been reminded of the issue preventing fresh occurrences of similar lapses.

- If the first step is not effective the issue might gets discussed again in a general staff meeting or in a smaller group, like house parents' meeting or class teachers' meeting. If the effect of the lapse is significant for the students or the school at large than a personal feedback is given.

- The next step is for one of the administrators, with whom the teacher concerned has a closer rapport, talks to the teacher concerned and the issue is discussed.

- If none of the above steps is effective the person may be requested to leave the school.

Teachers have different opinions about how lapses should be dealt with. Some of the teachers have expressed in the staff meetings that they would like the lapses of teachers to be dealt with quickly and directly because the lapses sometimes cause significant difficulties for children. An example would be a house parent being quite harsh with the students in the hostel and saying something very hurtful in an angry temperament. Some of the teachers do not see that the approaches available to the management intending to deal with matters in a non-authoritarian manner are limited and sometimes inadequate. Also they fail to see that any form of direct approach towards teachers can vitiate the culture of the place. The school seems to value the approach of discussions to bring about change in people and improvement in their capacities even if it is slow or even if it ineffective in a few cases.

3.2.3.12.0. GROUP XII: ABILITY TO FOLLOW UP EFFICACIOUSLY

3.2.3.12.1. Ability to take follow-up action based on class review meetings: The sample mean of the perception of teachers is 4.8 (SD=1.7). 15% are not sure and 49% perceive the ability to be fair or poor. 10% perceive it to be very good.

Discussion: Organizing or taking the necessary follow-up action based on a class review meeting is the responsibility of the class teachers. The survey indicates that the follow-up action is inadequate. The management does not monitor the follow up action taken by the concerned teachers closely, unless the matter is of an important or urgent nature. More monitoring could inhibit the freedom and space provided by the school to the teachers. This could be one of the reasons for the school not to act too soon. The school may have to examine if all the teachers have the capacity to take the follow-up action necessary. If not, certain teachers may have to be guided. Introduction of more monitoring does not seem to be the solution for the ambience that prevails in the school. The only approach available to the school appears to be to equip the teachers better so that they are able to show their sense of responsibility better.

3.2.3.13.0. GROUP XIII: OTHER EXPOSURE TO STUDENTS

3.2.3.13.1. Types and quality of assembles: A table showing the sample and population means is given below.

TABLE 3.2.3.13.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.3	1.8	51	7.9	8.8
Students	5.9	1.7	53	NA	NA
Ex-Students	7.6	1.9	60	7.1	8.0

A chart showing the dispersion of responses is given below.

CHART 3.2.3.13.1

Types and quality of assemblies-Dispersion

% Respondents	Poor	Fair	Good	V Good	Excellent	Not Sure
■ Parents	0	4	16	31	39	10
■ Students	2	28	42	23	2	3
□ Ex-students	0	8	30	35	25	2
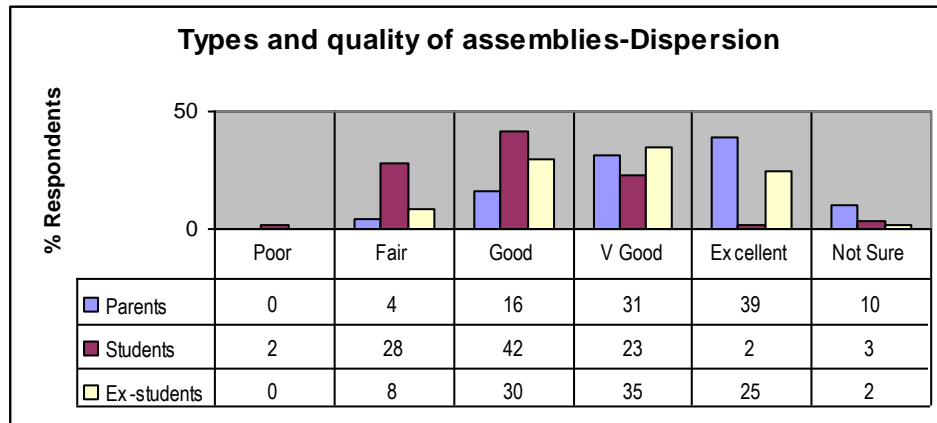
Observation: 70% parents, 25% students and 60% ex-students perceive the types and quality of assembles to be very good or excellent.

Background: All the students and teachers assemble in the assembly hall every morning from 850A.M to 9.10AM (20 minutes) and the following is the general pattern of the content.

- Mondays, Wednesdays and Fridays: Entire school meets and sings songs or chants from various spiritual literature.

- Tuesdays: Junior and senior schools have separate assemblies and normally a teacher speaks on any subject of his choice.

- Thursdays: Junior and senior schools have separate assemblies and the students present or speak on any subject of their choice, guided by a teacher.

- Saturdays: Junior and senior schools have separate assemblies and visitors or teachers or students use this slot for making longer presentations.

An overview of the kind of presentation made by visitors, teachers and students during the year 2002-2003 is given below.

List of assembly talks: The talks organized by the school during the academic year 2002-2003 have been listed below. The school does not have a fixed agenda of the types of assemblies to be arranged and the types of assemblies vary from year to year. Depending on the types of opportunities presented by people visiting the school, the assembly program is arranged. The types of programs vary from year to year. However, one common feature of the programs is that the range of exposure for children is diverse. They get exposed to a wide variety of people, from different disciplines and involved in fairly deep and committed work of different kinds. The school also arranges a few long talks or presentations during Tuesday evenings. A documentary film or an interesting and informative talk by an invitee is usually arranged. The following is a list of talks during assembly during one particular year.

Assembly talks-By teachers and visitors

- Mr. Sunil spoke about philately and displayed some rare stamps.

- Dr Radhika spoke about what is good living and invited students to be reflective and examine their lives.

- Mr. Dattatri, a wild life and documentary film producer, spoke about and showed a film on Olive Ridley turtles and their crisis on the beaches of Orissa.

- Mr. Godfrey, amateur sea surfer, spoke about basketball and his experiences as a surfer.

- Mr. Chandra who visited Pakistan described his visit and experiences.

- Mr. Derek Hook, of England, told a few interesting stories.

- Prof Balasubramanian, a metallurgist from IIT Kanpur, described his research work on the metallurgical composition of the iron pillar of Qutb Minar.

- Mrs. Kumaramangalam spoke about the plight of marginalized women of our society and what kind of work their social work outfit is doing.

- Mr. Anand Patwardhan, an eminent documentary filmmaker, spoke about his experiences while making the film "War and Peace" which deals with nuclear arms and their devastating fall out.

- Prof Maitra of IISc spoke about how chemistry is fun and in a very interesting manner brought out the applications of Chemistry in daily life.

- Mrs. Ratna Kapur, an eminent lawyer spoke on the subject of equality in a democracy.

- Mr. Shekhar Pathak, a history professor, spoke about his expeditions in Himalayas

Students made assembly presentations on different occasions.

- Ganesh Chaturthi

- Onam, Krishnasthami

- Ramanavami

- Krishnashtami

- Children with the active involvement and guidance of teachers performed ballet based on Ramayana.

- Choir singing on Christmas Eve by about one third of the students of the school on a voluntary basis taught by one of the teachers interested in this.

- Musical evening.

- Play by the Class 7 students organized by an English gentleman who visited the school every year for several years till 2001 and subsequently sends the script which is directed by a couple of interested teachers.

Students gave talks on the following topics.

- A few on different kinds of western music with audiocassettes or CDs being played.

- About Indo-Pak relations.

- About Sethusamudram project.

- About terrorism.

- Some biographies of scientists.

70% parents, 25% students and 60% ex

Discussion: The assemblies are observed to have an educational value because the students are exposed to different ideas, opinions and perspectives, apart from the information being communicated. They and are organized carefully by a team of teachers. Only 25% students perceive the assemblies to be very good or excellent as against which 70% parents and 60% perceive them to be very good or excellent. This may be due to one or more of the following factors.

- It is noticed that by the time students join the school, in Class 4 or higher, most of them have already developed an inclination for light or easier presentations, which are oriented towards fun. The students say that the immediately after the assemblies they have classes, which are anyway heavy and 'thinking type.' They

do not want an exposure to 'heavy things' like presentations by teachers on world-views and perspectives.[141]

- Sometimes the teachers or visitors talk in terms of what they know, forgetting that they are addressing school children.

- Sometimes the talks intend to sensitize students to the suffering of multitudes of people across the globe leading to some unhappiness, if not depressing to students.

- The students tend to dislike the fact that all activities arranged by the school have an educational intent and that they have different components of seriousness embedded. Students want something light and entertaining to be presented during assemblies and the interest of the school is to provide something serious (maybe presented in an attractive manner) but not merely entertaining or frivolous. This tension between the intentions of educators towards the long-term development of students and the student's desire for immediate pleasure seems to be inevitable.

- The ex-students and parents being older understand the utility of the assemblies based on their wider experience and understanding of what is good for the students.

As a participant observer, it is felt that the nature and scope of assemblies arranged by the school influences the students significantly in a subtle way in the long run. The setting for all the assemblies is a fairly large hall, which has no walls and is located in the midst of trees. Whenever a background is required potted plants, of different sizes, are placed behind the makeshift stage. There is no cemented stage and there are no stage curtains or

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[141] These observations and remarks are based on informal discussions held with the students during the last few years.

lighting fixtures. There are no ceiling fans either. Most of the students and teachers sit on the floor on mats. There are some chairs provided for people who find it difficult to sit on the floor. The stage is set up at the different ends of the hall depending on the type of program. Programs are conducted quite informally, with the introduction and thanksgiving formalities minimized. Small errors or lapses that could occur during a program are not viewed very seriously. The students or performers are not chastised for lapses made while performing and hence the sting associated with stage appearance, is reduced to a minimum. Similarly, for a good performance there is not too much of praise and in the absence of a system of giving out certificates of any kind the memories of the outcome of a performance appear to be very short lived at an institutional level.

The ambience of the school subdues the long-term credit a student may like to derive out of any achievement or performance. This prevents children from feeling "big". There is no system of remembering these events on annual days or other occasions. When such remembrances are removed it seems that children learn to perform to the extent they are able, and move on to the next activity and forget the previous ones. This prevents a child from preserving memories of performances and events to an unhealthy extent. There is scope for learning what modesty and humility mean.

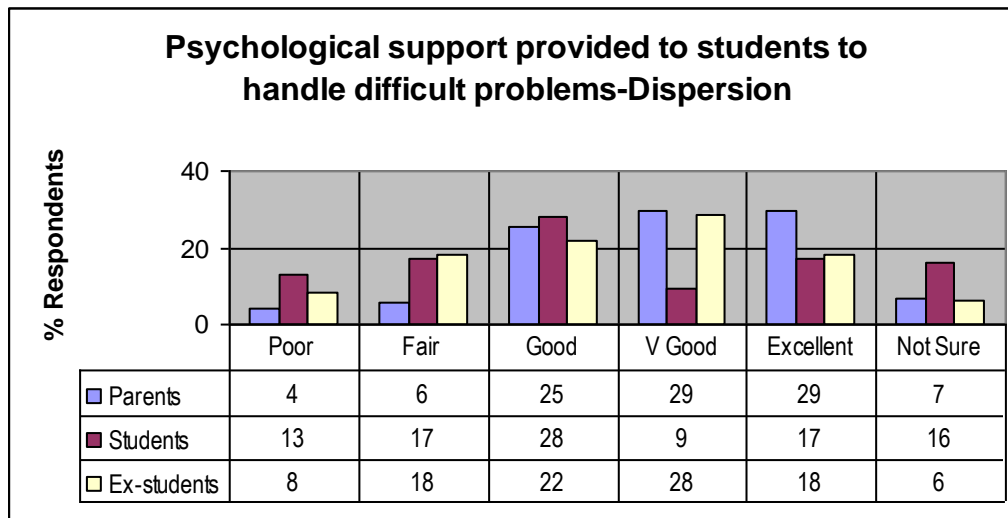**3.2.3.13.2. Scope to widen intellectual horizons**: A table showing the sample and population means is given below.

TABLE 3.2.3.13.2

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.1	1.7	51	7.7	8.6
Students	7.5	1.7	53	NA	NA
Ex-Students	8.0	1.9	60	7.5	8.4

227

A chart showing the dispersion of responses is given below.

CHART 3.2.3.13.2

Scope to widen intellectual horizons-Dispersion

	Poor	Fair	Good	V Good	Excellent	Not Sure
Parents	0	4	18	33	31	14
Students	0	4	38	36	19	3
Ex-students	0	8	20	35	35	2

% Respondents (y-axis: 0, 20, 40)
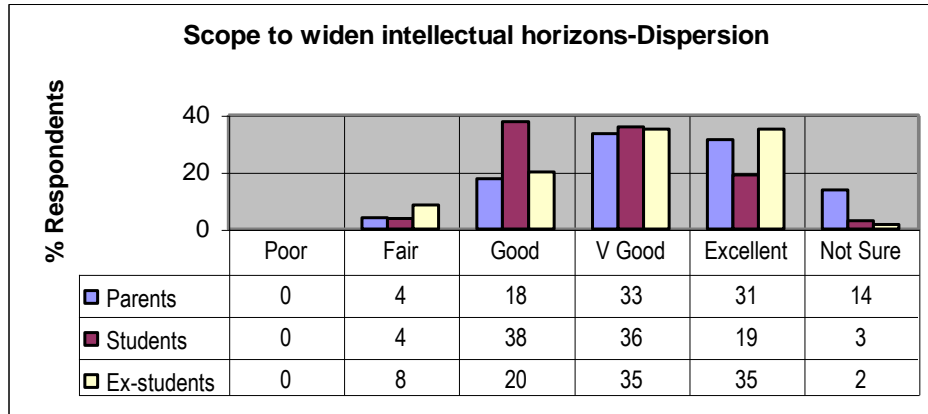
Observation: 64% parents, 55% students and 70% ex-students perceive the scope for widening intellectual horizons to be very good or excellent.

Discussion: The scope for widening intellectual emerges from the following types of programs that the school arranges or the facilities that the school has.

- A well-equipped library

- Talks by many types of people, including scholars, researchers, scientists, social workers, filmmakers, writers, singers and musicians.

- Ample opportunities for students to discuss any issue or question they want fearlessly with any teacher or administrator they want.[142]

- Scope to participate in many different kinds of activities like plays, poem workshops, drama workshops, dance workshops, music workshops, and slide shows by experts.

- Many different kinds of films that are shown by the film club, with an expert analyzing and discussing the views.

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[142] The researcher has observed this in the school on many occasions.

- Culture classes where teachers discuss many different kinds of problems faced by human beings. These discussions help students to develop to think over issues instead of getting influenced by the opinions of others.

- The different types of assemblies, which have been dealt with in the previous section, 3.3.2.

- Small group discussions with a visitor or a teacher to dwell and explore a specific issue or problem.

55% students perceive the scope to widen horizons to be very good to excellent as against 64% parents and 70% ex-students perceiving the scope to be very good or excellent. This seems to be so because the adults have a better appreciation of the place of such exposure in later life due to their experience.

3.2.3.13.3. Workshops and concerts conducted by visitors: A table showing sample and population means is given below.

TABLE 3.2.3.13.3

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.1	1.8	51	7.6	8.6
Students	7.3	2.0	53	NA	NA
Ex-Students	8.0	1.9	60	7.5	8.5

CHART 3.2.3.13.3

Workshops/concerts conducted - Dispersion

	Poor	Fair	Good	V Good	Excellent	Not Sure
Parents	0	2	22	18	29	29
Students	2	8	38	28	22	2
Ex-students	2	3	25	30	35	5

229
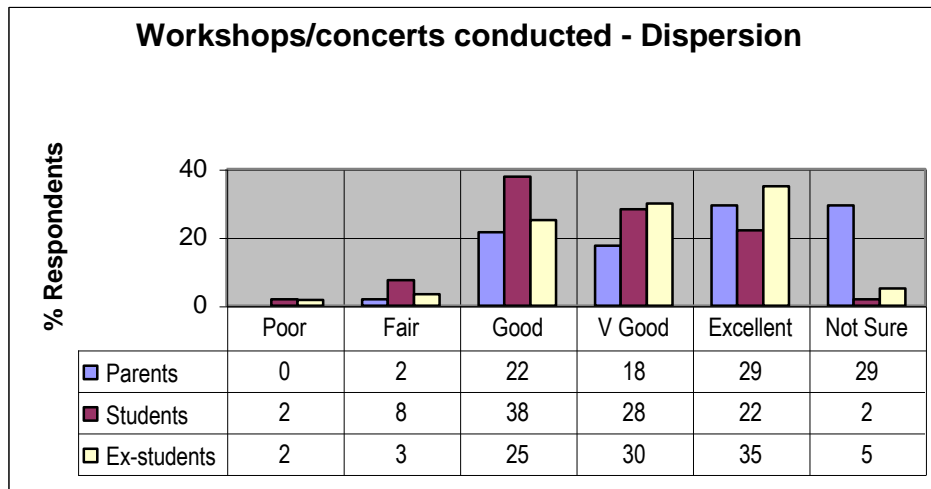
Observation: 47% parents, 51% students and 65% ex-students perceive the workshops and concerts to be very good or excellent and 22%, 38% and 25% more perceive it to be good.

Background: Workshops and concerts conducted by the school during the academic year 2002-2003 are the following.

- Late Parag Trivedi and his wife Mrs. Mandakini: On appreciation of western and Indian classical music and for one week for senior school.

- Mrs. Maya Rao: Hindustani classical music and dance for one week for junior and middle school.

- Dr Gieve Patel: Poetry workshop a month for classes 7 to 11, during which every student writes poems on his own.

- Mr. Manoj: Calligraphy.

- Mr. Thekakara: Group dynamics and team building for one week for classes 8 to 11.

- WWF: Environmental awareness.

Music concerts conducted during the year 2002-2003 were as follows.

- Vocalist: Mr. Sanjay Subramanian.

- Chitra veena player: Mr. Ravi Kiran.

- Hindustani vocal music: Mrs. Maya Rao.

- Sarod: Ustad Bahauddin Dagar.

- Carnatic classical: TTD artistes.

- Flute: Sikkil sisters.

- A couple of SPICMACAY sponsored programs.

The above list is indicative of the types of concerts arranged by the school during a typical year. It is observed that the school does not have a blue print or policy on what kinds of workshops or concerts are to be arranged every year. They are arranged based on what kinds of programs are feasible during the particular year and hence the types vary from year to year. However, a few features of the programs conducted in different years are as follows.

- A variety of programs like music, drama, art, games and intellectual perspectives.

- The people conducting the programs are deeply engaged with their work and are able to communicate a certain passion and quality of excellence in the programs.

- The programs are spaced out so that it does not become monotonous for the students and also it does not affect the other schedules of the school too much.

- As much tactile experience as possible is incorporated. Students participate in the programs as much as possible so that the outcome is not knowledge about the content but also some skills related are built.

It is observed that there a paradigm shift in the management of programs, which puts learning of skills in the much larger context of activating deeper learning attitudes like being passionate about something. This is attempted by deliberately not pre-determining the learning outcomes expected, but finalizing the program in coordination with the visitors, and leaving room for lateral exploration to the extent possible. Lateral exploration means the possibility of the coordinator and students to go out of the schedule, even to a significant extent. The outcome of such programs is not evaluated too closely, and instead the joy children derived from the programs is 'sensed' by discussing

with them informally, in a friendly manner.[143] It has never been noticed by the researcher that a student or teacher is asked to demonstrate what they have learnt in a direct or formal manner. This may be one of the causes for a deeper, organic learning to be facilitated. If the learning outcomes are fixed then the workshop may tend to take a definite direction and learning in any lateral sense may be prevented. A completely goal-directed program may be quite effective and efficient maximizing learning outcomes in pre-determined areas but the possibilities of lateral learning and having a joyful experience may get restrained.

3.2.3.13.4. Scope to identify talents and potential: A table showing sample and population means is given below.

TABLE 3.2.3.13.4

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.3	2.0	51	6.8	7.9
Students	5.8	2.3	53	NA	NA
Ex-Students	6.9	2.1	60	6.3	7.4

CHART 3.2.3.13.4

Scope to identify talents and potential-Dispersion

% Respondents	Poor	Fair	Good	V Good	Excellent	Not Sure
Parents	4	6	18	41	14	17
Students	11	26	30	19	9	5
Ex-students	2	22	20	37	15	4

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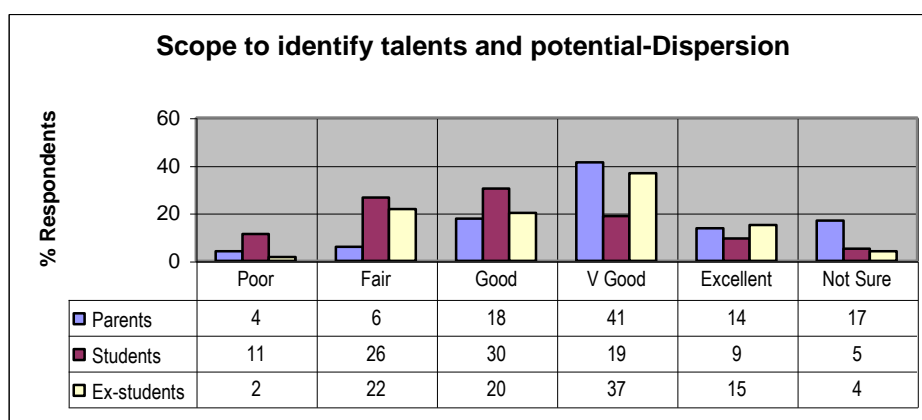
[143] It is observed and experienced by the researcher that a few of experienced teachers discuss matters with students and teachers in such a discreet and subtle manner that it is difficult to distinguish whether the discussion is oriented towards obtaining feedback or whether it is just to find out and learn about matters. It is difficult to make out if there is an attempt to evaluate the outcome or make a conclusion about the quality of outcomes. The observer has often felt that the intention to obtain feedback may not be there. However, at a later point of time the content of the discussions may be used to solve problems. It is when action is taken based on the discussion that one realizes that the discussion was also intended to obtain feedback. In any case, most discussions the researcher had in the school were found to be enriching and had the potential of making a person realize the value of discussing without being judgmental.

Observation: 55% parents, 28% students and 52% ex-students perceive the scope to be very good or excellent. 17% teachers are not sure if enough scope is available for students to identify their talents. 37% students perceive the scope to be poor or fair whereas only 10% parents perceive it so.

Background: Some of the activities and programs available to students from classes 7 to 12 are listed below for the academic year 2002-2003. The list is only indicative because the school does not insist on all these activities are made available every year. In fact, quite often there is change in the types of activities from year to year depending on whether a teacher would like to do it the next year too.

A student gets exposed to many, or maybe most, of these activities, by rotation, if he is in the school for a reasonable number of years:

- Participation in assembly programs or presentation

- Exposure to surrounding villages

- Exposure to Rural Health Centre

- Planting seeds and saplings in the neighborhood, whenever rains permit

- Visits to satellite schools for interacting with the village students

- Map reading to find out spots given in survey maps through field trips

- Cooking

- Gardening

- Table Tennis

- Badminton

- Village visits

- Documentary films

- Music appreciation

- Elocution

- Debates

- First aid

- Stitching and repairs

- First aid

- Dramatics

- Media Matters

- Drawing on the right side of the brain

- Knitting

- Study center discussions

- Reading circles

- Repairs and painting of walls

- Cycling

- Dining hall decoration

- Soliciting sports meets by Class 11 every year

- Supervising junior classes for 2 periods every Saturday by Class 11

- Organizing new year eve program by Class 11

- Organizing articles and editing the school magazine by the student editorial committee.

- Classroom and hostel room cleaning by the students taking turns

- Campus cleaning on a weekly basis by students

- Making paper bags to avoid plastics

- Assembly hall cleaning by a group of students every morning

- Dish washing in the dining hall every Sunday at lunch by a group of students

- Maintaining the hostel gardens

- Participating in various kinds of discussions held with teachers or house parents.

- Optional: Participation in the following, not all together. Perhaps a student can attend one at a time, depending on the schedules.

- Journalism club

- Film appreciation club

- Chess club

- Astronomy club

- Story telling club

- Music appreciation club

If a child has been in the school from Class 7 to Class 12 he would have been exposed to most of the above activities. This will be quite useful for him to identify his talents, potential and natural inclinations.

Discussion: The difference in perception between the parents and students seems to be due to the following factors.

- When the student gets a wide exposure, so that he can identify in which areas he is feeling more comfortable, he may feel that he is not digging deep in any area. Parents are in a position to understand that it is only due to a wide exposure a student can get to know how he fares in different areas or how easily he is able to grasp the concepts involved in different areas based on their experience and retrospective wisdom.

- Because the outcomes of learning are not evaluated so carefully the students may not be able to understand how well he is in a particular area.

- A parent realizes the importance of wider exposure for better understanding of talents more than the student themselves do it because often they may not have been explore some of their talents due to constraints in childhood.

- Many students may find the task of identification of talents etc. not to be an important need and do not perceive the opportunities provided to them to be the same as a scope to identify their talents.

Most parents may not be aware of the kind of exposure their child gets because either the child does not always inform them and even then 55% of them perceive the scope to identify talents to be very good to excellent.

3.2.4. Conclusions based on intuitive grouping of data variables:

The identified dimensions of the management style and growth enablers were analyzed individually in the previous section, point number 3.2.3.1.0 (Page No. 112) to point number 3.2.3.13.4 (Page No. 232.) The dimensions were logically grouped to get a comprehensive picture of some of the salient features. A summary of the mean perception on different dimensions has been presented below. Arithmetic mean of each group has also been indicated.

3.2.4.1. Summary of mean perception:

A summary is presented below in Table No. 3.2.4.1.

Sl	Dimension	P[144]	S	E	T	AM	Overall
	Group I: Freedom and Space to teachers						
1	Freedom to Plan and Work	[145]			8.3	8.3	VG-
2	Level of Non-interference in Routine Activities of Teachers				7.9	7.9	G-VG
3	Scope to Prepare New Teaching Material				7.9	7.9	G-VG
4	Acceptance of Different Approaches of Teachers on similar issues				6.9	6.9	G-VG
5	Freedom to Choose Work				6.8	6.8	G-VG
6	Freedom and space available to learn and grow	8.1	7.8	8.5	7.3	7.9	G-VG
7	Scope to live and work without fear of teachers		6.8			6.8	G-VG
8	Scope to live and work without fear of management		5.6		7.3	6.5	G-VG
9	Scope to learn and work without comparison		6.6		6.8	6.7	G-VG
10	Scope to make mistakes and learn without pressure		6.5		6.4	6.5	G-VG
11	Scope and space available to experiment and take initiatives		6.2		7.3	6.8	G-VG
12	Scope provided by the school to understand the joy of learning		6.1			6.1	G-VG
13	Natural setting of the school				9.1	9.1	VG-E
14	Leisure available while the school is in session				4.5	4.5	F-G
	Arithmetic mean	8.1	6.5	8.5	7.2	7.0	G-VG
	Group II: Attitude and approach towards teachers						
15	Encouragement and Support provided to Initiatives of Teachers				7.1	7.1	G-VG
16	Fairness Displayed in Dealings with Teachers				6.8	6.8	G-VG
17	Support Received by teachers to Handle Problems				6.8	6.8	G-VG
18	Sensitiveness of School in Assigning Extra Work to Teachers				6.3	6.3	G-VG
19	Ability to Appreciate and Recognize Work of Teachers in an Unbiased				5.8	5.8	F-G
20	Support given to teachers to enable them handle problems better				5.9	5.9	F-G
	Arithmetic mean				6.5	6.5	G-VG
	Group III: Accessibility of management and openness						
20	Accessibility of Management on issues related to School				7.2	7.2	G-VG
21	Openness of Management to Receive Feedback for Improvements in				6.7	6.7	G-VG
22	Accessibility of Management on Personal Issues				6.5	6.5	G-VG
23	Ability to listen to contrary views of students and teachers		5.9		6.8	6.4	G-VG
	Arithmetic mean		5.9		6.8	6.7	G-VG
	Group IV: Management values and fairness						
24	Ability to Conduct Admission Tests, Interviews with Fairness				7.3	7.3	G-VG
25	Level of Trust Inspired in Teachers by the Management				6.2	6.2	G-VG
26	Level of Transparency Shown by Management in their Dealings with				5.9	5.9	F-G
27	Example set by management due to their personal values				6.9	6.9	G-VG
28	Sensitivity with which problems related to students are dealt	7.6	5.6	6.7		6.6	G-VG
29	Patience with which management interacts with students		7.0		7.2	7.1	G-VG

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[144] P: Parents; S: Students; E: Ex-students; T: Teachers; AM: Arithmetic Mean.
[145] Blanks indicate that perception of this category of respondent was not sought for the dimension.
[146] P: Poor; F: Fair; G: Good; VG: Very Good; E: Excellent.

#	Item						Rating
30	Patience with which management interacts with teachers				7.3	7.3	G-VG
31	Sensitivity with which students are provided critical feedback		5.7	6.8	5.9	6.1	G-VG
32	Sensitivity with which teachers are provided critical feedback				6.5	6.5	G-VG
33	Extent to which management is free from past impressions		4.3		5.7	5.0	F-G
	Arithmetic mean	7.6	5.7	6.8	6.5	6.5	G-VG
	Group V: Planning, organizing and scheduling						
34	Planning and Scheduling School Calendar				6.5	6.5	G-VG
35	Ability to Assign Right Work to Right People				6.0	6.0	G
36	Providing Extra Support to New Students to Adapt to the School				6.5	6.5	G-VG
37	Ability to Provide Extra Academic Support to Needy Children				4.6	4.6	F-G
38	Ability to Handle DH related Issues				4.5	4.5	F-G
	Arithmetic mean				5.6	5.6	F-G
	Group VI: Communications and discussions						
39	Quality of Discussions on Educational Philosophy and Approaches				6.6	6.6	G-VG
40	Ability to Conduct Staff Meetings meaningfully on Issues Related to				6.3	6.3	G-VG
41	Ability to Conduct Class Review Meetings Meaningfully				6.1	6.1	G-VG
42	Type of Mix of Formal and Informal Communication Channels				6.1	6.1	G-VG
43	Keeping Parents Posted about Difficulties faced by the school.				5.5	5.5	F-G
44	Adequacy of Existing Communication Channels				5.5	5.5	F-G
45	Extent to which students is objectively kept in focus during staff		5.5		7.0	6.3	G-VG
46	Confidentiality with which information of students is handled		4.5			4.5	F-G
47	Methods adopted to bring about school-wide awareness on important		5.3		5.8	5.6	F-G
	Arithmetic mean		5.1		6.1	5.8	F-G
	Group VII: Shared decision making (SDM)						
48	Scope provided to participate in decision-making in related areas				5.8	5.8	F-G
	Arithmetic mean				5.8		F-G
	Group VIII: Conflict resolution and team building						
49	Ability to Resolve Conflicts amongst Teachers				4.1	4.1	F-G
50	Scope for Mutual, Team Learning in Faculty Groups				5.8	5.8	F-G
51	Ability to take up Team Work in Faculty Groups				4.8	4.8	F-G
52	Ability to Take Team-based Tasks of Faculty Groups to Logical End				4.6	4.6	F-G
53	Ability to Sustain Team Projects of Faculty Groups to a Logical End				4.3	4.3	F-G
	Arithmetic mean				4.7	4.7	F-G
	Group IX: Teacher development workshops						
54	Quality of Workshops and Seminars Conducted for Teachers				5.7	5.7	F-G
	Arithmetic mean				5.7		F-G
	Group X: Ability to counsel and guide students						
55	Counseling Individual Students Needing Emotional Support				5.8	5.8	F-G
56	Ability to Provide Guidance to Students Seeking it				5.9	5.9	F-G
57	Ability to Counsel Adolescent Students on Boy-Girl Relationships				4.7	4.7	F-G
58	Ability to Deal with an issue like 'Restlessness in Children'				4.7	4.7	F-G
59	Dealing with Children Involved in boy-girl Relationships				4.6	4.6	F-G
60	Psychological support provided to students to handle difficult	7.6	6.0	6.6		6.7	G-VG
	Arithmetic mean	7.6	6.0	6.6	5.1	5.4	F-G

	Group XI: Effectiveness in improving discipline						
61	Ability to tackle disciplinary problems of children				5.5	5.5	F-G
62	Ability to Resolve Conflicts Amongst Students				5.0	5.0	F-G
63	Ability to deal with Children using Foul Language				4.7	4.7	F-G
64	Ability to Handle Children who are Irregular in their Work				4.6	4.6	F-G
65	Ability to Improve Orderliness/Effectiveness of Evening Study classes				4.5	4.5	F-G
66	Ability to Improve Timeliness in Students				4.3	4.3	F-G
67	Ability to Improve Involvement of Students in Hostel Upkeep				4.2	4.2	F-G
68	Ability to Bring about Timely Submission of Assignments				4.2	4.2	F-G
69	Ability to Deal with Teachers who 'Misuse' Freedom				4.3	4.3	F-G
70	Ability to Deal with Students who 'Misuse' Freedom				4.0	4.0	F-G
71	Ability to Improve Involvement of Students in PT and Games				3.9	3.9	P-F
72	Ability to Handle Lapses of Teachers Sensitively, Adequately				5.9	5.9	F-G
	Arithmetic mean				4.6	4.6	F-G
	Group XII: Ability to follow-up						
73	Ability to take Follow-up Action based on Class Review Mtgs				4.8	4.8	F-G
	Arithmetic mean				4.8	4.8	F-G
	Group XIII: Other exposure to students						
74	Types and Quality of Assembles				8.3	8.3	VG-E
75	Scope to widen intellectual horizons				8.1	8.1	VG-E
76	Workshops and concerts conducted by visitors				8.1	8.1	VG-E
77	Scope to identify talents and potential				7.3	7.3	G-VG
	Arithmetic mean				8.0	8.0	VG-E

3.2.4.2. Overall mean: The overall arithmetic average of the perception of all categories

of respondent for each group of dimensions is as follows.

3.2.4.2.1. Very Good:

Group XIII: Other exposure to students 8.0 VG

3.2.4.2.2. Good to Very Good:

Group I: Freedom and Space to teachers 7.0 G-VG

Group II: Attitude and approach towards teachers 6.5 G-VG

Group III: Accessibility of management and openness 6.7 G-VG

Group IV: Management values and fairness 6.5 G-VG

3.2.4.2.3. Fair to Good:

Group V: Planning, organizing and scheduling 5.6 F-G

Group VI: Communications and discussions   5.8   F-G

Group VII: Shared decision making (SDM)   5.8   F-G

Group VIII: Conflict resolution and team building   4.7   F-G

Group IX: Teacher development workshops   5.7   F-G

Group X: Ability to counsel and guide students   5.4   F-G

Group XI: Effectiveness in improving discipline: 4.2   F-G

Group XII: Ability to follow-up   4.8   F-G

3.2.4.3. Inferences from the above

3.2.4.3.1. Teachers perceive the abilities of the management in the usual managerial functions like planning, organizing, monitoring, following up and dealing with problems effectively to be fair to good. These functions are dealt fairly easily by most organisations.

3.2.4.3.2. Teachers perceive the management values, openness and accessibility to be good to very good. This would influence the school culture and hence the educational values of the school and its teachers. Providing freedom to teachers and students to an extent 7.0 on a scale of 0 to 10 indicates that there is a genuine culture of freedom, which may not easy to bring about. These are areas many other institutions may find it difficult to achieve while still providing freedom and space to teachers, treating them respectfully etc. in an intrinsic manner, not for any profits or benefits for the institution.

3.2.4.3.3. Due to the freedom and space provided by the management, problems and difficulties come up in quite a few areas of the school. If they are to be dealt with quickly, a stricter and more formal approach could be deployed, making the job easier for the management and teachers. But this may make the life of the students less happy. If the

approach of providing freedom and space is to be sustained the management and teachers need to have more patience, affection and concern for the students, which demands much more engagement with the teachings of JK, from the teachers and from the management. On the other hand if teachers and students do not become mature and self-governed in a 'proportional' manner there could be organisational disorder, chaos and indiscipline necessitating more 'controls.'

3.2.4.3.4. Teacher development workshops conducted by outsiders are perceived to be only fair to good by the teachers and hence it may be necessary for the school to organize programs by inviting experienced teachers from other KFI schools.

3.2.4.3.5. Prima facie the extent of freedom available to the teachers and students due to the philosophical intentions of the school, management values and management style seems to be inversely proportional to the ability to bring about discipline in the students. If this is so, it will be necessary to take in teachers and students with a better sense of responsibility and self-governance so that the experiments in freedom can be sustained, without apprehension of moving towards organizational indiscipline. Otherwise the organization may have to swing between freedom and order in search of an elusive balance between the two. Based on his experience and participant observations, the researcher feels that there is scope for the organization to tackle the areas requiring closer control in a local manner, without the organization as a whole being moved in the direction of more control. Such an approach may even bring about a greater number of responsible people, who understand the interplay between freedom and order, at both the subtle and grosser levels, and at an individual as well as an institutional level.

CHAPTER 4
ANALYSIS OF NATURE OF GROWTH

4.0 Introduction: The perception survey response of parents, students, ex-students and teachers with respect to the growth observed was analyzed for central tendencies of data and the dispersion by assigning values to the response as given below. The elements have been clustered into 11 groups intuitively to make the data more interestingly comprehensible. Within each group element-wise analysis has been presented in this chapter.

- Significant decrease (SD):   -10
- Marginal decrease (MD):   -5
- No change while scope for change exists (NS):   a
- No change when scope for change does not exist (NN):   b
- Marginal increase (MI):   +5
- Significant increase (SI):   +10

The response of different categories of respondents has been analyzed together. The sample and population mean with 0.95 probability have been shown in one table and the dispersion of the responses in a. The two types of data have been discussed for each of the identified elements of growth. The charts present a comparative picture about the perception of parents, students, ex-students and teachers for some of the common elements. ANOVA was carried out on an exploratory basis and those elements with significant variance have been indicated and discussed in this chapter. The remaining elements do not show significant variance.

The philosophical background has been presented by quoting from the works of JK wherever it was pertinent and wherever it was expected to be useful to understand the context and findings better. These quotes from JK are observed to form the basis of the

intentions of the school. The students are exposed to the terms used in this chapter during the culture classes conducted for them in school.[147]

ANOVA was carried out on an exploratory basis between the sample means of the perception of the growth of Parents, Ex-students and Teachers. Those elements with significant variance at 5% level have been highlighted and discussed in this chapter. The elements which do not show significant variance have also been discussed.

TABLE 4.0
ANOVA RESULTS PERCEPTION OF GROWTH
BETWEEN PARENTS, EX-STUDENTS AND TEACHERS

Variables		Sum of Squares	df	Mean Square	F	Sig.
Academic ability	Between Groups	36.55863	2	18.2793	1.2290	
	Within Groups	1680.64	113	14.8729		
	Total	1717.198	115			0.2965
Ability in sports, games	Between Groups	121.4181	2	60.7091	2.5995	
	Within Groups	2522.276	108	23.3544		
	Total	2643.694	110			0.0790
Urge to do better	Between Groups	1.114989	2	0.5575	0.0307	
	Within Groups	2015.622	111	18.1588		
	Total	2016.737	113			0.9698
Self confidence	Between Groups	225.9369	2	112.9685	4.7709	
	Within Groups	2770.43	117	23.6789		
	Total	2996.367	119			**0.0102***
Freedom from fear of teachers	Between Groups	241.9516	2	120.9758	5.4778	
	Within Groups	1987.618	90	22.0846		
	Total	2229.57	92			**0.0057***
Self motivation	Between Groups	94.3884	2	47.1942	2.0554	
	Within Groups	2640.569	115	22.9615		
	Total	2734.958	117			0.1327
Range of interests	Between Groups	49.20597	2	24.6030	3.0592	
	Within Groups	1029.42	128	8.0423		
	Total	1078.626	130			0.0504
Ability to consider different perspectives	Between Groups	26.46527	2	13.2326	1.5753	
	Within Groups	1058.418	126	8.4001		
	Total	1084.884	128			0.2110
Sense of listening and observation	Between Groups	5.129918	2	2.5650	0.2605	
	Within Groups	1250.262	127	9.8446		
	Total	1255.392	129			0.7710
Ability to draw right	Between Groups	36.91329	2	18.4566	1.3392	0.2665

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[147] The questionnaire was administered to the parents and students who are associated with the school for three years or more. The meanings of the terms were explained briefly before they were asked to fill in the questionnaire to ensure that the response was appropriate to the question and was meeting the objectives of the research.

lessons from failures	Within Groups	1433.311	104	13.7818		
	Total	1470.224	106			
Freedom from emotional upsets	Between Groups	93.40912	2	46.7046	3.3672	
	Within Groups	1345.431	97	13.8704		
	Total	1438.84	99			**0.0386***
Freedom from dislikes, prejudices	Between Groups	308.8024	2	154.4012	4.8308	
	Within Groups	3132.287	98	31.9621		
	Total	3441.089	100			**0.0100***
Overall sense of responsibility	Between Groups	5.270362	2	2.6352	0.2546	
	Within Groups	1169.514	113	10.3497		
	Total	1174.784	115			0.7757
Orderliness	Between Groups	16.35963	2	8.1798	0.4149	
	Within Groups	1971.504	100	19.7150		
	Total	1987.864	102			0.6615
Taking a balanced view while deciding	Between Groups	10.49597	2	5.2480	0.8472	
	Within Groups	675.2183	109	6.1947		
	Total	685.7143	111			0.4314
Ability to express freely, forthrightly	Between Groups	200.7532	2	100.3766	8.2792	
	Within Groups	1466.989	121	12.1239		
	Total	1667.742	123			**0.0004***
Interpersonal relationships	Between Groups	98.80053	2	49.4003	2.4024	
	Within Groups	2097.447	102	20.5632		
	Total	2196.248	104			0.0956
Sense of relatedness to the people around	Between Groups	121.58	2	60.7900	3.2147	
	Within Groups	2231.395	118	18.9101		
	Total	2352.975	120			**0.0437***
Environmental awareness	Between Groups	22.73018	2	11.3651	2.0546	
	Within Groups	757.8055	137	5.5314		
	Total	780.5357	139			0.1321
Sensitivity towards nature	Between Groups	1.717108	2	0.8586	0.1099	
	Within Groups	1030.875	132	7.8097		
	Total	1032.593	134			0.8960
Sensitivity towards other people	Between Groups	11.07247	2	5.5362	0.3616	
	Within Groups	1531.161	100	15.3116		
	Total	1542.233	102			0.6975
Aesthetic sense	Between Groups	9.033996	2	4.5170	0.3518	
	Within Groups	1476.559	115	12.8396		
	Total	1485.593	117			0.7042
Ability in music/dance	Between Groups	41.79305	2	20.8965	1.0043	
	Within Groups	2163.87	104	20.8064		
	Total	2205.664	106			0.3698
Ability in arts/crafts	Between Groups	3.38407	2	1.6920	0.2260	
	Within Groups	920.9413	123	7.4873		
	Total	924.3254	125			0.7981
Freedom from tendency to dominate	Between Groups	154.5534	2	77.2767	2.6631	
	Within Groups	1770.056	61	29.0173		
	Total	1924.609	63			0.0778

*Significant at 5% level

Self confidence (Point 4.3.2, Page 254), Freedom from fear of teachers (Point 4.3.3, Page 258), Freedom from emotional upsets (Point 4.7.2, Page 274), Freedom from dislikes and prejudices (Point 4.7.4, Page 277), Ability to express freely and forthrightly (Point 4.8.6, Page 286), Sense of relatedness to the people around (Point 4.9.2, Page 289) are the variables which exhibited significant differences in their mean scores at 5 % level. The variances have been analyzed and presented in this chapter.

4.1 ELEMENT-WISE ANALYSIS

4.1.0. GROUP I: Academic and intellectual abilities
4.1.1. Academic ability: The Table No. 4.1.1 below shows the sample and population mean.

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TABLE 4.1.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.5	3.1	51	6.7	8.2
Students	5.6	0.7	53	NA	NA
Ex-Students	6.3	4.5	60	5.2	7.5
Teachers	6.3	4.2	31	4.8	7.7

</div>

The chart below shows the dispersion of response.

<div align="center">

CHART 4.1.1

</div>

Academic ability-Dispersion

% Respondents	SD	MD	NN	NS	MI	SI	Unsure
Parents	0	2	11	3	37	43	4
Students	4	4	15	0	40	28	9
Ex-students	2	3	12	13	32	30	8
Teachers	0	6	3	6	39	32	14

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245

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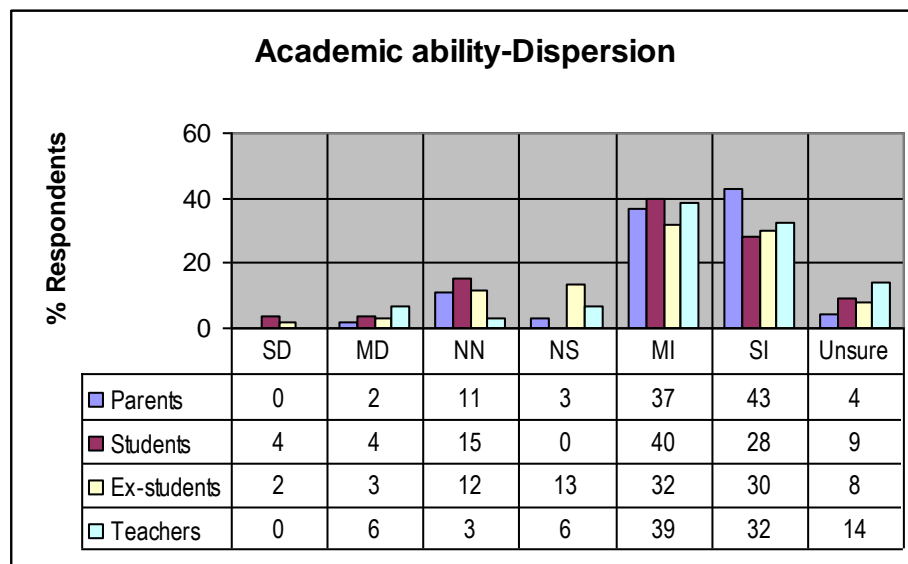
Observation: 80% parents, 68% students, 62% ex-students and 71% teachers perceive an increase in students' academic ability. 2% parents, 8% students, 5% ex-students and 6% teachers perceive a decrease. 14% parents, 15% students, 25% ex-students and 9% teachers perceive no change in ability.

Discussion: Improvement in academic abilities is ascertained by many institutions based on the performance of students in tests and examinations. To check the improvement in terms of an understanding of the concepts on a non-comparative and intrinsic basis is perhaps one of the intentions of a progressive educational approach. It is experienced by many educators to be a difficult one, as expressed by some of the senior teachers of RVS to the researcher. The intention of RVS seems to be oriented towards developing an ability to study, learn and understand a subject without pressure and with interest and joy. When a student is studying in the backdrop of such an intention of the school he may develop a sustainable, inherent interest in the subject apart from performing well in the tests.[148]

The sample mean of perception of the students being 5.6 compared to a mean value of 7.5 pertaining to parents may be indicating that the students of classes 11 and 12, who were the respondents in this research, are considering performance in the tests as one of the main criteria for checking their academic abilities. They are aware of the admission criteria of colleges and universities and hence tend to focus on securing marks. Although there is an overlap between understanding a subject well and scoring well in the tests it is observed by the researcher that there is some orientation required to be able to score

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[148] It is the opinion of this researcher that many schools in our country are oriented towards building examination and test-taking skills in students, even at the cost of the students not developing a sound understanding of the curriculum content. This approach seems to impair the joy that students can derive out of studying and learning. RVS seems to be continuously attempting to balance its intrinsic educational intent with the requirements of the council's examination system.

well.[149] Students of RVS have expressed this and the school also seems to be considering how to dovetail this need of students with the overall educational approach it has. The mean perception of ex-students is 6.4, which is higher than that of present students. The data indicates that the ex-students have realized the place of marks and the place of understanding a subject within the academic domain.

Parents however feel that the ability of their children has grown by a factor of 7.5. This indicates that they consider the improvement in sound and conceptual understanding to be an important measure of academic growth. Due to their longer experience they may also be better equipped to give academic achievement its due place in the lives of their children. The sample mean perception of teachers is 6.3 for growth of academic ability or academic enrichment. Per se, it appears to be somewhat low. This could be due to one of the following reasons.

- Their need for academic enrichment is not fulfilled, as they are over-qualified and more than adequately equipped to provide the required academic inputs to students. They do not find the appropriate scope for enriching themselves.

- It could also mean that the time available to enrich themselves academically may not be adequate, keeping in mind the fact RVS is a residential school and many of the teachers have their own families to be taken care of. Facilities and opportunities are, however, perceived to be available for academic enrichment.

- The family responsibilities may not be permitting them to devote time towards academic enrichment.

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[149] Although the two are related very closely, in the context of the competitive admission tests, there appears to be a disjunction the two, due to the undue importance given to the speed of answering questions. Speed may have to be inculcated by emphasizing on repeated practice. The school deliberately keeps away from such an approach and does not actively support preparation for competitive examinations. Hence, the ambience required to prepare for a competitive entrance examination is not found in the school. This is a deliberate approach and some students go to other schools that offer such coaching.

From the discussions held with experienced teachers of the school it is clear to the researcher that the intent of the school is to improve performance of students in their subjects not with external carrots or sticks but by making the subject interesting and getting them involved in the subject. Improving involvement in itself has the potential to improve performance.

The sample mean of 7.5 for improvement in academic ability, and 6.9 for improvement in studying for conceptual understanding, the following dimension, indicates that the school has been able to improve the ability of students to focus on gaining a good understanding of the subject, instead of just studying for improving the scores in examinations. There may be an overlap between the two objectives but there is surely some exclusivity between the two objectives, necessitating the students to choose between scoring well and understanding well. Depending on the examination and screening system being followed the educational emphasis and processes of the school get oriented towards one or the other and thereby the students are driven in a particular direction of either scoring well or understanding better, with the extent of overlap between the two depending on the school and its objectives.

4.1.2. Ability to study for conceptual understanding: The mean growth is 6.9 (SD=0.53.) None of the students perceive a decrease in this ability. 17% of students feel they could have improved in this but didn't. 34% and 32% perceive a marginal and significant growth respectively.

Discussion: The school is not examination driven and is oriented towards building up the understanding of a subject in students in an ambience of freedom and joy. This approach is an important one for the school through which an attitudinal change in students is

sought towards developing an understanding of a subject for its own sake and not just for securing marks. The mean increase of 6.9, which is significantly higher than a marginal increase, indicates that the intention of the school is getting translated into an attitude of the students to a discernible extent. 32% of the students perceive a significant extent and 34% perceive a marginal increase. The respondent students were from Class 11. The pressure on such students to score well in tests by learning the art of taking tests well is quite significant. The mean of 6.9 indicates that the students of the school are able to bear the pressure and sustain their orientation towards understanding the subject better rather than focusing on performance.[150]

4.1.3. Intellectual width: The mean growth of students is 7.4 and that of teachers is 5.3 (SD=4.5.) Chart 4.1.3 below shows the dispersion of response.

CHART 4.1.3

	SD	MD	NN	NS	MI	SI	Unsure
Students	0	0	2	0	42	40	16
Teachers	0	6	10	10	32	16	26
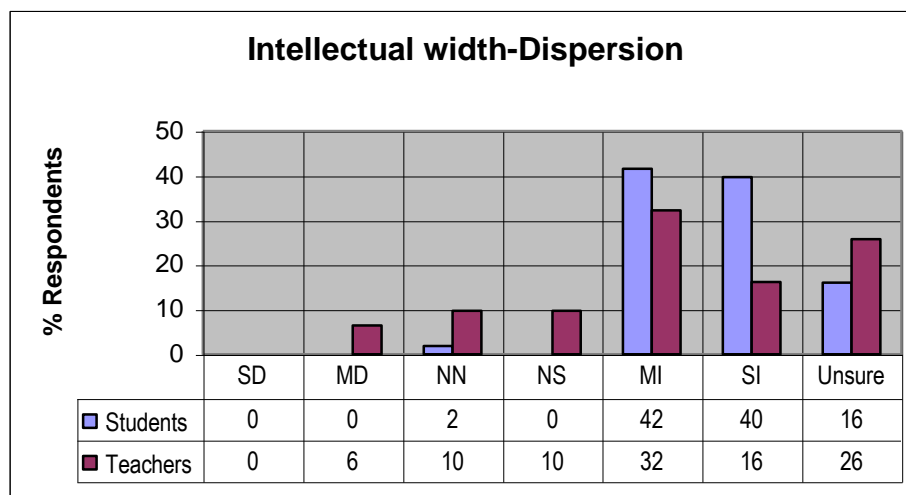
Observation: None of the students perceive a narrowing of intellectual width whereas 6% teachers perceive this. 40% students perceive a significant increase and 42% perceive a marginal increase. 16% and 32% teachers respectively perceive a significant and

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[150] It is the opinion of the researcher, as it is of some other educators that school level education needs to be oriented towards developing a good understanding of the basic and fundamental concepts of different subjects. This may go a long way towards building and sustaining in them an interest in academic work in an intrinsic manner. The present system being oriented towards developing an ability in students to answer questions rapidly may be going against the essence of education.

marginal increase in their intellectual width. 2% students find no change in themselves whereas 20% teachers find no change in themselves.

Discussion: The mean growth of 7.4 perceived by students is more than marginal and this is perhaps quite natural in school because the students are exposed to new intellectual ideas and concepts, especially when teachers come to the school from fairly diverse backgrounds. Teachers perceive their own growth to be slightly more than marginal. The reasons for this could be wide ranging. For some the opportunity for increasing intellectual width may not seem to exist, for others the need may not be there any longer given their present stage in life, and for yet others the need for enhancing intellectual abilities may diminish because they begin to see its limitations in a philosophical sense of life.

4.2.0. GROUP II: Sports and games

4.2.1. Abilities in games and sports/Appreciation: The Table 4.2.1 below shows the sample and population means.

TABLE 4.2.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	5.6	4.4	51	4.5	6.6
Students	8.5	2.3	53	NA	NA
Ex-Students	6.8	5.0	60	5.6	8.1
Teachers	3.8	5.5	31	1.9	5.7

CHART 4.2.1

Abilities in games and sports/Appreciation-Dispersion

% Respondents

	SD	MD	NN	NS	MI	SI	Unsure
Parents	2	5	10	5	43	22	13
Students	0	0	11	4	25	57	3
Ex-students	2	7	8	7	25	48	2
Teachers	0	13	23	16	29	13	6
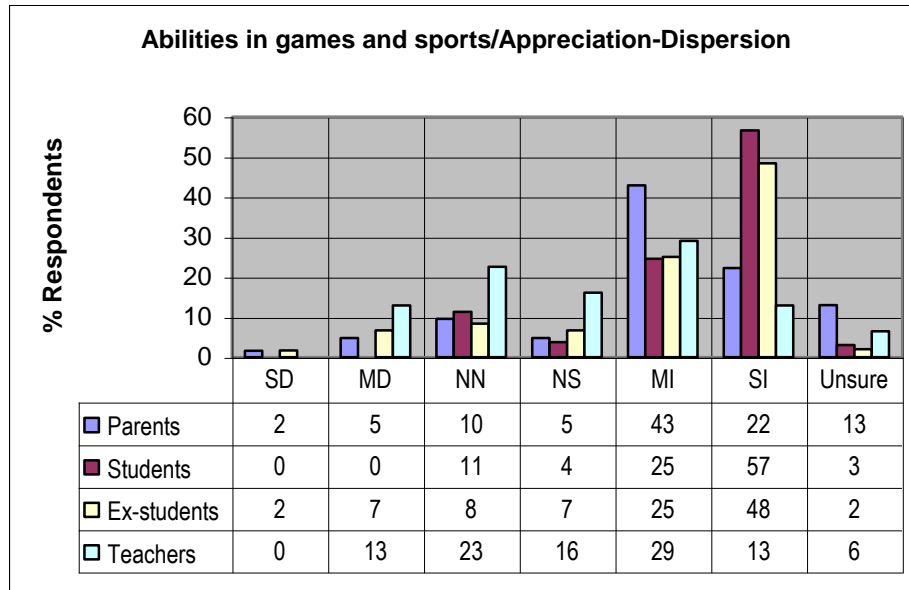
Observation: 57% students perceive significant growth in their ability to play games whereas parents see 22% of their children growing significantly. 48% of ex-students perceive significant growth and 13% of teachers sense a significant growth. None of the students perceive any decrease in their growth while 7% parents, 9% ex-students and 13% teachers perceive a decrease in this respect. 39% teachers perceive no change and of them 16% feel there is scope for change.

Discussion: The mean increase perceived in children by their parents is 5.6 whereas students perceive a mean growth of 8.9. This could be indicative of some interesting factors. The students are encouraged to participate in games and sports with an attitude of enjoyment and improving their skills, without winning being the only objective. Students may be implicitly appreciating this shift in emphasis. Due to this possible change in attitude one may play and not become disappointed even if one has not won a game. This may be bringing about the feeling of movement and growth that is indicated by the response of the students. During some of the external matches arranged by the school it is

251

observed that the RVS teams perform fairly well and that indicates that there is an intrinsic improvement in their abilities, which the students are aware of but parents may not be able to witness.

The attitude primarily of enjoying a game may appear to diminish the drive to win, but when pursued properly it may have the potential of actually pushing up the standards. When winning becomes the main or only aim the skills of the game may get honed, but a spirit of aggression may get nurtured as well. It has been observed that every year before important sporting and games events the Principal of the school discusses with and reminds the students of the need to be aware of our attitude and spirit while participating in the events. Other teachers, including house parents, also speak to students on the issue.

A few parents appear to have a feeling that the games and sports meets are arranged by RVS in a manner that diminishes the drive of children to win and that this attitude may spill over to other pursuits. It may be that they do not share completely the intention of the school to foster a non-competitive way of learning. They would like this attitude to be applicable in certain pursuits and not applicable in others. For the students there may be a natural loosening of the habit of comparison based learning in other areas as well.

The mean increase in appreciation perceived by teachers is rather low, which may not be acceptable to public schools in general. The average age of teachers being 42 may be one of the reasons for this. Also they may not have got exposure to games adequately during their childhood, and after a certain age it is difficult to pick up such skills, or even develop an interest in them.

4.3.0. GROUP III: Motivation and urge to improve

4.3.1. Urge to do better: The sample mean of growth is shown in Table No. 4.3.1 below.

TABLE 4.3.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	6.9	4.6	51	5.8	8.0
Students	6.9	4.4	53	NA	NA
Ex-Students	6.8	4.6	60	5.6	7.9
Teachers	7.0	2.5	31	6.2	7.9

CHART 4.3.1

Urge to do better-Dispersion

	SD	MD	NN	NS	MI	SI	Unsure
Parents	3	2	10	3	33	44	5
Students	2	4	11	2	32	46	3
Ex-students	0	7	18	8	22	37	8
Teachers	0	0	13	10	42	29	6
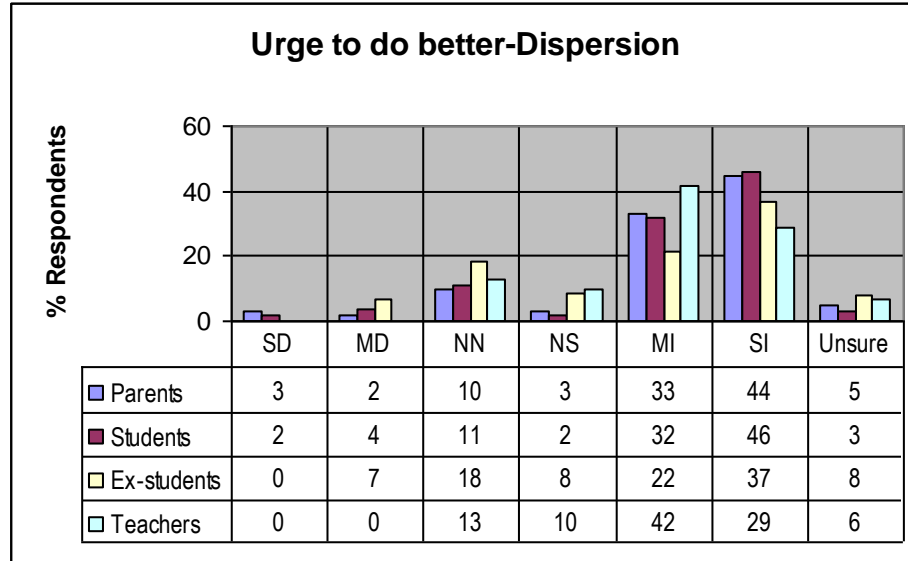
Observation: 77% parents, 78% students, 58% ex-students and 71% teachers perceive an increase in urge to do better. 23% teachers and 26% ex-students find that they did not experience any such change, although scope for improvement existed. 5% parents, 6% students and 7% ex-students perceive a decrease in their urge to do better.

Discussion: Although the place of external motivators is downplayed institutionally, the urge to perform better and excel, in whatever is taken up, seems to have improved in a majority of the respondents. This appears to indicate that there is a shift towards performing based on intrinsic motivation or joy rather than due to external motivators. In the case of teachers it can be said to be all the more indicative of this shift. 6% students perceiving marginal or significant decrease in their urge to improve may be indicating

that they are not able to grow in the ambience and ethos of the place, which is they are not able to learn to conduct themselves appropriately in the ambience of freedom. It is observed that not all students or teachers cope well or grow well in the environment of RVS. To determine the characteristics of a person who is likely to grow well in the ambience of RVS may be a worthy and rich topic for research.[151]

4.3.2. Self-confidence: The Table No. 4.3.2 below shows the sample and population mean.

TABLE 4.3.2

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.9	3.5	51	7.1	8.8
Students	5.7	5.0	53	NA	NA
Ex-Students	5.1	6.0	60	3.6	6.6
Teachers	5.3	4.6	31	3.7	6.9

ANOVA between the perception of parents, ex-students and teachers indicates a significant difference in the means at 5% level (Page 245.) The difference in perception has been discussed below. The chart below shows the dispersion of responses.

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[151] Determination of the qualities and characteristics of the teachers and students who develop well in the ambience of freedom and space may be a worthwhile topic for further research. It is observed that not all teachers 'flower' in the ambience.

CHART 4.3.2

Self confidence-Dispersion

	SD	MD	NN	NS	MI	SI	Unsure
Parents	2	0	10	5	29	54	2
Students	2	8	19	2	38	31	0
Ex-students	3	13	7	7	29	39	2
Teachers	0	6	23	16	29	16	10
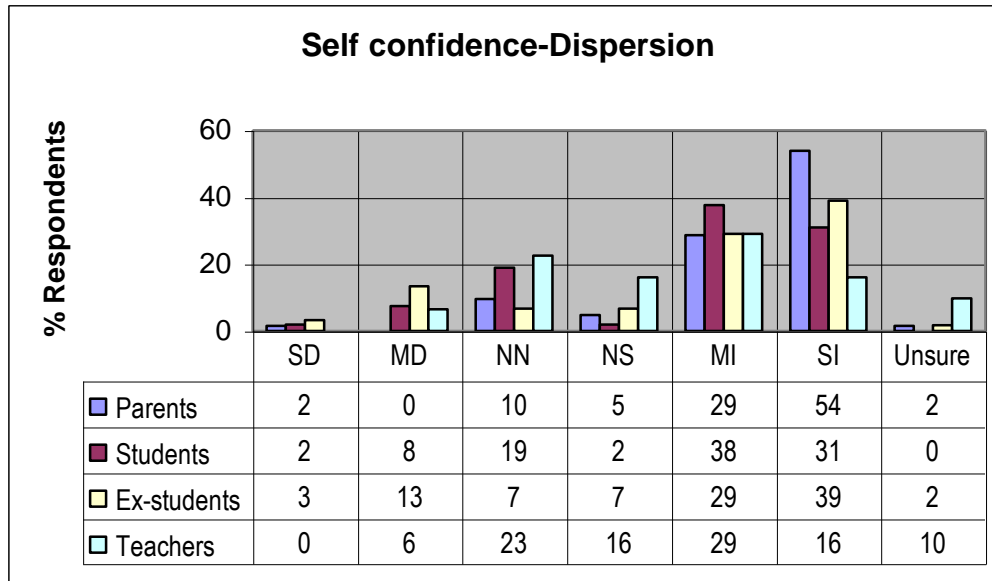
Observation: More than half of parents and more than a quarter of the students and ex-students perceive a significant growth in the students' self-confidence. More than a quarter of these categories perceive a marginal increase. 10% students and 16% ex-students perceive a decrease in self-confidence. 39% of the teachers perceive no change in their own self-confidence and 45% perceive either significant or marginal increase whereas 6% perceive marginal decrease in their own self-confidence.

Discussion: Self-confidence is commonly seen as a form of self-reliance emerging from adequate capacities or abilities to perform tasks or to take decisions. To develop a high degree of self-confidence and an orientation towards achievement is an implicit intention in most public schools. One of the approaches adopted for developing this quality is to stress on better or the best performance. The progress of the student on a relative basis is monitored and publicized to show on a relative basis where a student stands. Rewards and penalties are integral to the system. In contrast, RVS attempts to minimize these at an institutional level and thereby lead a students and teachers to move from an externally

255

motivated performance to an intrinsic, self motivated and sustainable basis for performance and growth. This can happen when evaluation and assessment of the progress of students is done with minimum comparison. Perhaps self-confidence is enhanced when one notices that one is more competent than others in a given field. The ones who are not in the "competent" category in any field may become diffident but such students are normally not taken into many of the reputed public schools.

The educational philosophy of RVS suggests that comparison is intrinsically hurtful to children, and the school intends to bring about a situation where students and teachers involve themselves in various activities for the sake of the activity per se. This has the scope of not only making an individual deeply interested in an activity and thus enhancing performance naturally, but also retaining a sense of modesty. This could bring about an intrinsic, quiet confidence. Perhaps parents sense this quiet confidence in their children whereas students don't always see it. Most students may find it difficult to perceive this because they are in an uncertain phase of moving away from externally motivated modes of working, before they joined the school, towards a self-motivated mode after they join. The investigator has observed that while children are making such a transition they become quiet, introverted and seem to be at a loss. They could perceive themselves to be losing self-confidence. Further the respondent students, of Class 11, are closer to moving out of school and will be required to take competitive examinations for securing admissions into colleges. It might seem to them that outsiders are tougher than they are. This may also make them feel that they have not grown in self-confidence adequately while at school. However students may also feel that they do acquire a quiet confidence. One of the ex-students brings out some of these aspects clearly when he says,

"RV has instilled a strong sense of confidence, independence and spirit. Philosophy of competing with oneself helped me."

The response of teachers perhaps clarifies the issue further. Only 51% teachers feel there is a change in their self-confidence and the rest perceive either no change or are not sure. The ambience and ethos of the school appears to discourage development or display of self-confidence in an overt sense and attempts to nurture and foster confidence, which is quiet and which is based on capacity.

4.3.3. Freedom from the fear of teachers or authorities:

Background: "It is part of human tradition to accept fear. We live with fear, both the older and the younger generation. Most are not aware that they live in fear. It is only in a mild form of crisis or in a shattering incident that one becomes aware of this abiding fear. It is there. Some are aware of it; others may shy away from it. Tradition says control fear, run away from it, suppress it, analyze it, act upon it, or accept it. We have lived for millennia with fear and we somehow manage to get along with it. This is the nature of tradition - to act upon it or run away from it; or sentimentally accept it and look to some agency to resolve it. Religions spring from this fear and the politicians' compelling urge for power is born out of this fear… It is the function of the educator to help the student face the fear of the parent, of the teacher or the older boy, or the fear of being alone and the fear of nature. This is the central issue in understanding the nature and structure of fear-to face it…Fear is a very complex business, as ancient as the hills, ancient as humankind and it has a very extraordinary story to tell. But you must know the art of "Goodness cannot flower in the field of fear. In this field there are many varieties of fear, the immediate fear and the fears of the many tomorrows. Fear is not a concept, but the

explanation of fear is conceptual and these explanations vary from one pundit to another or from one intellectual to another. The explanation is not important but what is, is the facing of the fact of fear."[152]

Table No. 4.3.3 below shows the sample and population means. The values indicate only the trend and have no absolute significance. The lower end of the probable population mean for teachers is 2.5, which seems a negligible increase.

TABLE 4.3.3

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	9.1	1.9	51	8.6	9.6
Students	7.7	3.1	53	NA	NA
Ex-Students	6.5	5.5	60	5.1	7.9
Teachers	5.0	7.1	31	2.5	7.5

CHART 4.3.3

Freedom from fear of teachers/authorities-Dispersion

	SD	MD	NS	NN	MI	SI	Unsure
Parents	0	0	3	30	11	51	2
Students	0	2	13	2	34	49	0
Ex-students	0	10	5	28	13	38	4
Teachers	6	3	19	19	16	26	11
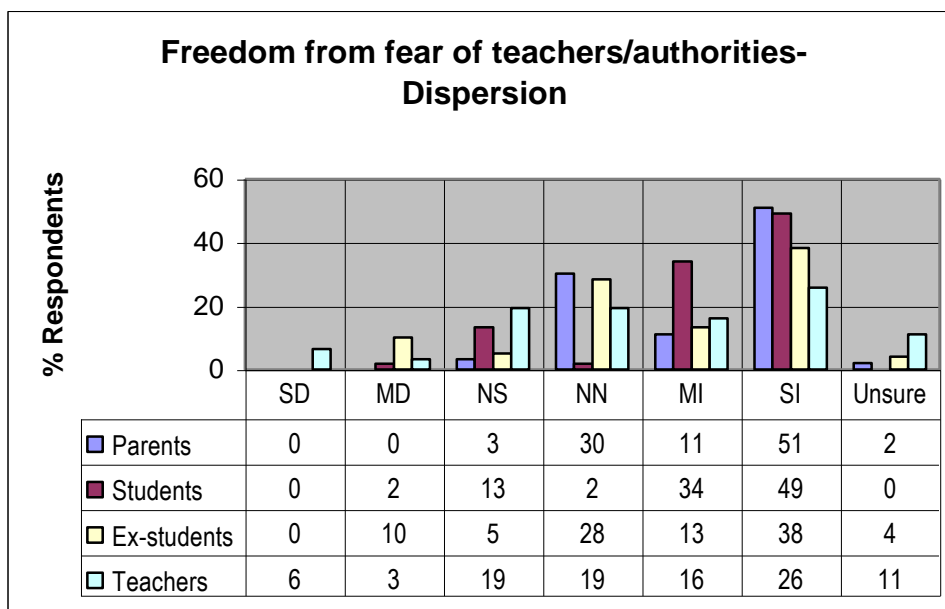
Observation: 62% parents, 83% students, 51% ex-students and 42% teachers perceive a reduced degree of fear. 2% students, 10% ex-students and 9% teachers perceive an increase in fear. 19% of teachers feel they had no scope to change and another 19% feel they had scope to change but did not, i.e. they had fear and scope existed for change but

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[152] Ibid. Page 13.

they did not change due to past tendencies. ANOVA between the sample means of the perception of parents, ex-students and teachers indicates a significant difference in the means at 5% level (Page 245.) The difference in perception has been discussed below.

Discussion: Fear of teachers can inhibit students from learning and growing well. Similarly, fear of authorities can inhibit the growth of teachers. The data indicates that the students have become more fearless of teachers and the authorities (mean of 7.7) than what the teachers have become of the authorities (mean of 5.0.) This could be due to any of the following reasons.

- The school has a deliberate educational intent and approach, which provides an ambience that make students become less fearful. They may not be having such an approach for the teachers because teachers being adults and are expected to solve their own problems by learning and understanding.

- The school management may be more judgmental towards the teachers than they are about the students.

- There may be more implicit rewards and punishments for the teachers than there are for the students. Or the students are not as sensitive to certain issues because of their priorities and preoccupations. It has been observed by the researcher that the manner in which teachers who are not liked by the management are greeted is different from the way those who are liked by the management are greeted. This leads to hurt and even fear in the teachers about how they will be treated by the management in the long run.

- Adults are more prone to fear because they seek more security than what students do. The school makes an attempt to reduce the scope of fear by institutional

measures like doing away with rewards and punishments to a large extent but there appear to be instances where some teachers are quite afraid of the management, as per the experience of the researcher.

4.3.4. Self-motivation: Table No. 4.3.4 below shows the sample and population means.

TABLE 4.3.4

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.0	3.8	51	6.1	8.0
Students	5.7	5.3	53	NA	NA
Ex-Students	5.5	6.2	60	4.0	7.1
Teachers	7.9	2.5	31	7.0	8.8

A chart showing the dispersion of responses is given below.

CHART 4.3.4

	SD	MD	NN	NS	MI	SI	Unsure
Parents	2	2	8	2	40	42	4
Students	4	6	15	0	38	34	3
Ex-students	5	8	17	2	25	40	3
Teachers	0	0	19	13	23	32	13

Observation: 82% parents, 72% students, 65% ex-students and 55% teachers perceive that they have become more self-motivated. 13% of the teachers feel there was no scope for change perhaps because they were already self-motivated. 15% students, 17% ex-students and 19% teachers feel there was scope for them to improve but they didn't.

Discussion: The perception of growth observed by parents is based on how the child was at the time the child joined the school. The extent to which he is still dependent on

260

external motivation is perhaps unknown to parents. Students on the other hand base their perception both how dependent they were earlier on external motivators and how much they are presently dependent. Ex-students too feel as students do. It is observed, as a teacher, that students have to be reminded often about completing their work, and in the absence of any institutional measures to make students comply with the demands placed on them, they tend to be somewhat casual. To be able to provide an ambience of freedom and goodness to students and yet ensure that they complete work appears to be a challenge for the teachers. To reconcile these two apparently dimensions appears to be the crux of the challenge posed by JK to the schools, and it does not seem to have any easy solution. One needs continuously to enquire into the question and experiment with the options one perceives. The fact that teachers perceive a mean growth of 7.8 perhaps suggests that teachers of the school grapple with this dilemma fairly well.

4.4.0. GROUP IV: Range of interests
4.4.1. Range of Interests: The Table No. 4.4.1 below shows the sample and population means.

TABLE 4.4.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.3	2.4	51	7.7	8.9
Students	8.8	2.2	53	NA	NA
Ex-Students	8.4	2.4	60	7.8	9.0
Teachers	6.9	4.2	31	5.4	8.3

The dispersion is shown below in Chart 4.4.1.

CHART 4.4.1

Range of interests-Dispersion

	SD	MD	NN	NS	MI	SI	Unsure
Parents	0	0	10	5	27	54	4
Students	0	0	2	0	25	73	0
Ex-students	0	0	10	2	28	60	0
Teachers	0	6	3	3	36	46	6

% Respondents (y-axis: 0, 20, 40, 60, 80)
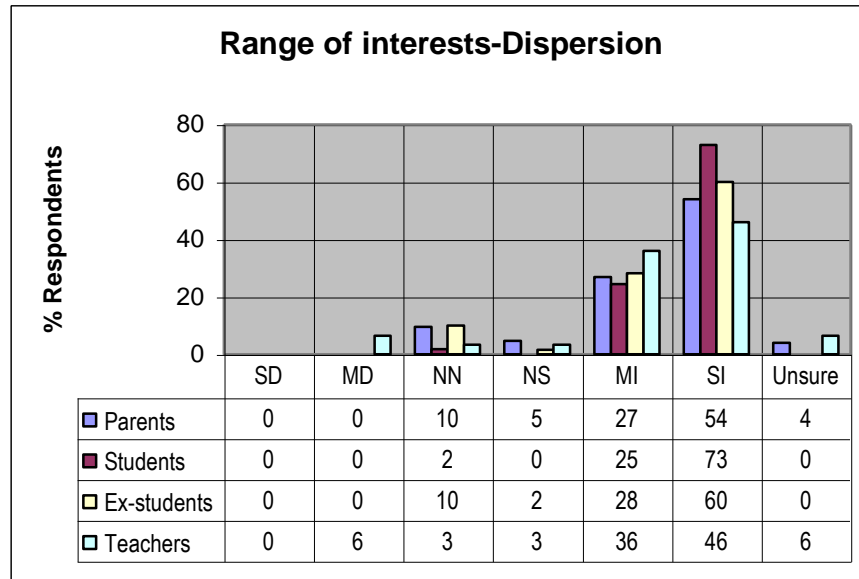
Observation: 73% of the students perceive a significant improvement in their range of interests. 54% parents feel that the range of interests of their children has increased significantly. Ex-students too feel that their range of interests has improved significantly. The number of teachers perceiving significant and marginal increases in their range of interests is - 46% and 36% respectively. There are 9% teachers perceiving a decrease in their range of interests.

Discussion: Most public schools have been set up with the intention of making the students develop a wide range of interests and capacities, which would also improve their self-confidence. Rishi Valley School has an overlap with the intentions of the public schools to some extent only as indicated in point number 1.2 (Page No. 4 of Chapter 1.) Depending on the background of the teacher the range of interests seems to be changing. The people coming with a restricted exposure are perhaps the ones reporting significant increase because they are able to get exposed to many more things here. There are a few people who come from public schools themselves or have got a wider exposure in

childhood or later. The fact that a sizeable fraction of teachers have perceived an increase in their range of interests may mean that their learning curve is active.

One of the intentions of the school is to instill in the children an ability to think over issues and situations and not to accept anything blindly. Accordingly, opportunities are provided for students to meet with teachers in different settings and discuss anything of interest. To develop the art of discussion and conversation is one which the school appears to value and which it attempts to imbibe in students. This is in fact the usual approach by which the school attempts to influence the students and help them to bring about a certain order in the way they conduct themselves. Deepening of interest through discussion has not been checked explicitly in this study, but the observations of the investigator suggest that while most of the students do not take active part in discussions of a general or reflective nature, many of them listen to the points of view presented. The ideas presented appear to influence them so as to question their existing ideas, opinions and perspectives.

4.5.0. GROUP V: Flexibility and openness

4.5.1. Adaptability: Table No. 4.5.1 below shows the sample and population means.

TABLE 4.5.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.2	2.4	51	7.6	8.8
Students	8.2	2.4	53	NA	NA
Ex-Students	6.8	4.7	60	5.7	8.0

A chart showing the dispersion of the responses is given below.

CHART 4.5.1

Adaptability-Dispersion

	SD	MD	NN	NS	MI	SI	Unsure
Parents	0	0	5	3	33	57	2
Students	0	0	8	4	28	51	9
Ex-students	2	5	7	12	28	43	3

Observation: 90% parents and 79% students perceive an increase in their ability to adapt to emerging situations of life. 71% of the ex-students perceive an increase in their ability to adapt. None of the parent or student perceives a decrease in this attitude. 7% ex-students perceive a decrease.

Discussion: Mean improvement in adaptability is perceived to be 8.2 by both parents about their children and the students about themselves. Ex-students perceive their growth in adaptability to be 6.8. This could be due to the fact that after passing out from school they found it difficult to adapt to the world at large, and felt they should have been adaptable enough to meet the demands "outside". Due to being with many types of students, from different parts of the country and abroad, and having to interact with many types of adults, children in residential schools, perhaps develop this ability due to the sheer need for it. This could be the one of the reason why students from residential schools are able to take up different types of functions or roles in later life with relative ease.

4.5.2. Ability to consider different perspectives: Table No. 4.5.2 below shows the sample and population means.

TABLE 4.5.2

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.0	2.5	51	7.4	8.6
Students	8.2	2.4	53	NA	NA
Ex-Students	8.2	3.5	60	7.3	9.1
Teachers	7.0	2.5	31	6.1	7.8

A chart showing the dispersion of the responses is given below.

CHART 4.5.2

Ability to consider different perspectives-Dispersion

	SD	MD	NN	NS	MI	SI	Unsure
Parents	0	0	3	5	37	55	0
Students	0	0	6	0	34	60	0
Ex-students	2	0	8	7	22	57	4
Teachers	0	0	13	6	45	29	7
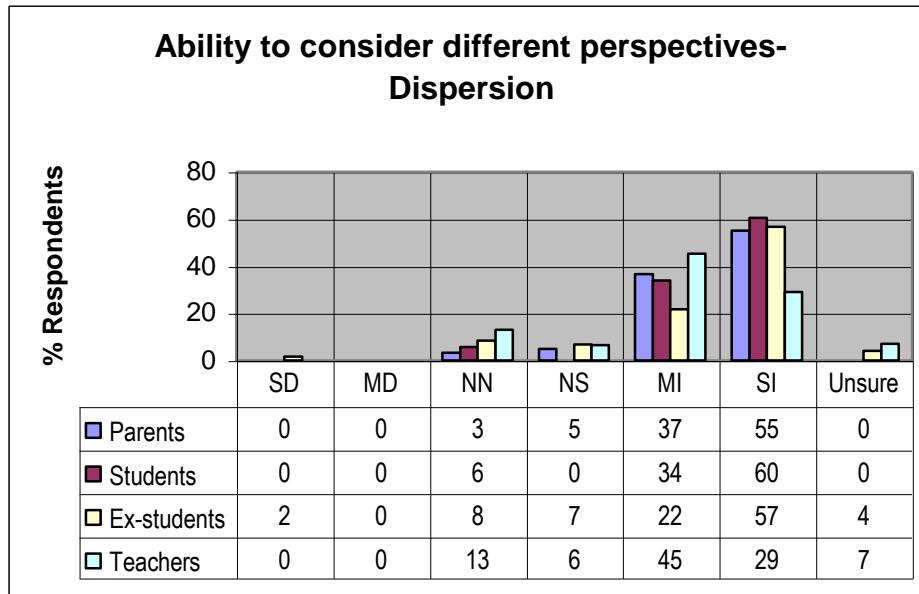
Observation: 55% of parents, 60% of students, 57% of ex-students perceive a significant increase in the ability to consider other perspectives. 29% of the teachers also feel the same. 45% of teachers perceive a marginal increase.

Discussion: The ability to see an issue in different ways is useful and necessary for a student in a residential school so that he gets along with others from many different backgrounds. The school attempts to provide various kinds of inputs to the students and teachers so that they appreciate other ways of looking at issues. The mean growth in all categories of respondents is fairly high. None of the students, parents or teachers perceives a negative growth on this score. This perhaps reveals that the school and the

265

management do not attempt to make people hold any specific view, even about the teachings of JK. They are encouraged to examine the views held, whatever they may be, so that there is a freshness in the approach of the teachers and thereby the school.

It was observed during the course of this research that even when staff meetings are conducted around the theme of education the school does not make a demand on teachers to get exposed to the teachings of JK. The school merely invites people to examine what JK has said on education and life. Even when the core function of the school, education, is being discussed and the founder has not only said a lot on the subject but set up the schools to examine what he has said, the management does not demand from its teachers knowledge about it. From the standpoint of this research such secularism is a remarkable feature of the management style. Perhaps it actually reflects the centrality of the teachings in the management style, because the talks of JK are always in the nature of an invitation to explore and investigate and never in the nature of instructions or guidance for others.

4.5.3. Ability to receive critical (or adverse) feedback: The ability to receive critical feedback is perceived to have increased by 6.7 by students and by 6.6 by the teachers (SD=2.4). A chart showing the dispersion of responses is given below.

CHART 4.5.3

Ability to receive critical feedback-Dispersion						
	SD	MD	NN	NS	MI	SI	Unsure
Students	0	2	19	2	45	30	2
Teachers	0	0	13	10	48	23	6
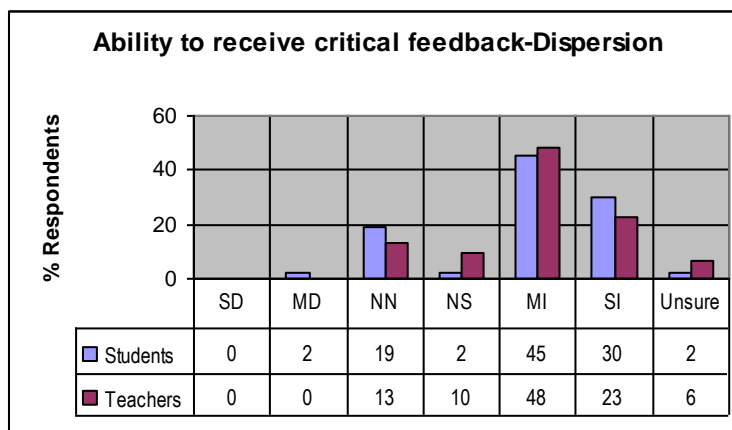
Observation: Teachers do not perceive any decrease in this ability whereas 2% students perceive a decrease. 75% students and 71% teachers perceive an increase in their ability to receive critical feedback.

Discussion: It is interesting to note that the mean increase in the ability to receive critical feedback is almost the same for both students and teachers. About half have observed marginal increase in this ability and about a quarter each feel they have improved significantly. The ambience and ethos of the school, during the period of study, was observed to be one where any form of critical feedback is provided rather sensitively, after careful consideration of the manner in which a person may receive it. And in any case it is provided with a feeling of respect for the individual. This manner of providing feedback appears to foster the ability to receive critical feedback, because the sting associated with critical feedback is removed and a person does not feel stigmatized. The ability to *act* on the critical feedback is, however, another matter. It does not necessarily follow the receiving of the critical feedback. This could perhaps be a rich area for further investigation.

4.5.4. Ability to accept one's mistakes: The mean growth perceived by students in their ability to accept mistakes is 6.8 (SD=3.1.) 81% students perceive an increase in this ability and 15% feel it didn't improve even though the scope existed. 2% feel a decrease in the ability.

Discussion: The word mistake is used to cover all areas of life and work and not restricted to any particular field. In the case of students, it does not mean only mistakes in academic work but even in other areas, like being rude to another or hurting someone deliberately while playing games. Acceptance of a mistake can be an appropriate starting

point for one to learn and grow. The ambience of the school encourages students and teachers to accept their mistakes and learn. One of the primary ways is that institutional rewards and punishments are minimized, and only used cautiously in situations where it is inevitable. Due to this, the fear of consequences is minimized encouraging people to accept mistakes easily. The perception data of students indicates that students do feel encouraged to accept their mistakes. It has been observed that once students have lived in RVS for a couple of years, they begin to acknowledge their mistakes and even weaknesses quite readily.

4.5.5. Flexibility in opinions: The mean growth observed by students is 6.8 and by teachers it is perceived to be 7.2 (SD=2.6.)

A chart showing the dispersion of respondents is given below.

CHART 4.5.5

Flexibility in opinions-Dispersion

	SD	MD	NS	NN	MI	SI	Unsure
Students	0	2	15	4	44	32	2
Teachers	0	0	19	16	29	23	13
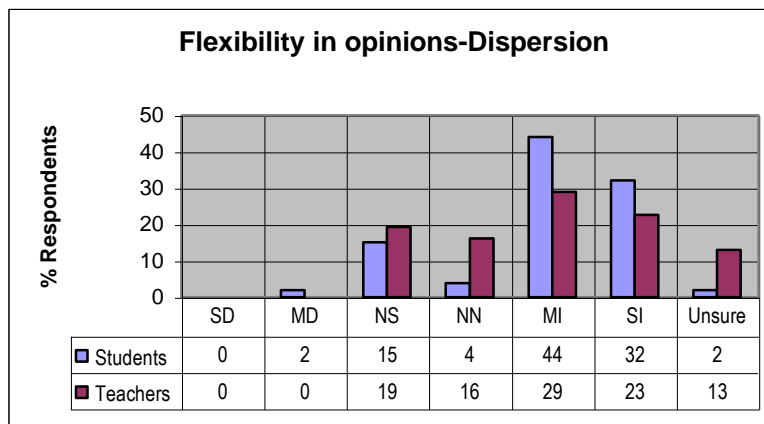
Observation: 77% students and 52% teachers perceive that they have become more flexible. 19% teachers and 15% students feel there was a scope for them to improve but they didn't. 16% teachers perceive that they had no scope for change, perhaps implying that they are already quite flexible.

268

Discussion: An important element of education seems to be to prevent rigid ideas and opinions from being formed. This not only enables proper learning but also helps someone to listen to a different point of view and eventually helps in improving relationships. The school attempts to provide many different points of view to the students on different issues. The teachers discuss issues with students in all possible forums ranging from the classroom to field walks. This sort of discussion perhaps helps them not to become opinionated. The perceived growth by different categories of people seems to suggest that the approach of the school is effective.

4.6.0. GROUP VI: Learning abilities

4.6.1. Ability to learn:

Background: "… But as we said, you learn a great deal by watching, watching the things about you, watching the birds, the tree, watching the heavens, the stars, the constellation of Orion, the Dipper, the evening star. You learn just by watching not only the things around you but also by watching people, how they walk, their gestures, the words they use, how they are dressed. You not only watch that which is outside but also watch yourself, why you think this or that, your behavior, the conduct of your daily life, why parents want you to do this or that. You are watching, not resisting. If you resist you don't learn. Or if you come to some kind of conclusion, some opinion you think is right and hold on to that, then naturally you will never learn. Freedom is necessary to learn, and curiosity, a sense of wanting to know why you or others behave in a certain way, why people are angry, why you get annoyed… Learning is extraordinarily important because it is endless."[153]

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[153] J KRISHNAMURTI, *"Letters to the Schools"*, Volume two, KFI, 1985, Page 75/76.

The mean increase in the ability to learn is 7.0 (SD=2.5.) 90% of the teachers perceive an increase in their ability to learn either to a significant or marginal extent and 6% feel there was a scope to improve but they didn't. 4% are not sure.

Discussion: This is a quality closely linked to the ability to teach and the ability to change teaching styles. The ability to learn is fairly significant at 7.0, which is much higher than a marginal increase. This would be expected in any public school, and in some schools it is demanded or brought about through different motivational tools. In RVS it appears to be happening more naturally, in an environment of freedom and the relative absence of pressure and interference from the management. The sample mean of 7.5 for improvement in academic ability and 7.0 in the ability to learn indicates that there is a close correlation between a state of learning and the ability to learn something specific, like an academic subject. The intent of the school to enliven the ability to learn in a more general sense seems to be achieved to a large extent. This also correlates well with the ability of students to learn for improving their conceptual understanding rather than only for scoring better marks.

4.6.2. Sense of listening and observation:

Table No. 4.6.2 below shows the sample and population means.

TABLE 4.6.2

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.6	2.5	51	7.0	8.3
Students	8.4	2.4	53	NA	NA
Ex-Students	7.2	3.9	60	6.3	8.3
Teachers	7.2	2.5	31	6.3	8.1

A chart showing the dispersion of responses is given below.

CHART 4.6.2

Sense of listening and observation-Dispersion

	SD	MD	NS	NN	MI	SI	Unsure
■ Parents	0	0	5	8	41	46	0
■ Students	0	0	13	2	26	57	2
□ Ex-students	0	5	8	2	32	47	3
□ Teachers	0	0	6	13	42	33	6

(Y-axis: % Respondents, scale 0 to 60)
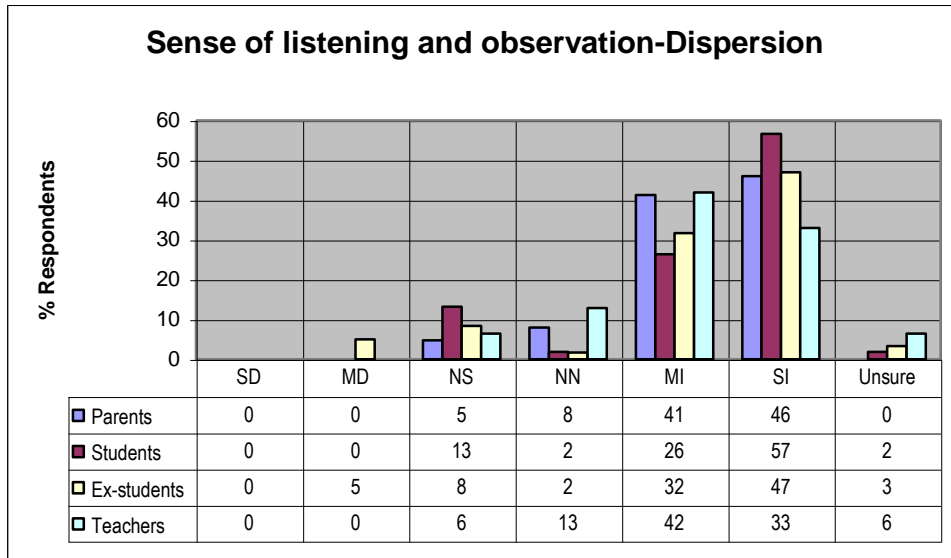
Observation: 87% parents, 83% students and 79% ex-students perceive that the students have improved their sense of listening marginally or significantly. 75% teachers perceive that their ability to listen and observe has increased marginally or significantly with a sizable portion feeling that a significant increase has taken place. 13% teachers feel they had no scope for growth, perhaps implying they had already grown meaningfully in this area. None of the students or parents senses a decrease in this ability whereas 5% ex-students perceive a marginal decrease.

Discussion: The sense of listening and observation is closely related to the ability to reflect and be quietly contemplative. The school values this ability because it has the potential to enhance the quality of learning. The students are encouraged to observe nature both as part of the curriculum and otherwise. They are exposed to a wide variety of activities to foster and nurture a quality of listening and observation. Some of the activities are elicited below.

1. A range of Indian and western classical music of both vocal and instrumental kind.

2. A range of dances including folk dances.

3. Nature walks.

4. Hikes.

5. Treks.

6. Class walks.

7. Ashtachal gathering for 15 minutes in the evening when all the students and teachers meet on a hillock and sit quietly looking at the evening setting sun and the landscape around.

During many of these activities it is expected that the students be quiet and observant, although they are not compelled to be so. For such a quality of quietness to develop, a natural environment in which freedom and space is available to the teachers and students may be helpful.

4.6.3. Ability to change teaching style: The mean increase in the ability to change teaching style is 7.6 (SD=2.5.) None of the teachers has perceived a decrease in this ability and 81% perceive an increase in their ability to change their teaching style. 13% feel they didn't although there was scope to do so.

Discussion: There appears to be a crucial need for teachers to remain in a learning and dynamic mode. The need for teachers to be dynamic is more so in a school like RVS. In the absence of explicit tools for motivating and threatening students it is the dynamism and passion of teachers that can bring about an interest in students towards the subject being taught. The mean is 7.6, which is between a marginal and significant increase. This may be linked to the approach of non-interference by the management in the day to day working of the teachers, with standard approaches not being insisted upon.

Another interesting cause could be the periodic discussions initiated on this subject by the principal of the school. During staff meetings the principal, with utmost respect and politeness, and clearly including him in the group of teachers, brings up the question of whether we are getting stuck to our styles of teaching and whether we are learning new ways continuously or not. The discussions conducted at a general level, perhaps with a view to increasing the awareness of the teachers without their feeling judged or condemned. This approach appears to be fairly effective, because it brings about a slow but lasting change of attitude. A couple of teachers, with whom discussions were held as part of the present research, have said that they were touched deeply in this manner.

4.6.4. Ability to teach: The mean ability to teach has grown by 6.5 (SD=3.3.) 52% and 32% teachers respectively perceive a marginal and significant growth in their ability to teach. 3% perceive a marginal decrease.

Discussion: Many of the teachers do not have a background in education and develop an interest in the field of education due to their interest in the philosophy of JK. The mean of 6.5 may reflect the fact that many teachers feel that they have improved in their ability to teach.

4.7.0. GROUP VII: Emotional growth

4.7.1. Ability to draw right lessons from failure: Table No. 4.7.1 below shows the sample and population means.

TABLE 4.7.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.3	3.1	51	6.5	8.0
Students	6.8	2.4	53	NA	NA
Ex-Students	6.1	4.7	60	4.9	7.3
Teachers	6.1	2.1	31	5.3	6.8

A chart showing the dispersion of responses is given below.

CHART 4.7.1

Ability to draw right lessons from failure-Dispersion

	SD	MD	NS	NN	MI	SI	Unsure
Parents	0	2	13	2	33	35	15
Students	0	0	11	6	42	23	18
Ex-students	3	2	10	8	39	29	9
Teachers	0	0	16	6	49	13	16
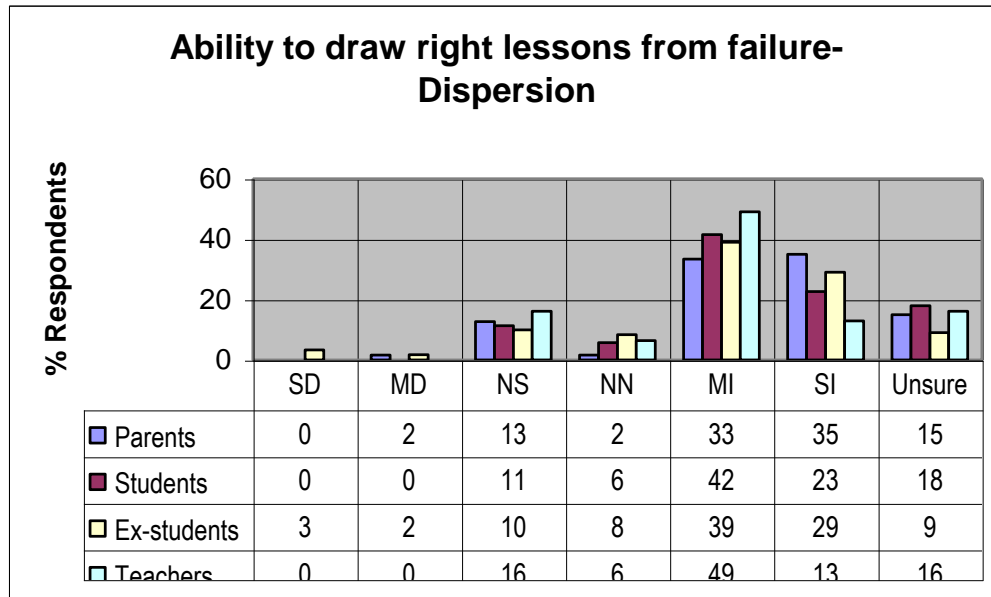
Observation: 68% parents, 65% students, 68% ex-students and 62% teachers perceive an increase in this aspect. A few ex-students and parents feel there was a decrease.

Discussion: Failure is considered to be the basis for future success. Its said to be useful if one learns from it properly. However, in a school the attitude of the teachers towards failure of students seems to be important in determining how students will view it. The quality of learning from failure varies widely from student to student. If the teacher begins to examine the causes of the apparent failure along with the student it may have a greater learning significance than a generalized observation being made about the abilities of the child. Students need to be guided about how to learn from mistakes and failures. The data shows more than marginal increase has been experienced.
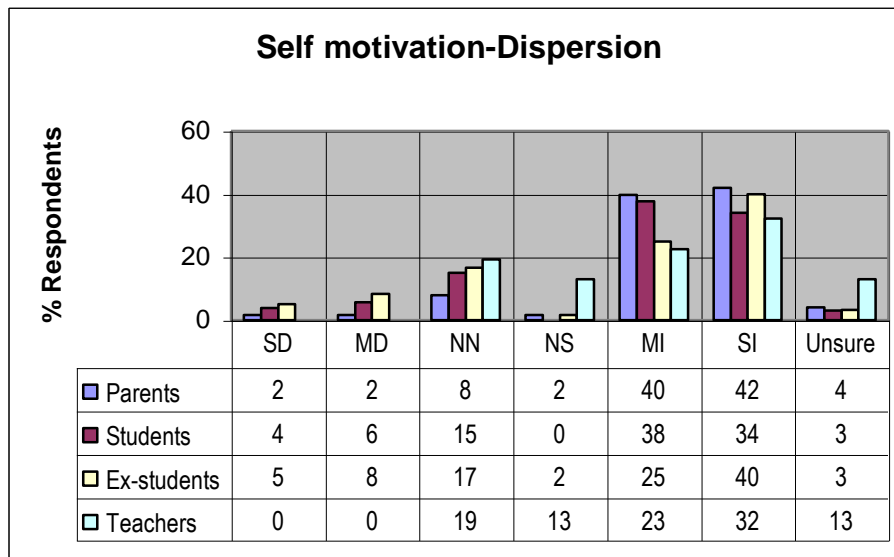
4.7.2. Freedom from emotional upsets: Table No. 4.7.2 below shows the sample and population means.

TABLE 4.7.2

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.5	3.2	51	6.7	8.3
Students	4.9	5.6	53	NA	NA
Ex-Students	5.4	4.6	60	4.2	6.5
Teachers	5.9	2.5	31	4.7	7.1

CHART 4.7.2

Freedom from emotional upsets-Dispersion

	SD	MD	NS	NN	MI	SI	Unsure
Parents	0	2	6	14	25	33	19
Students	4	8	21	2	36	24	5
Ex-students	0	8	13	10	34	23	12
Teachers	0	3	3	10	48	19	17
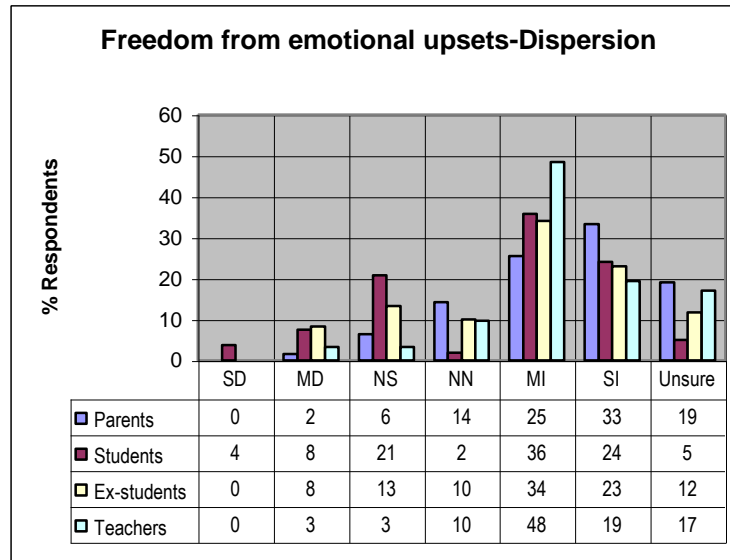
Observation: 58% parents, 60% students, 57% ex-students and 67% teachers perceive a reduction in frequency of emotional upsets. 21% students feel that there was scope to improve and change but they didn't. 10% of teachers and ex-students, 14% of parents and 2% of students feel that there was no scope for them to change. ANOVA between the sample means of the perception of parents, ex-students and teachers indicates a significant difference in the means at 5% level (Page 245.) The difference in perception has been discussed below.

Discussion: The frequency with which children get upset about issues could be related to a range of factors. The cause could be the widespread media exposure that children get. With increasing consumerism, comforts of life and media exposure, emotional stability and resilience appears to be becoming fragile. In a residential school, due to the necessity of keeping with the pace of life a child is required to learn to deal with emotional upsets. RVS intends to make a child cognizant of his emotional states so that he is more aware of his behavior and hence able to understand the nature of his emotions.

275

From the data it is clear that parents sense a distinctive improvement in their children but children do not see it that way. Children still get upset, maybe less frequently but enough to affect their work or life. 2% parents, 12% students, 8% ex-students and 3% teachers perceive that the frequency with which they get emotionally upset has increased. It may be that certain aspects of the place are found to be annoying to certain types of people, making them more prone to emotional upsets. For instance, a child who is accustomed to sleeping directly under the fan at home may get emotionally upset when asked by the house matron to sleep away from it for sometime so that others get a chance. The variance is accounted to a large extent by the factors elicited above.

4.7.3. Understanding one's emotions: The mean growth in the ability to understand one's emotions perceived by students is 7.6 and by teachers it is 7.0 (SD=2.5.)

A chart showing the dispersion of responses is given below.

CHART 4.7.3

	SD	MD	NS	NN	MI	SI	Unsure
Students	2	0	6	8	30	45	9
Teachers	0	0	16	3	45	29	7
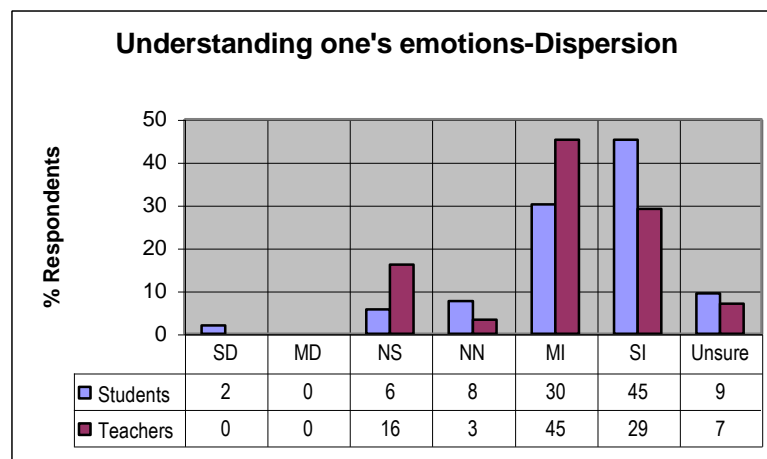
Observation: 75% of students and 74% of teachers perceive an increase in their ability to understand their own emotions. 9% students and 7% teachers are not sure. 6% students and 16% teachers feel that there was scope for them to change but they didn't.

Discussion: Understanding one's emotions, reflectively or retrospectively, appears to be one of the qualities necessary for any human being. This enables a person to be emotionally stable and self-sufficient. Consequently, his relationship with people around is likely to improve. In general the way teachers at RVS approach would appear to indicate that controlling one's emotions is not the objective; instead understanding them is the key to freeing oneself. This approach emerges from the teachings of JK.

The school, institutionally, invites children and teachers to reflect upon their lives. This may happen in organized slots, such as in morning assemblies and evening "ashtachal," when teachers and students assemble together. To understand one's emotions requires contemplative quietness, and the growth perceived by teachers and students appears to suggest that people benefit from the ambience of the school, its philosophy and its management.
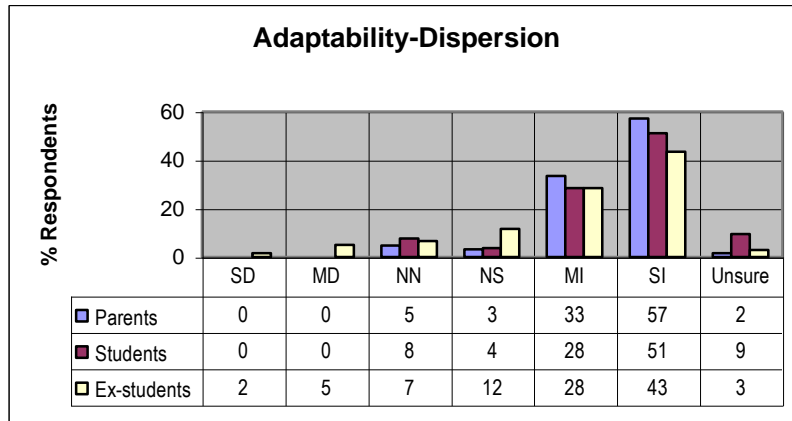
4.7.4. Freedom from dislikes and prejudices: Table No. 4.7.4 below shows the sample and population means.

TABLE 4.7.4

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	6.3	4.1	51	5.3	7.3
Students	6.9	3.8	53	NA	NA
Ex-Students	2.7	7.1	60	0.9	4.5
Teachers	6.1	4.6	31	4.4	7.7

A chart showing the dispersion of responses is given below.

CHART 4.7.4

Freedom from dislikes and prejudices-Dispersion

	SD	MD	NN	NS	MI	SI	Unsure
Parents	2	2	5	27	35	24	5
Students	0	4	21	4	32	34	5
Ex-students	7	18	7	12	23	23	10
Teachers	3	0	6	10	35	23	23
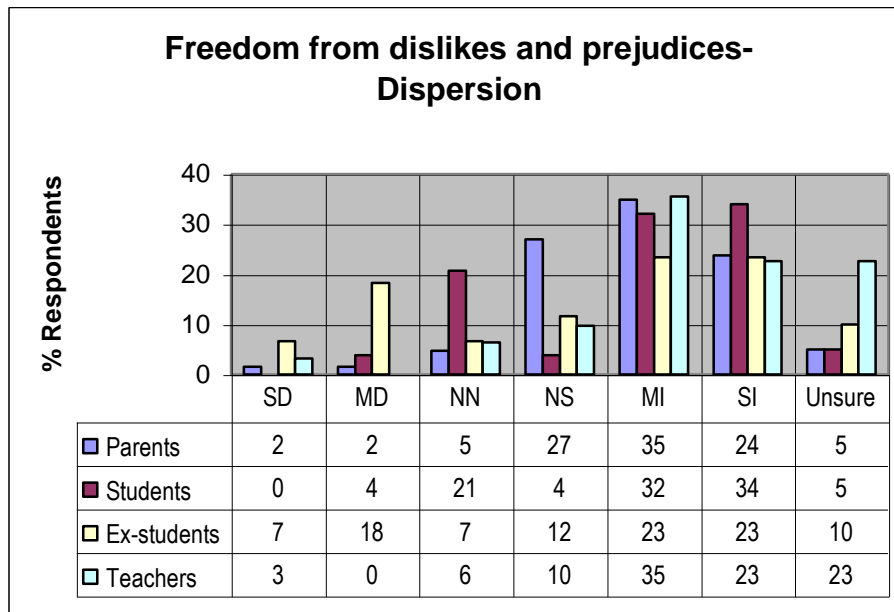
Observation: 59% parents, 66% students, 46% ex-students and 58% teachers perceive an increase in freedom, which means a reduction in dislikes and prejudices. 4% of parents, 4% students, 25% ex-students and 3% teachers perceive an increase in dislikes and prejudices. 32% parents, 25% students, 19% ex-students and 16% teachers perceive no change. ANOVA between the sample means of the perception of parents, ex-students and teachers indicates a significant difference in the means at 5% level (Page 245.) The difference in perception has been discussed below.

Discussion: The fact that dislikes and prejudices operate in us is not clearly acknowledged by many. The need to be free from them is felt by few people, because in the way society functions there is room to live and be successful even with our prejudices and dislikes. JK urges educators to observe and learn about their dislikes and prejudices so that they can be free of them and thereby let the beauty of life bloom. The ambience of the school provides room for self-reflection by teachers and students. There is also an

explicit and an implicit invitation to do so. One of the possible outcomes of such awareness is perhaps the weakening of dislikes and prejudices. The mean growth perceived by different categories of respondents suggests that people are aware of the issue and honest about what the present state is. There is scope for the mean to be higher given the intention of the school and the quiet beauty of the natural setting. The significant variance is largely due to the very low mean growth indicated by the ex-students, which could also be suggesting that the ambience of the school may have been changing over time rendering the possibility of becoming free from dislikes to differing extents.

4.8.0. GROUP VIII: Improvement in sense of responsibility

4.8.1. Sense of responsibility:

Background: "The word responsibility should be understood in all its significance. It comes from respond, to respond not partially but wholly. The word also implies to refer back; respond to your background, which is to refer back to your conditioning. Responsibility is the action, as it is generally understood, of one's human conditioning. One's culture, the society in which one lives, naturally conditions the mind, whether that culture is native or foreign. From this background one responds and this response limits our responsibility. If one is born in India, Europe, America or whatever, one's response will be according to religious superstition – all religions are superstitious structure – or nationalism, or scientific theories. These condition one's response and they are always limited, finite. And so there is always contradiction, conflict and the arising of confusion. This is inevitable and it brings about division between human beings. Division in any form must bring about not only conflict and violence but also ultimately war.

If one understands the actual meaning of the word responsibility and what goes on in the world today, one sees that responsibility has become irresponsible. In understanding what is irresponsible we will begin to comprehend what is responsibility. Responsibility is for the whole, as the word implies, not for oneself, not for one's family, not for some concepts or beliefs, but for the whole of mankind."[154]

Table No. 4.8.1 below shows the sample and population mean.

TABLE 4.8.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.7	3.5	51	6.8	8.6
Students	7.1	3.5	53	NA	NA
Ex-Students	7.3	3.1	60	6.5	8.1
Teachers	7.2	2.6	31	6.3	8.1

CHART 4.8.1

Sense of responsibility-Dispersion

	SD	MD	NN	NS	MI	SI	Unsure
Parents	2	0	5	8	32	49	4
Students	0	4	6	0	43	47	0
Ex-students	0	2	12	10	37	37	2
Teachers	0	0	19	19	32	27	3
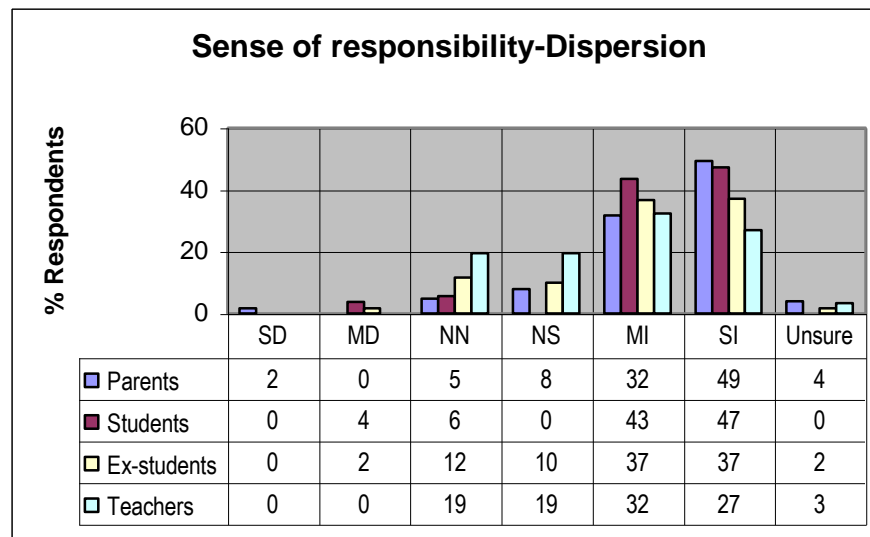
Observation: 81% parents and 90% students and 74% ex-students perceive an increase in their sense of responsibility. 59% teachers perceive an increase and 38% teachers perceive no change in themselves on this score. There is no teacher who perceives a

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[154] J KRISHNAMURTI, *"Letters to the Schools"*, Volume two, KFI, 1985, Page 19.

decrease in the sense of responsibility whereas 2% parents, 4% students and 2% ex-students do perceive this.

Discussion: Responsibility is the state of feeling accountable and answerable for what one is supposed to do. In any public school, students are helped to grow in many disciplines including academics, games and a host of other areas. They are gradually made accountable for completing tasks and made responsible for specific assignments or tasks. The sense of responsibility is oriented towards certain specific demands placed on them. The educational demands at RVS appear to be simpler in certain areas and almost impossible in others. At a different level, it appears to be an almost impossible task when JK holds people, including teachers and students responsible for their attitudes and moods, for their limitations and sorrow, for their own society and government, for commercializing religion, for creating authorities and most urgently for bringing about a new way of life and a new world order, however little be its influence or scope. The sense of responsibility has multi-layered connotation for RVS and the approach adopted seems to be to make a simple beginning by inviting people to learn on their own about what, how and why they are doing certain things and not doing certain others. The invitation is extended further by a certain non-interfering attitude of the school with a careful, unobtrusive watch over the way people are living, working or growing.

When a child or teacher is closely monitored and demands are placed on him, the virtue of obedience seems to come about quickly and the scope for internalized and natural action seems to get diminished. When a child gets admitted into the school from an environment of close monitoring and compulsion, often a slide in his performance and the vivacity of his presence is noticed. This appears to arise from an uncertainty about

how to conduct oneself. The child learns through observation or the teachers and house parents begin the process of discussion and counseling so that the child begins to think and reflect on matters. Over a period of time many of the children are observed to be shifting from externally motivated behavior to a relatively responsible and internally motivated pattern of behavior. In a few cases a child coming from a disturbed family is observed to be finding the transition more difficult, and eventually may or may not gain from the environment.

Some of the teachers come to the school by choice, with or without an interest in the teachings of JK. The profile of the teachers shows that many of them are over-qualified for the work they do and in most organizations retaining such people would be very challenging. Many of them may have dwelt on the subject of responsibility quite deeply.

4.8.2. Care of belongings: Table No. 4.8.2 below shows the sample and population mean.

TABLE 4.8.2

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	6.1	4.1	51	5.1	7.1
Ex-Students	6.1	5.6	60	4.7	7.5

53% parents and 63% ex-students perceive an increase in the ability to take care of belongings. 24% feel there was scope for change but no change had been noticed, and 15% feel there was no scope for change.

Discussion: Care of personal belongings in the hostel and the school is an aspect that requires continuous follow-up from the teachers and house parents. This is an issue most students would not lay much emphasis on and expectedly only a marginal increase has

been perceived by parents in their children and by ex-students in themselves. Students have not been asked this question because they may feel that whatever they do is adequate to meet their needs. Their response may not give meaningful information. The level of improvement observed on this score may be slightly more than what could be expected from day scholars, and it would perhaps be the same or less than what could be expected in other public schools which insist on the chores of hostel life being fulfilled religiously.[155]

There are 22% parents who observe significant improvement in their children. These students may be the ones who are intrinsically orderly and who were not doing their part at home because there was someone to do it. Or they may be the more responsible ones who took the suggestion of the teachers more seriously than the others.

4.8.4. Orderliness: Table No. 4.8.4 below shows the sample and population means.

TABLE 4.8.4

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	5.4	4.6	51	4.3	6.6
Students	5.2	4.8	53	NA	NA
Ex-Students	6.3	4.5	60	5.1	7.4
Teachers	5.6	3.5	31	4.4	6.8

The chart showing the dispersion of responses is given below.

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[155] In a couple of other public schools that the researcher had occasions to visit it was found that the care of belongings was quite impressive. It was observed that the hostels had a fairly strict and formal approach towards bringing about order in such matters. There was a monitor to supervise the work of children and well laid out consequences is a student lapses in any of the daily chores. RVS is observed not to have a system of monitor and clear rewards and punishments to make children learn the daily chores. The house parents are required to work their way through and make children realize the need for orderliness by persuasion, discussions and an occasional, non-harsh (or non-cruel) rebuke or chastisement.

CHART 4.8.4

Orderliness-Dispersion

	SD	MD	NN	NS	MI	SI	Unsure
Parents	3	3	13	10	46	22	3
Students	0	11	17	2	42	26	2
Ex-students	2	3	17	13	32	28	5
Teachers	0	3	19	16	39	13	10
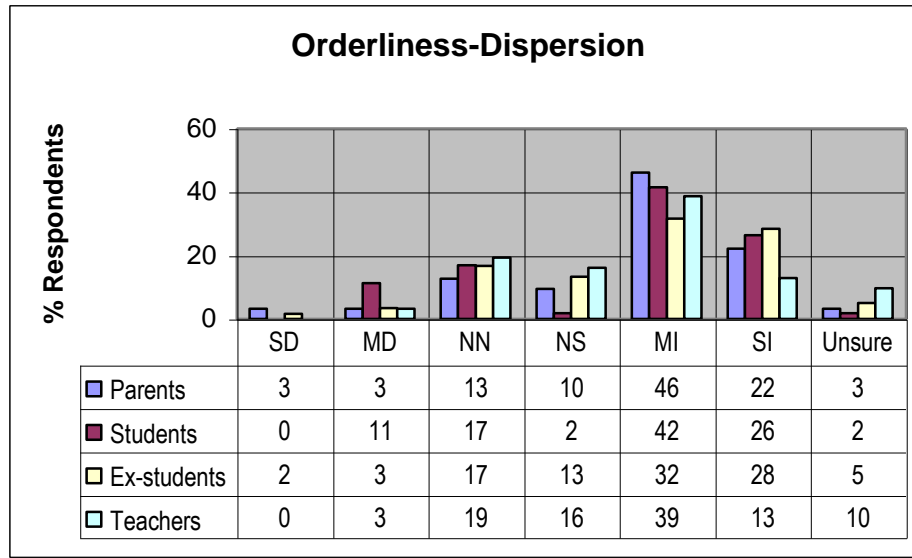
The dispersion chart shows that 22% parents, 26% students, 28% ex-students and 13% teachers perceive a significant improvement. 46% parents, 42% students, 32% ex-students and 39% teachers perceive a marginal improvement. 6% parents, 11% students, 5% ex-students and 3% teachers perceive a decrease in their attitude of orderliness. A sizeable 23% parents, 19% students, 30% ex-students and 35% teachers do not perceive any change in orderliness.

Discussion[156]: In all categories of respondents the mean perceived increase in orderliness is only slightly more than marginal. It could be that a lack of measures to compel people to be orderly in their work is one of the reasons for this. There might be an inverse proportionality between freedom and orderliness for most people. For some people there may be a movement of natural orderliness, which does not arise from external motivation or compulsion. JK has spoken of orderliness as an evolving attitude in the process of

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[156] It is generally observed that even fairly grown up people become orderly only in response to an external need. It seems that external orderliness can be inculcated as a habit, which can be brought about by demanding it strictly. It seems to be a difficult task to convince a child to develop an attitude of orderliness in a natural manner. Hence the intention of the school to bring about order by making students understand the need for it appears to be unproductive to a large extent.

learning and growing in an atmosphere of freedom. The mean of 5.2 to 6.3 across different categories of respondents suggests that there isn't adequate understanding of the process.

It could also be that orderliness comes about at a later stage of life, depending on what students are exposed to in their early years. 6% parents, 11% students and 5% ex-students perceive a decrease in orderliness. It could be that while at home parents had instilled certain standards of orderliness, the school environment could not sustain.

 4.8.5. Taking a balanced view while deciding: Table No. 4.8.5 below shows the sample and population means.

TABLE 4.8.5

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.3	2.5	51	6.7	8.0
Students	6.9	3.1	53	NA	NA
Ex-students	7.2	2.5	60	6.6	7.8
Teachers	6.5	2.4	31	5.7	7.3

A chart showing the dispersion of responses is given below.

CHART 4.8.5

Taking a balanced view while deciding-Dispersion

	SD	MD	NS	NN	MI	SI	Unsure
Parents	0	0	6	13	41	37	3
Students	0	2	13	2	45	34	4
Ex-students	0	0	17	7	40	31	5
Teachers	0	0	16	6	45	19	14
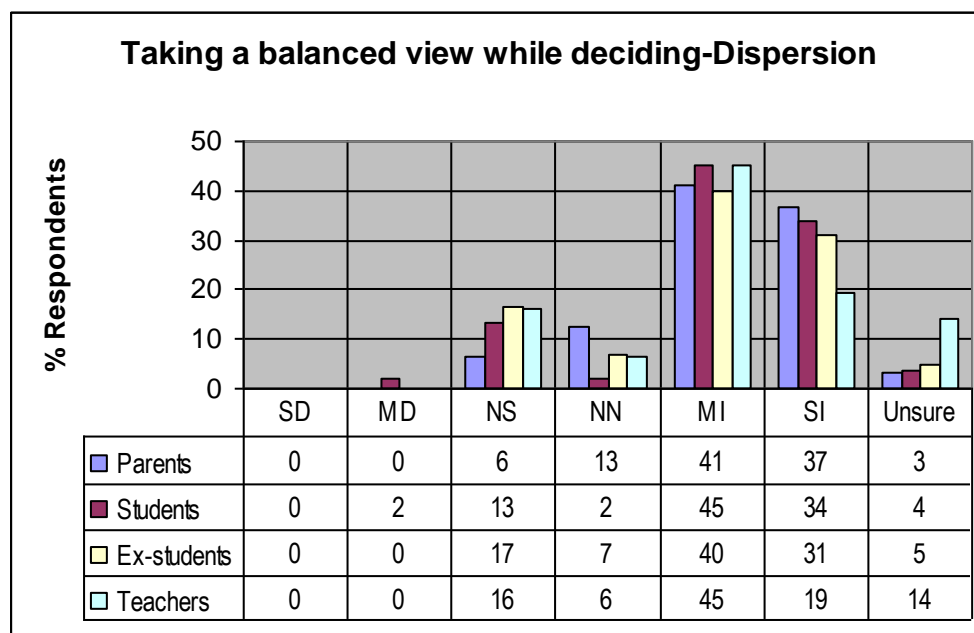
Observation: 37% parents, 34% students and 31% ex-students perceive a significant growth in the students' ability to take a balanced view. 19% teachers perceive a significant growth in their own ability to take a balanced view. 41% parents, 45% students, 40% ex-students and 45% teachers perceive a marginal growth. 6% parents, 13% students, 17% ex-students and 16% teachers respectively that there could have improvement but was not there. 2% students perceive a marginal decrease.

Discussion: The ability to take a balanced view of an issue is related to the ability to take different perspectives into account. It is important for students, especially in a residential school, to be able to do this so that they are not merely swayed by peer culture. The ability to take a balanced view on issues before taking a decision or forming an opinion is an important part of education, so that students are able to stand uninfluenced by society in later life. The school engages the students in discussions on issues related to their stay at school and in some areas involves them in the decision making process. This enables students to think about issues and discuss them, and interact closely with the teachers and management. This approach improves their ability to consider issues and also to present their views logically.

4.8.6. Ability to express oneself in a forthright manner: Table No. 4.8.6 below shows the sample and population means.

TABLE 4.8.6

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.4	2.9	51	7.7	9.1
Students	6.3	4.8	53	NA	NA
Ex-Students	7.1	3.5	60	6.2	8.0
Teachers	4.8	4.6	31	3.1	6.4

CHART 4.8.6

Ability to express oneself in a forthright manner-Dispersion

	SD	MD	NN	NS	MI	SI	Unsure
☐ Parents	0	2	5	8	22	60	3
☐ Students	0	11	4	0	38	47	0
☐ Ex-students	0	3	12	5	38	42	0
☐ Teachers	3	3	13	10	48	13	10
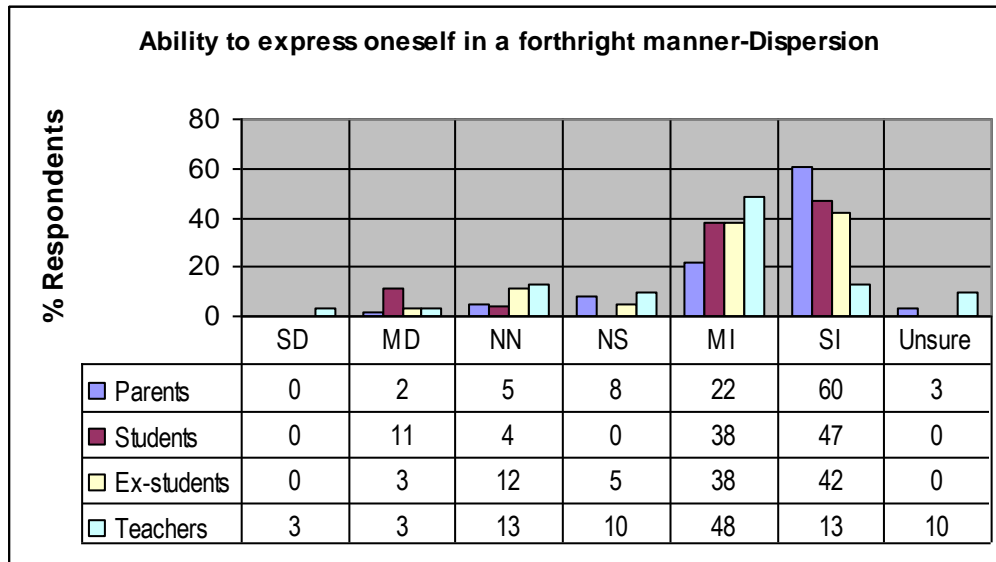
Observation: 60% parents, 47% students and 42% ex-students perceive a significant increase in students' ability to express freely and without fear. Whereas 48% teachers perceive a marginal increase, 13% perceive a significant increase. 2%, 11%, 3% and 6% of the parents, students, ex-students and teachers respectively perceive a decrease in this ability. ANOVA between the sample means of the perception of parents, ex-students and teachers indicates a significant difference in the means at 5% level (Page 245.) The difference in perception has been discussed below.

Discussion: Parents perceive that their children have improved in this ability much more than what the students perceive. The ex-students perceive a mean growth between what the parents and the students perceive. It could be that their perception reflects the growth more objectively.

The population mean of increase in the ability of teachers to express their views frankly varies between 3.1 and 6.4. This is an indicator that needs to be reflected upon carefully because in a school intending to provide an ambience of freedom, one would expect teachers to feel that they have grown in this dimension to a greater extent. The sample

means viewed together indicate that in this regard the management is unable to provide as free an environment to teachers as they are able to provide to the students. Perhaps teachers are expected to conform to certain patterns and to certain expectations more than what the students are expected to do. Or what is worse, it may be that there is an apprehension in the minds of teachers on how any adverse or critical comment, will be viewed by the management, and how that may influence their standing with the management. It appears that there is scope for the management to reflect on the possible reasons for teachers not to have grown significantly on this score, if the intention is to strengthen the ambience of fearlessness. If this is not done, the teachers' apprehensions about the management could affect the ambience they are able to provide to the children.[157]

4.9.0. GROUP IX: Improvement in relationships and sensitivity
4.9.1. Quality of inter-personal relationships: Table No. 4.9.1 below shows the sample and population means.

TABLE 4.9.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.2	3.1	51	6.4	8.0
Students	8.1	3.1	53	NA	NA
Ex-Students	6.7	5.5	60	5.3	8.0
Teachers	4.4	4.8	31	2.7	6.1

A chart showing the dispersion of responses is given below.

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[157] A sort of apprehension about what will happen when an individual expresses dissent is experienced to be widespread in institutions. On most occasions it has been observed by this researcher that the apprehensions are unfounded and result due to certain institutional memories bred over gossips, mistrust and perceived favoritism. As a teacher, the researcher has expressed dissent in the strongest of terms but does not perceive any 'disadvantage' resulting to him due to this. On the contrary the Director complimented him once that she admires him for the courage with which he expresses dissent. It is the experience of the researcher that one can find people who express themselves forthrightly often. However, it is rather unusual to find people in power being able to accept such forthrightness and dissent of others. The presence of such managers, who not only accept and receive dissent in a large hearted manner but are ready to work with a heterogeneous and responsible group, is a strong indicator of the space an institution provides to the people in it. In case people perceive that expression of dissent or criticism will affect their future in the institution the motivational level can get dampened and may never be expressed making it unfeasible for the management to work upon it. On the other hand even if there are adverse consequences an educator must be able to convey values of forthrightness to the students as the present-day society needs it very much so that true modernism can set in.

CHART 4.9.1

Quality of inter-personal relationships-Dispersion

	SD	MD	NS	NN	MI	SI	Unsure
Parents	0	2	8	8	33	33	16
Students	0	2	9	4	26	55	4
Ex-students	3	5	15	9	21	44	3
Teachers	0	10	10	16	35	13	16
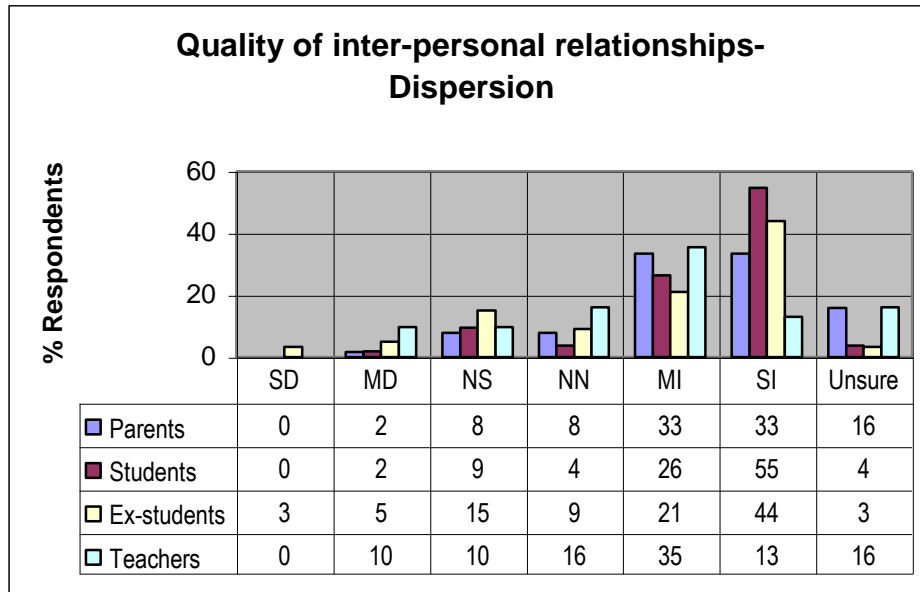
Observation: 66% parents, 81% students, 63% ex-students and 48% teachers perceive that the quality of their inter-personal relationships has improved. 26% teachers, 24% ex-students, 13% students and 16% parents perceive no change. 8% ex-students and 10% teachers feel the quality of inter-personal relationships has worsened.

Discussion: One would expect that in any residential school students learn to improve their inter-personal relationships. However, the mean increase of 4.4 perceived by teachers is less than a marginal increase and seems to be rather low for a close knit, isolated community like Rishi Valley School. This needs to be examined and discussed.

4.9.2. Relatedness to people around: Table No. 4.9.2 below shows the sample and population means.

TABLE 4.9.2

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	6.6	3.7	51	5.7	7.5
Students	7.1	4.2	53	NA	NA
Ex-Students	6.8	4.8	60	5.6	8.0
Teachers	4.0	4.9	31	2.3	5.8

CHART 4.9.2

Relatedness to people around-Dispersion

	SD	MD	NS	NN	MI	SI	Unsure
Parents	2	2	3	5	48	35	5
Students	2	2	15	6	30	42	3
Ex-students	2	5	12	8	27	42	4
Teachers	0	13	16	6	42	13	10

% Respondents (y-axis, scale 0 to 50)
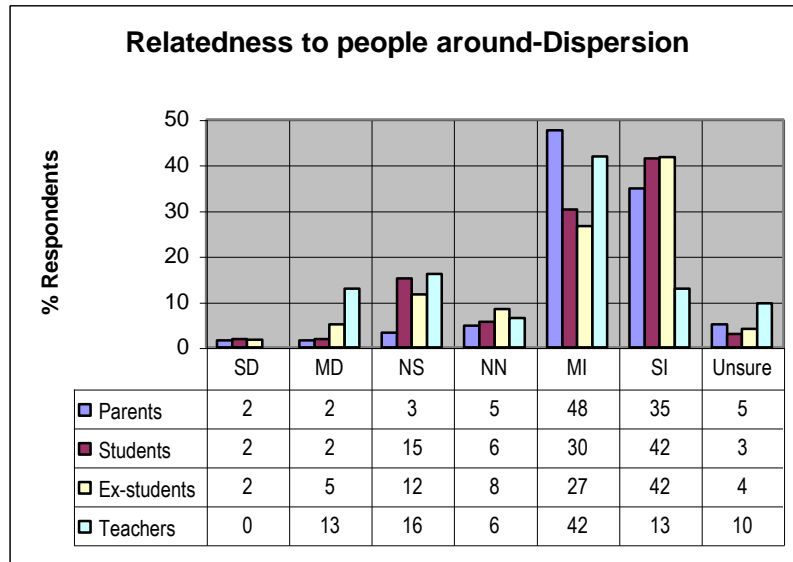
Observation: 13% teachers perceive a decrease in their sense of feeling related and 22% teachers feel they have not changed. 55% teachers perceive either marginal or significant increase in their feeling of relatedness. 83% parents perceive that their children have improved in their sense of relatedness to people around to a marginal or significant extent. 69% ex-students perceive that they improved to a marginal or significant extent in this aspect. ANOVA between the sample means of the perception of parents, ex-students and teachers indicates a significant difference in the means at 5% level (Page 245.) The difference in perception has been discussed below.

Discussion: Even if the relationships are not expressive a sense of relatedness is necessary in a society for it to be cohesive and warm. The feeling of relatedness is perhaps helpful to closely knit a community. The mean growth that teachers perceive on this score is 4.0, which is less than marginal. Viewed in conjunction with the mean growth in *quality of relationships* perceived as only 4.4, it appears that there are differences of views amongst teachers, if not conflicts. It could also mean that the

290

teachers are quite pre-occupied with the functions of the residential school to be able to spend time informally with one another. It may be necessary for the teachers and the management to examine this issue before it adversely affects the culture and ambience of the place.

4.9.3. Sensitivity towards other people

Background: "Sensitivity implies being vulnerable. One is sensitive to one's reactions, one's hurts, and one's beleaguered existence: that is, one is sensitive about oneself and in this vulnerable state there is really self-interest and therefore the capability of being hurt, of becoming neurotic. It is a form of resistance, which is essentially concentrated on the self. The strength of vulnerability is not self-centered. It is like the young spring leaf that can withstand strong winds and flourish. This vulnerability is incapable of being hurt, whatever the circumstances. Vulnerability is without center as the self. It has an extraordinary strength, vitality and beauty."[158]

Table No. 4.9.3 below shows the sample and population means.

TABLE 4.9.3

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.7	3.1	51	6.9	8.4
Students	6.7	3.7	53	NA	NA
Ex-Students	7.0	4.7	60	5.8	8.2

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[158] J KRISHNAMURTI, *"Letters to the Schools"*, Volume two, KFI, 1985, Page 37/38.

A chart showing the dispersion of responses is given below.

CHART 4.9.3

Sensitivity towards other people-Dispersion

	SD	MD	NS	NN	MI	SI	Unsure
Parents	0	2	6	16	29	41	6
Students	2	0	17	2	42	30	7
Ex-students	2	5	8	10	25	47	3
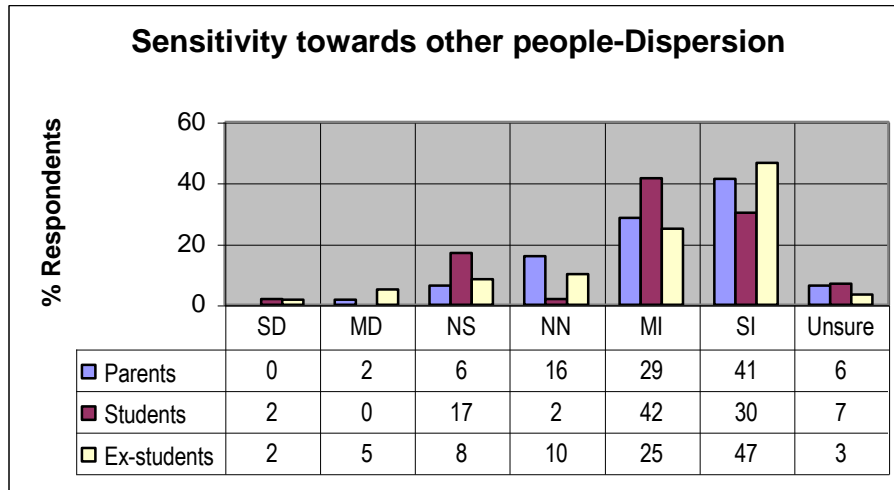
Observation: 70% parents, 72% students, and 72% ex-students perceive the students to have become more sensitive towards other people. 2% parents, 2% students and 7% ex-students perceive a decrease in sensitivity in the students. 17% students feel there was scope to improve on this dimension but they didn't.

Discussion: A student of any public school learns to live with other adults and students. Generally the art of give and take, or the art of compromise, is learnt to different degrees of benefit to oneself and to another. The intention of RVS appears to be quite different from this. The school speaks about being sensitive to another and understanding him. This understanding or the state of being sensitive to another brings about the transaction appropriate to the occasion. This appears to be a major difference between other public schools and RVS and is linked to the teachings of JK. Discussions are held with students around this theme whenever an occasion arises. Some of the ex-students say that people they meet after leaving school are quite insensitive and they have to learn to cope with this.

4.9.4. Environmental awareness: Table No. 4.9.4 below shows the sample and population means.

TABLE 4.9.4

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	9.3	1.8	51	8.9	9.7
Students	8.9	3.2	53	NA	NA
Ex-Students	8.6	2.8	60	7.9	9.3
Teachers	8.3	2.4	31	7.5	9.2

The chart showing the dispersion of respondents is shown below.

CHART 4.9.4

	SD	MD	NS	NN	MI	SI	Unsure
Parents	0	0	0	10	13	77	0
Students	2	0	2	2	13	81	0
Ex-students	0	2	0	2	23	73	0
Teachers	0	0	16	3	26	52	3
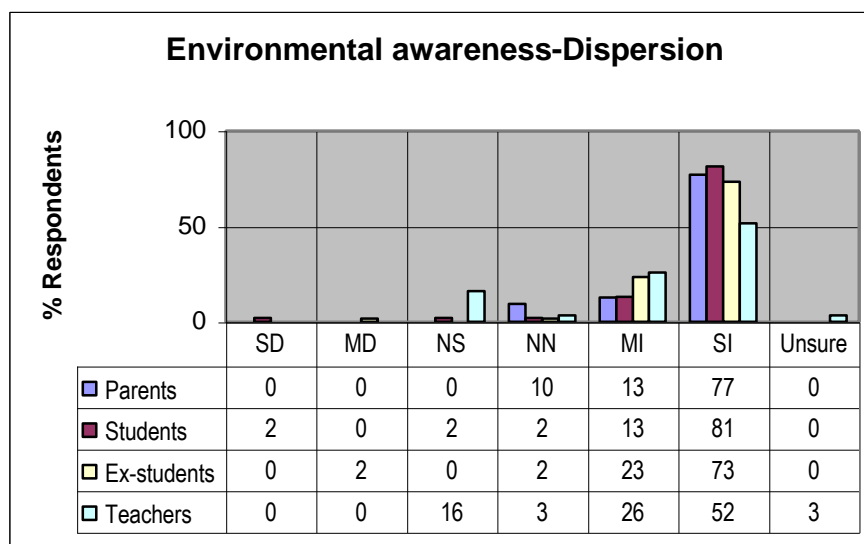
Observation: 90% parents, 94% students and 96% ex-students perceive that the environmental awareness of the students has increased marginally or significantly. 78% teachers perceive an increase in their environmental awareness. 10% parents perceive that their children did not have any scope for change. 16% teachers perceive that they could have changed but did not.

Discussion: The school is located in natural surroundings. Bringing about environmental awareness in students and teachers is an area emphasized by the school systematically.

Projects involving students and teachers are identified and taken up for environmental upkeep and regeneration, including planting seeds and saplings, water management and keeping the campus litter-free.

4.9.5. Sensitivity towards nature: Table No. 4.9.5 below shows the sample and population means.

TABLE 4.9.5

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	8.4	2.4	51	7.8	9.0
Students	8.8	2.1	53	NA	NA
Ex-Students	8.5	3.3	60	7.7	9.3
Teachers	8.2	2.5	31	7.3	9.0

CHART 4.9.5

Sensitivity towards nature-Dispersion

	SD	MD	NS	NN	MI	SI	Unsure
Parents	0	0	3	8	29	60	0
Students	0	0	9	0	21	68	2
Ex-students	0	3	3	2	18	74	0
Teachers	0	0	23	3	26	45	3
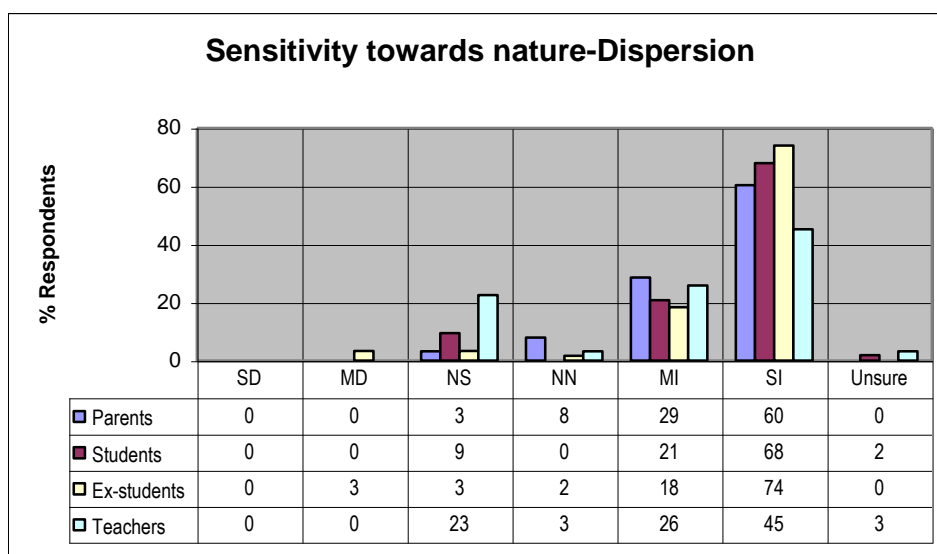
Observation: 89% parents, 89% students and 92% ex-students perceive that the sensitivity of students towards nature has increased marginally or significantly. 71% teachers perceive an increase in their own sensitivity towards nature. 23% teachers perceive that there was scope for the teachers to become more sensitive but they did not.

Discussion: The natural setting of the school is itself enchanting and has the potential to sensitize any person. Further the emphasis the school lays on taking care of the natural

surroundings is palpable. The students are involved in such activities. Environmentalists working elsewhere in the country visit the school and speak to the students about the state of the environment and their work. An ornithology studies center has been set up in the school. An ornithologist and ecologist associated with the center, takes students and teachers on bird watching field trips around the valley. These quiet walks appear to have the potential to sensitize children and adults to the ecology of the place and to the nature in its fragility. The center also organizes bird study courses to cater to the needs of people off the campus.

4.10.0. GROUP X: Aesthetic development

4.10.1. Sense of beauty and aesthetics: Table No. 4.10.1 below shows the sample and population means.

TABLE 4.10.1

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.1	3.9	51	6.1	8.0
Ex-Students	7.6	3.6	60	6.6	8.5
Teachers	7.8	2.6	31	6.9	8.6

A chart showing the dispersion of responses is given below.

CHART 4.10.1

	SD	MD	NN	NS	MI	SI	Unsure
Parents	2	2	6	3	38	43	6
Students	0	8	11	4	40	26	11
Ex-students	0	3	8	12	27	45	5
Teachers	0	0	26	3	29	35	7

295
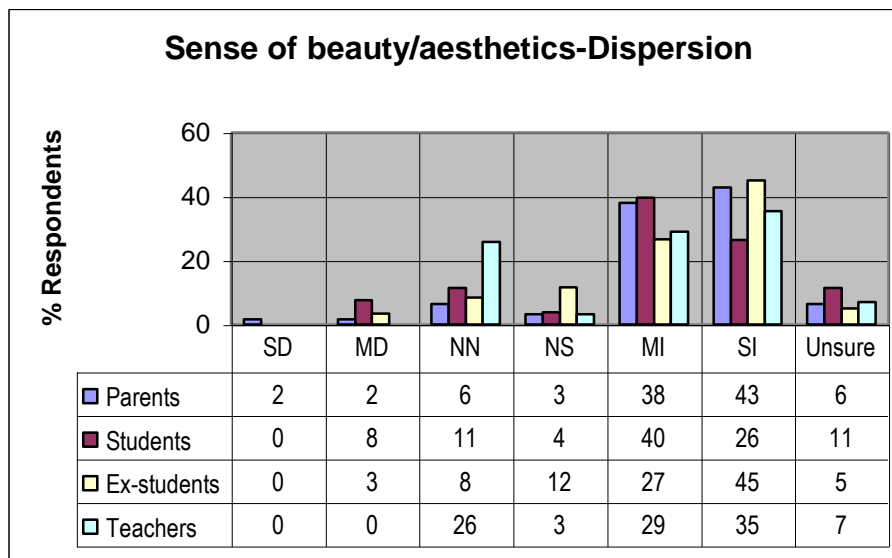
Observation: 81% parents, 66% students and 72% ex-students perceive a marginal or significant increase in the sense of beauty and aesthetics in the students. 74% teachers perceive a marginal or significant growth in their own sense of beauty. A significant percent of students and teachers feel there was scope for them to improve but they didn't.

Discussion: Students are quite engrossed in meeting their day-to-day schedules and commitments and hence they sometimes fail to notice many of the natural splendors around them. Ex-students perceive a higher growth than students, perhaps because retrospectively they connect their present aesthetic sensibilities to what they had been exposed to while at school. (This is a conjecture that a few senior teachers have made.)

Having a feel for beauty can bring about a sense of wonder, which in turn could put problems faced in our daily life in a better perspective so that we live more happily and harmoniously.

4.10.2. Abilities in arts and crafts: Table No. 4.10.2 below shows the sample and population mean.

TABLE 4.10.2

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	7.4	2.5	51	6.8	8.0
Students	8.7	2.9	53	NA	NA
Ex-Students	7.0	3.0	60	6.3	7.8
Teachers	7.1	2.5	31	6.3	8.0

The chart showing the dispersion of responses is given below.

CHART 4.10.2

Abilities in arts and crafts-Dispersion

	SD	MD	NN	NS	MI	SI	Unsure
Parents	0	0	5	3	46	43	4
Students	0	2	9	4	17	66	2
Ex-students	0	2	10	5	42	37	4
Teachers	0	0	23	0	39	29	9
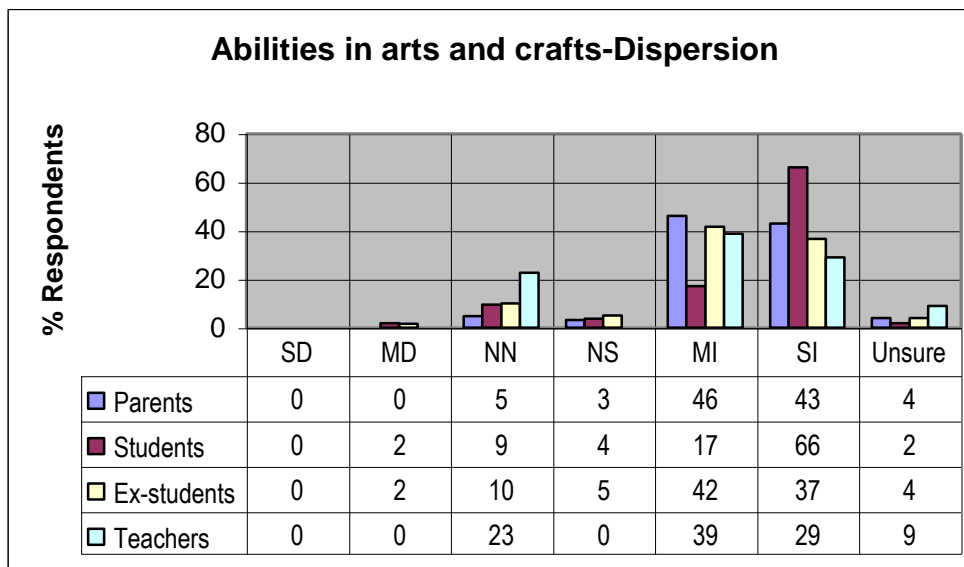
Observation: 43% parents, 66% students, 37% ex-students and 29% teachers perceive a significant growth in students' abilities in arts and crafts. 46% parents, 17% students and 42% ex-students perceive a marginal increase in the ability of the students. 39% teachers perceive a marginal increase in their own abilities. 23% teachers feel that there was scope existing for them to improve but they didn't do so.

Discussion: The arts and crafts department of RVS has teachers from some of the reputed centers of the country and the total faculty strength was 8 as on 26/06/2002. The school provides slots for all students to get age-specific exposure in different areas, including pottery, painting, drawing, carpentry, batik, tie and dye, modern art, model-making and making mechanisms. They are exposed to each of these systematically. The intention is to enable them to develop a sense of form, color, and proportions apart from the development of specific art related skills. Because most of the children may not have had much exposure before joining the school the mean increase in abilities perceived by all categories of respondents is high.

68% of teachers perceive a marginal or significant increase in their abilities in arts and crafts. It appears to be an area of interest for many of the teachers.

4.10.3. Abilities/appreciation of music and dance: Table No. 4.10.3 shows the sample and population means.

TABLE 4.10.3

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	5.5	4.9	51	4.3	6.7
Students	3.7	7.2	53	NA	NA
Ex-Students	5.7	5.1	60	4.5	7.0
Teachers	7.1	2.5	31	6.2	8.0

CHART 4.10.3

Abilities in music and dance/Appreciation-Dispersion

	SD	MD	NN	NS	MI	SI	Unsure
Parents	2	6	14	8	35	24	11
Students	6	11	19	17	17	25	5
Ex-students	3	3	18	7	34	28	7
Teachers	0	0	16	0	45	33	6
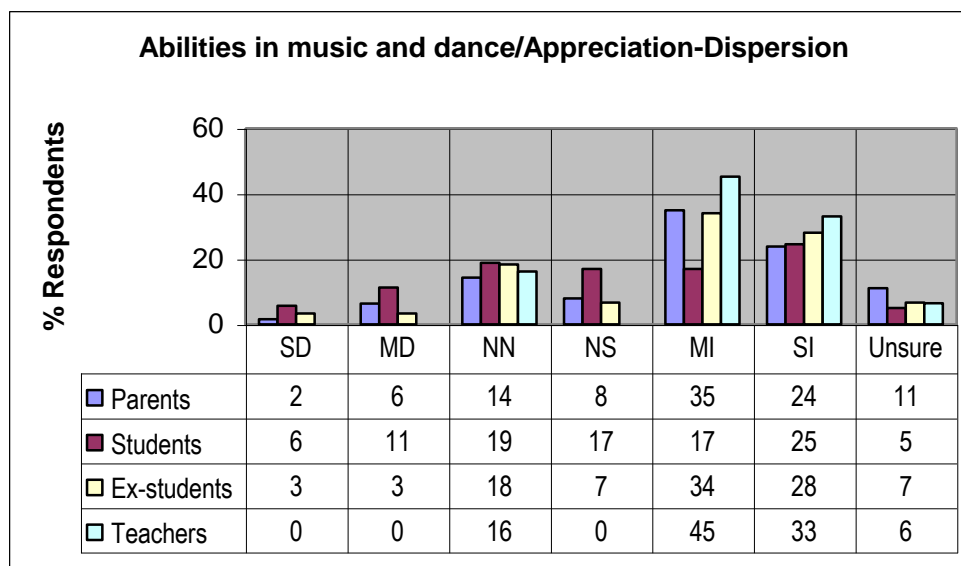
Observation: 8% parents, 17% students and 6% ex-students perceive a decrease in their abilities. 22% parents, 36% students, 25% ex-students and 16% teachers perceive no change. 24% parents, 25% students, 28% ex-students and 33% teachers perceive a significant increase in their abilities.

Discussion: While admitting students to the school children having aesthetic sensibilities are considered favorably, and it also looks as if parents having an inclination towards the fine arts, at least for their children, are more likely to choose RVS for their child. The

298

scope available at RVS reflects the school's intention to develop students' sensibilities. It is not oriented towards specialization in the area. Hence, children who have an exposure do not seem to be gaining much, and children not having any exposure perceive a significant growth. The fact that teachers perceive a significant growth almost proves this logic. Most of the teacher respondents did not have any exposure to music in their earlier years and are exposed, for instance, to many musical inputs after coming to RVS. This has widened their ability to appreciate music or dance, or even get involved in them.

4.11.0. GROUP XI: Inward growth

4.11.1. Understanding one's own nature: The mean growth perceived by students is 8.4 and by the teachers it is 6.7 (SD=2.4.)

A chart showing the dispersion of the responses is given below.

CHART 4.11.1

Understanding one's own nature-Dispersion

	SD	MD	NN	NS	MI	SI	Unsure
Students	0	0	8	0	28	62	2
Teachers	0	0	10	6	48	26	10
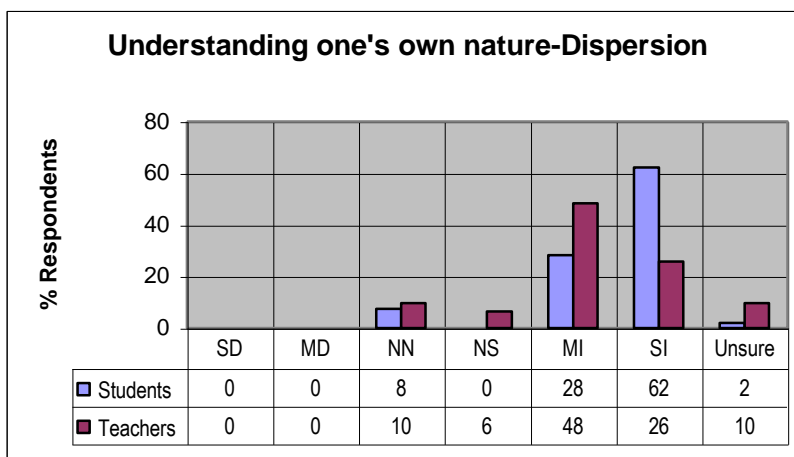
Observation: 90% students and 74% teachers perceive their ability to understand their nature to have improved. None of them feels a decrease in this ability. 8% students and 10% teachers feel they could have improved but didn't. 6% teachers feel there was no scope for change.

Discussion: The environment of freedom and space provided to learn on their own, instead of being monitored closely, appears to be bringing about a certain acute awareness of one's nature, perhaps retrospectively in most cases. The fact that people have been able to respond honestly to issues related to their inner being and true nature is itself an indicator of the growth that the school is able to quietly bring about. This owes much to the management style, which appears to be inspired and influenced by the teachings of JK.

4.11.2. Freedom from the tendency to dominate: Table No. 4.11.2 below shows the sample and population means.

TABLE 4.11.2

Category of sample	Mean	Standard Deviation	Sample size	Confidence Interval (95%) level	
				Lower Limit	Upper Limit
Parents	5.8	5.2	51	4.5	7.1
Students	5.8	4.6	53	NA	NA
Ex-students	5.3	4.8	60	4.1	6.6
Teachers	1.1	7.4	31	-1.5	3.7

A chart showing the dispersion of responses is given below:

CHART 4.11.2

	SD	MD	NN	NS	MI	SI	Unsure
Parents	3	0	13	37	22	16	9
Students	0	6	23	15	25	19	12
Ex-students	2	3	20	22	28	15	10
Teachers	6	3	33	19	17	3	19

300
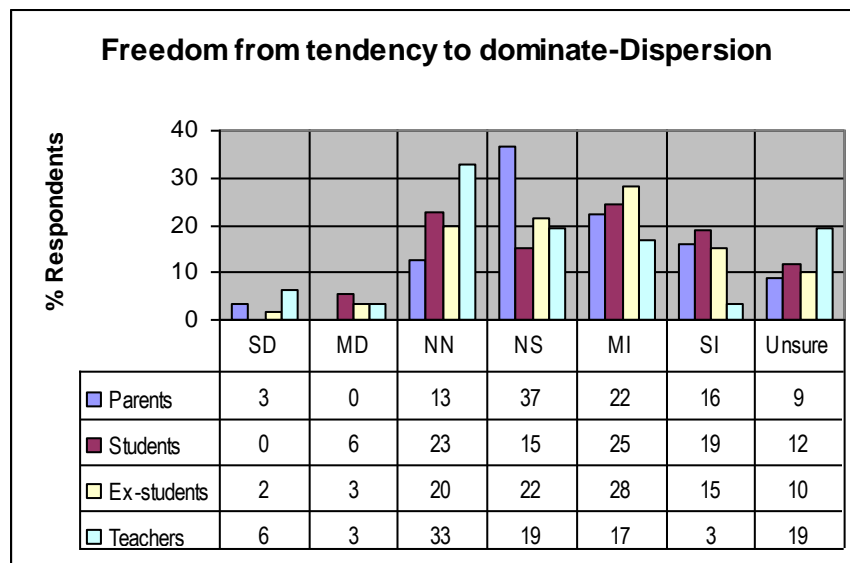
Observation: 38% parents, 44% students and 43% ex-students perceive that the students' tendency to dominate has decreased marginally or significantly. 20% teachers perceive that their tendency to dominate over others has reduced. 3% parents, 6% students, 5% ex-students and 9% teachers perceive the tendency to dominate has increased. 37% parents, 15% students, 22% ex-students and 19% teachers feel they had no scope for improving on the issue. 13% parents, 23% students, 20% ex-students and 32% teachers perceive that they had scope to improve but didn't.

Discussion: Domination is an attitude one would ask others to give up so that one could rule without having to make much effort! Society appears to function in such a way that a person either dominates or gets dominated. Seers like JK find it quite strange that people actually find it difficult to work as equals, attitudinally and essentially. So, they urge people to observe this tendency in oneself and examine if it is possible to live without it.

The information about mean growth perceived by teachers is surely indicative that they have remained as dominating as they were when they joined the school. This needs to be examined because in many other dimensions valued by the school they perceive that there has been growth in oneself. It may be necessary to see if inadvertently or due to a respect for individual freedom, people, who tend to dominate, are allowed to do so even if it has the potential of vitiating the atmosphere. In this case the ambience provided by the school or created by the teachers would appear to be only slightly different from society at large. However the difference is shown by the dispersion of respondents, which indicates that there are adults and students who have in fact improved significantly in this regard. And surely the ambience of freedom and reflection must be nurturing this.

301

4.11.3. Patience with friends/students: The mean improvement perceived by students is 8.2 and that of teachers is 7.1 (SD=2.5.)

CHART 4.11.3

Patience with friends/students-Dispersion

% Respondents	SD	MD	NN	NS	MI	SI	Unsure
Students	0	0	13	4	26	48	9
Teachers	0	0	6	3	49	36	6
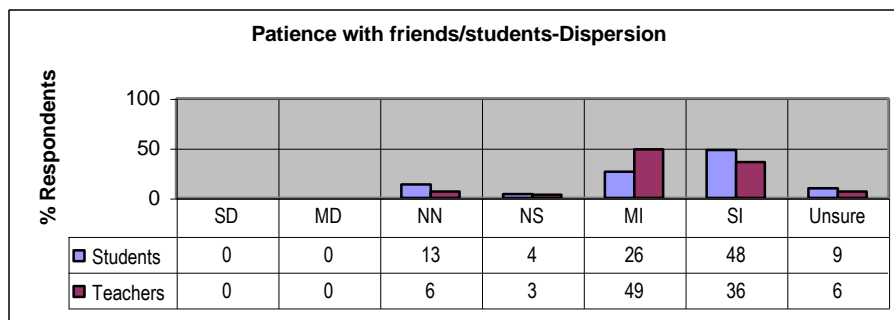
Observation: 74% students and 85% teachers perceive that they have grown in this respect. The composition of people, who feel they have grown marginally, and grown significantly, is different for the two categories.

Discussion: Patience with another is related to many aspects of living, including love for another, sensitivity towards another and understanding the problems of another. It perhaps also reflects a deeper kind of growth in a person compared to the ability merely to get along with people. The data reflects that the ambience has been able to sensitize people towards others and bring about a certain mutual patience and understanding.

4.11.4. Feeling for the deprived: Students have a mean growth of 7.6 and teachers have a growth of 7.7 (SD=2.6.) 81% students and 34% teachers perceive an increase. 23% teachers feel there was no scope for change in them and 32% teachers feel there was a scope but they did not change.

Discussion: The school is located in a remote and drought prone region. As there has been inadequate rain for several years at a stretch there is widespread deprivation in the surrounding villages. The school has different programs to reach out to the deprived people and the teachers and students are often involved in them. In addition, any

302

individual initiatives to help the deprived, has been backed to the hilt by the school. The school organizes talks by various people involved in working in deprived areas or with unorganized communities. So students and teachers have ample opportunity to become aware of the state of affairs of poor and deprived people and contribute in some way to their welfare.

At the end of every term, before children leave for their homes, an appeal is made to them to donate any items they wish to discard. Members of the Ecology Club collect the articles and deliver them to the Rural Education Center of RVEC, for being distributed to the needy people in neighboring villages.

<u>4.12.1 Conclusions based on intuitive grouping of the variables:</u>

The identified dimensions of growth and development of students and teachers were analyzed individually in the previous sections from 4.1 to 4.11. The dimensions were grouped together intuitively into 11 groups to get a comprehensive picture of nature of growth experienced by students, ex-students and teachers. A summary of the mean perception of the respondents on different dimensions has been presented below. Arithmetic mean of each group has also been indicated.

4.12.1. Summary of mean perception:

A summary is presented below in Table 4.12.1.

TABLE 4.12.1
SUMMARY OF MEAN OF PERCEPTION OF RESPONDENTS
ABOUT THE NATURE OF GROWTH EXPERIENCED

	GROUP I: Academic and intellectual abilities	P[159]	S	E	T	AM	Overall
1	Academic ability	7.5	5.6	6.4	6.3	6.5	G-VG[160]
2	Ability to study for conceptual understanding	[161]	6.9			6.9	G-VG
3	Intellectual width		7.4		5.3	6.4	G-VG
	Arithmetic Mean	7.5	6.6	6.4	5.8	6.6	G-VG
	GROUP II: Sports and games						
4	Abilities in games and sports/Appreciation	5.6	8.5	6.8	3.8	6.2	G-VG
	Arithmetic Mean	5.6	8.5	6.8	3.8	6.2	G-VG
	GROUP III: Motivation and urge to improve						
5	Urge to do better	6.9	6.9	6.8	7.0	6.9	G-VG
6	Self-confidence	7.9	5.7	5.1	5.3	6.0	G-VG
7	Freedom from the fear of teachers or authorities	9.1	7.7	6.5	5.0	7.1	G-VG
8	Self-motivation	7.0	5.7	5.5	7.9	6.5	G-VG
	Arithmetic Mean	7.7	6.5	6.0	6.3	6.6	G-VG
	GROUP IV: Range of interests						
9	Range of Interests	8.3	8.8	8.4	6.9	8.1	VG-E
	Arithmetic Mean	8.3	8.8	8.4	6.9	8.1	
	GROUP V: Flexibility and openness						
10	Adaptability	8.2	8.2	6.8		7.7	G-VG
11	Ability to consider different perspectives	8.0	8.0	8.2	7.0	7.8	G-VG
12	Ability to receive critical (or adverse) feedback		6.7		6.7	6.7	G-VG
13	Ability to accept one's mistakes		6.8			6.8	G-VG
14	Flexibility in opinions		6.8		7.2	7.0	G-VG
	Arithmetic Mean	8.1	7.3	7.5	7.0	7.5	G-VG
	GROUP VI: Learning abilities						
15	Ability to learn:				7.0	7.0	G-VG
16	Sense of listening and observation	7.6	8.4	7.3	7.2	7.6	G-VG
17	Ability to change teaching style				7.6	7.6	G-VG
18	Ability to teach				6.5	6.5	G-VG
	Arithmetic Mean	7.6	8.4	7.3	7.1	7.6	G-VG
	GROUP VII: Emotional						
19	Ability to draw right lessons from failure	7.3	6.8	6.1	6.1	6.6	G-VG
20	Freedom from emotional upsets	7.5	4.9	5.4	5.9	5.9	F-G
21	Understanding one's emotions		7.6		7.0	7.3	G-VG
22	Freedom from dislikes and prejudices	6.3	6.9	2.7	6.1	5.5	F-G
	Arithmetic Mean	7.0	6.6	4.7	6.3	6.1	G-VG
	GROUP VIII: Responsibility						
23	Sense of responsibility	7.7	7.1	7.3	7.2	7.3	G-VG

[159] P: Parents; S: Students; E: Ex-students; T: Teachers; AM: Arithmetic Mean.

[160] P: Poor; F: Fair; G: Good; VG: Very Good; E: Excellent.

[161] Blanks indicate that the perception of this category of respondent was not sought for the dimension.

24	Care of belongings		6.1	6.1		6.1	G-VG
25	Orderliness	5.4	5.2	6.3	5.6	5.6	F-G
26	Taking a balanced view while deciding	7.3	6.9	7.2	6.5	7.0	G-VG
27	Ability to express oneself in a forthright manner	8.4	6.3	7.1	4.8	6.7	G-VG
	Arithmetic Mean	7.2	6.3	6.8	6.0	6.6	G-VG
	GROUP IX: Relationships and sensitivity						
28	Quality of inter-personal relationships	7.2	8.1	6.7	4.4	6.6	G-VG
29	Relatedness to people around	6.6	7.1	6.8	4.0	6.1	G-VG
30	Sensitivity towards other people	7.7	6.7	7.0		7.1	G-VG
31	Environmental awareness	9.3	8.9	8.6	8.3	8.8	G-VG
32	Sensitivity towards nature	8.4	8.8	8.5	8.2	8.5	G-VG
	Arithmetic Mean	7.8	7.9	7.5	6.2	7.4	G-VG
	GROUP X: Aesthetic development						
33	Sense of beauty and aesthetics	7.1	5.8	7.6	7.8	7.1	G-VG
34	Abilities in arts and crafts	7.4	8.7	7.1	7.1	7.6	G-VG
35	Abilities in music and dance/Appreciation	5.5	3.7	5.8	7.1	5.5	G-VG
	Arithmetic Mean	6.7	6.1	6.8	7.3	6.7	G-VG
	GROUP XI: Inward learning						
36	Understanding one's own nature		8.4		6.7	7.6	G-VG
37	Freedom from the tendency to dominate	5.8	5.8	5.3	1.1	4.5	F-G
38	Patience with friends/students		8.2		7.1	7.7	G-VG
39	Feeling for the deprived		7.6		7.6	7.6	G-VG
	Arithmetic Mean	5.8	7.5	5.3	5.6	6.1	G-VG

4.12.2. Overall mean: The overall arithmetic mean of the perception of all categories of respondent for each group of dimensions is as follows.

4.12.2.1. Very Good to Excellent:

Group IV: Range of interests   8.1

4.12.2.2. Good to Very Good:

Group I: Academic and intellectual abilities   6.6

Group II: Sports and games   6.2

Group III: Motivation and urge to improve   6.6

Group V: Flexibility and openness   7.5

Group VI: Learning abilities   7.6

Group VII: Freedom from emotional upsets   6.1

Group VIII: Sense of Responsibility   6.6

Group IX: Relationships and sensitivity   7.4

Group X: Aesthetics   6.7

Group XI: Inward learning   6.1

4.12.3. Inferences.

4.12.3.1. The range of interests of the students and teachers is expected to increase significantly in most public schools. However, there could be a difference in the nature of exposure provided in RVS and that of other public schools.[162]

4.12.3.2. Intellectual width of teachers has improved by a fair to good extent whereas that of students has grown good to very extent. This is due to the fact that the teachers are more qualified than necessary and do not find enough scope for intellectual enrichment in a remote place like RVS.

4.12.3.3. Teachers have grown in their games and sports abilities only to a fair extent. In a residential school the playground is one of the main avenues for knowing children better and for developing a good rapport with them. The data indicates that teachers are not doing that.

4.12.3.4. Students, ex-students and teachers have grown to a less than good extent in freedom from emotional upsets. The reasons for this could be that a sensitive ambience makes a person over sensitive causing him to get upset often.

4.12.3.5. Teachers have grown good to very good in their range of interests and their ability to change teaching style.

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[162] A research study of the extent of similarities and the extent of divergences between RVS and some of the other reputed public schools would be useful as well as interesting.

4.12.3.6. Both students and teachers have grown less than good in orderliness, which indicates that orderliness in chores and mundane activities is not so easily brought about through persuasion and discussion. Strictness and close monitoring might be necessary to bring this about.

4.12.3.7. Teachers have grown just above fair in their inter-personal relationships and how well they are related to people around. This appears to be closely related to the fact that teachers have gained freedom from the tendency to dominate only to the extent of 1.1 on a scale of 0 to 10. In an ambience of freedom and in a small community, if some teachers tend to dominate over others the quality of relationships could get adversely affected and the ambience vitiated. The perception survey and participant observations indicate that this occurs. It may be necessary for the school management to intervene and prevent domination of some teachers over others so that the ambience of sensitivity and freedom is sustained and available to all in a sustained manner.

CHAPTER 5
ANALYSIS OF DATA
PART 1: ANALYSIS BASED ON INTUITIVELY CLUSTERED ELEMENTS

5.1.0. Introduction: The elements of scope for growth, management style and experienced growth, identified for the perception were clustered intuitively. The scope for growth and the experienced growth perceived by each category of respondent have been presented below. Correlation coefficient between the scopes for growth offered by the school has been calculated for each category of respondent. Based on the experience of being a faculty member of the school categorization of the elements has been done into the following groups.

5.1.1. Scope for growth

5.1.1.1. Infrastructure and facilities (Scope for Abilities - Functional growth): This cluster covers the elements, which are observed to account for the growth of students in basic abilities and functions.

5.1.1.2. Scope for Emotional – Sociability growth: This cluster covers the elements, which are considered to be accounting for, based on participant observations, the emotional growth of a student so that he or she becomes more sociable and is able to build good relationships with people around.

5.1.1.3. Scope for Psychological - Inward growth: This cluster covers the elements, which are considered to be having the potential of accounting for the psychological and inward (introspective ability) growth of students.

5.1.2. Growth Experienced

5.1.2.1. Abilities-Functional growth: This cluster of elements reflects the growth in the students or teachers with reference to their functional abilities. It is the basic type of growth expected in the process of schooling of any child. The width or range of abilities a child develops in may vary from school to school but some elements will obviously be common. In the present study an attempt has been made to capture the perception about growth experienced in the students and teachers. This cluster includes a range of abilities, which would partially or fully overlap with other schools, including other public schools.

5.1.2.2. Emotional-Sociability growth: This cluster of elements reflects the growth in the students or teachers with reference to their ability to understand and resolve their

emotions so that they are able to improve their intra-personal and inter-personal relationships. This cluster of elements might be found to overlap with those of many other public schools. However, the emphasis towards the elements may be different between Rishi Valley School and the others.

5.1.2.3. Psychological-Inward growth: This cluster of elements reflects the growth in the students or teachers with reference to their ability to observe and be aware of the inner and the outer worlds in a comprehensive manner. Most of the elements of this cluster may not be an area of so much emphasis in most schools. As there do not seem to be proven and easily comprehensible tools for bringing about 'choice less awareness' schools or institutions do not seem to work much in this most important aspect of education.

5.1.3.1. Parents' perception

5.1.3.2. Scope for growth

TABLE 5.1.3.2
INTUITIVE CLUSTERING OF ELEMENTS OF SCOPE FOR GROWTH
(PARENTS' PERCEPTION)

SL	CHARACTERISTIC	sMean	0.95 pMean	
1.00	**SCOPE FOR FUNCTIONAL-ABILITIES GROWTH**		from	to
1.01	Accessibility of house parents	8.8	8.4	**9.2**
1.02	Library Facilities	8.8	8.4	9.1
1.03	Accessibility of teachers	8.6	8.1	9.0
1.04	Assistance from school office	8.2	7.7	8.6
1.05	Academic Inputs	8.1	7.6	8.6
1.06	School Facilities	8.0	7.6	8.5
1.07	Cleanliness of campus	8.0	7.6	8.5
1.08	Accessibility of management	7.9	7.4	8.4
1.09	Scope for personality growth	7.7	7.2	8.2
1.10	Campus layout and pathways	7.4	6.9	8.0
1.11	Games/sports opportunities	6.8	6.3	7.4
1.12	Hostel Facilities	6.8	6.3	7.4
1.13	Medical attention	6.6	6.1	7.1
1.14	Laboratory Facilities	6.5	5.9	7.2
1.15	Environment of dining hall	5.8	5.3	6.4
1.16	Tuck shop facility	5.6	5.1	6.2
1.17	Food provided by dining hall	5.4	4.9	5.9
1.18	Guidance for competitive, entrance exams	3.2	2.7	3.6
1.19	MEAN	7.2	7.2	7.3
2.00	**SCOPE FOR EMOTIONAL GROWTH**			
2.05	Types/quality of assemblies	8.3	7.9	**8.8**
2.03	Scope to learn arts and crafts	8.2	7.8	8.6

2.04	Scope to widen intellectual horizons	8.1	7.7	8.6
2.06	Workshops, concerts etc.	8.1	7.6	8.6
2.02	Scope to identify talents	7.3	6.8	7.9
2.01	Scope to learn music/dance	7.0	6.5	7.6
2.07	MEAN	7.9	7.7	8.0
3.00	**SCOPE FOR INWARD GROWTH**			
3.02	Emphasis on human values	8.8	8.4	**9.2**
3.01	'Human goodness' conveyed	8.6	8.1	9.1
3.05	Freedom/space to students	8.1	7.6	8.6
3.04	Psychological support provided to handle difficult situations	7.6	7.0	8.2
3.03	Sensitiveness of school in dealing students' problems	7.6	7.0	8.2
3.06	MEAN	8.1	7.9	8.3

Table 5.1.3.2 reveals that the sample mean for basic functional, emotional and inward growth is 7.3, 8.0 and 8.3 respectively. Accessibility of house parents for the students to share their concerns and problems is very high at 9.2. This is surely one of the significant aspects of the school to be able to sustain the level of freedom extended with orderliness being emergent in the process. Scope for aesthetic development offered by the school through the types of assemblies, arts and crafts, workshops/concerts and widening intellectual horizons are the most significant aspects of the scope for emotional growth with a sample mean of more than 8.6 or more. Scope for inward growth is brought about by the human goodness conveyed by the teachers of the school is the way they live and the emphasis on human values conveyed by the processes and management style of the school.

5.1.3.3 Growth Experienced

TABLE 5.1.3.3
INTUITIVE CLUSTERING OF ELEMENTS OF GROWTH
(PARENTS' PERCEPTION)

SL	CHARACTERISTIC	Sample	0.95 pMean	
1.00	**ABILITY-FUNCTIONAL GROWTH**	Mean	from	to
1.01	Range of interests	**8.3**	7.7	8.9
1.02	Self confidence	7.9	7.1	8.8
1.03	Overall sense of responsibility	7.7	6.8	8.6
1.04	Academic ability	7.5	6.7	8.2
1.05	Ability in arts/crafts	7.4	6.8	8.0
1.06	Urge to do better	6.9	5.8	8.0
1.07	Care of belongings	6.1	5.1	7.1
1.08	Ability in sports, games	5.6	4.5	6.6
1.09	Ability in music/dance	5.5	4.3	6.7
1.10	Orderliness	5.4	4.3	6.6
1.11	MEAN	6.8	6.7	7.0

2.00	**EMOTIONAL-SOCIABILITY GROWTH**			
2.01	Ability to express freely, forthrightly	**8.4**	7.7	9.1
2.02	Adaptability	**8.2**	7.6	8.8
2.03	Ability to consider different perspectives	**8.0**	7.4	8.6
2.04	Freedom from emotional upsets	7.5	6.7	8.3
2.05	Taking a balanced view while deciding	7.3	6.7	8.0
2.06	Ability to draw right lessons from failures	7.3	6.5	8.0
2.07	Interpersonal relationships	7.2	6.4	8.0
2.08	Sense of relatedness to the people around	6.6	5.7	7.5
2.10	MEAN	7.4	7.2	7.5
3.00	**PSYCHOLOGICAL-INWARD GROWTH**			
3.01	Environmental awareness	**9.3**	8.9	9.7
3.02	Freedom from fear of teachers	**9.1**	8.6	9.6
3.03	Sensitivity towards nature	8.4	7.8	9.0
3.04	Sensitivity towards other people	7.7	6.9	8.4
3.05	Sense of listening and observation	7.6	7.0	8.3
3.06	Aesthetic sense	7.1	6.1	8.0
3.07	Self motivation	7.0	6.1	8.0
3.08	Freedom from dislikes, prejudices	6.3	5.3	7.3
2.09	Freedom from tendency to dominate	5.8	4.5	7.1
3.09	MEAN	7.7	7.6	7.9

The table 5.1.3.3 above shows that the sample's mean growth is 6.8, 7.4 and 7.7 for the three clusters of elements of growth. Development of wider interests in the area of functional growth has a mean of 8.3; ability to express forthrightly has a mean of 8.4. Freedom from fear of teachers has a mean of 9.1 which has been intuitively clustered as part of inward growth for the purpose of this research work.

The tables 5.1.3.2 and 5.1.3.3 together reveal that the parents perceive the scope for growth offered by the school and the growth experienced by their children is significant. The correlation coefficient has been determined in the next section 5.1.3.4 below.

5.1.3.4. Correlation coefficient between Scope for growth and growth experienced.

Table No. 5.1.3.4 below shows the correlation coefficient between the scope for growth offered by the school and the growth observed in their children by the parents.

TABLE 5.1.3.4
CORRELATION COEFFICIENT BETWEEN SCOPE FOR GROWTH AND GROWTH OBSERVED (PARENTS' PERCEPTION)

	Category	Scope for Growth	Growth observed	Correlation Coefficient	z-value**
Parents' perception	Abilities-Functional	7.2	6.8	0.99	Z=49.125 Highly significant at 5% level
	Emotional-Sociability	7.9	7.4		
	Psychological-Inward	8.1	7.7		

** Statistical test is performed to study the statistical significance of correlation coefficient using z-test and found all coefficients are highly significant, the critical z-value being 1.96.

The coefficient of correlation 0.99 presented in Table 5.1.3.4 reveals that the scope for growth offered by the school and the experienced growth are highly correlated as per the perception of the parents.

5.1.4.1. Students' perception
5.1.4.2. Scope for growth

TABLE 5.1.4.2
INTUITIVE CLUSTERING OF ELEMENTS OF SCOPE FOR GROWTH
STUDENTS' PERCEPTION OF SCOPE FOR GROWTH (PAGE 1 OF 2)

SL	CHARACTERISTIC	sMean	0.95 pMean	
1.00	**SCOPE FOR FUNCTIONAL-ABILITIES GROWTH**		From	To
1.01	Library Facilities	**8.5**	8.1	9.0
1.02	Scope for hikes, field visits, field projects, treks, camps etc.	**8.1**	7.6	8.6
1.03	Accessibility of house parent	7.4	6.9	7.9
1.04	Academic Inputs	7.4	7.0	7.8
1.05	Accessibility of teachers	7.3	6.8	7.7
1.06	School Facilities	7.2	6.8	7.7
1.07	Care while you are sick	7.2	6.6	7.8
1.08	Scope for personality development	7.2	6.6	7.7
1.09	Games/sports opportunities	7.1	6.5	7.6
1.10	Scope to learn music	6.9	6.3	7.5
1.11	Extra academic support provided to needy students	6.8	6.4	7.3
1.12	Assistance from school office	6.2	5.7	6.7
1.13	Hostel Facilities	6.4	6.0	6.9
1.14	Campus medical attention	5.9	5.4	6.4
1.15	Laboratory Facilities	5.4	4.8	5.9
1.16	Accessibility of management	5.0	4.5	5.6
1.17	Environment of dining hall	4.9	4.4	5.5
1.18	Food provided by dining hall	4.6	4.1	5.2
1.19	Tuck shop services	4.6	4.3	5.0
1.20	Laundry services	4.0	3.4	4.6
1.21	Guidance provided for competitive, entrance examinations	4.0	3.4	4.5
1.22	MEAN	6.3	6.1	6.5
2.00	**SCOPE FOR EMOTIONAL GROWTH**			
2.01	Scope to learn arts and crafts	**8.2**	7.7	8.6
2.02	Scope for widening intellectual horizons	7.5	7.0	7.9
2.03	Workshops/concerts by visitors	7.3	6.7	7.8
2.04	Respect and politeness shown by teachers towards students	7.2	6.8	7.6
2.05	Scope to learn or appreciate dancing	6.5	6.1	7.0

2.06	Types/quality of assemblies	5.9	5.4	6.3
2.07	Willingness of the teachers to listen to contrary views ...	5.9	5.3	6.5
2.08	Scope to identify talents and potential	5.8	5.1	6.4
2.09	Extent to which students are kept as the focus while handling problems	5.5	5.0	5.9
2.10	Confidentiality with which information shared with teachers is dealt	4.5	3.8	5.2
3.11	Psychological support provided to handle difficult problems	6.0	5.3	6.7
3.12	Sensitiveness of school while providing critical feedback to students	5.7	5.2	6.3
3.13	Sensitivity displayed in dealing with individual problems of students	5.6	5.1	6.1
3.14	Scope to work and live without fear of management	5.6	5.1	6.1
3.15	Methods adopted by the school to explain, convince, convey issues	5.3	4.8	5.9
3.16	Extent to which teachers are free of past impressions …	4.3	3.8	4.9
3.17	MEAN	6.0	5.8	6.3
3.00	**SCOPE FOR INWARD GROWTH**			
3.01	Freedom/space available for students to learn and grow	**7.8**	7.3	8.3
3.02	Emphasis on human values	7.3	6.8	7.7
3.03	Patience displayed by teachers towards students	7.0	6.5	7.4
3.04	Scope to work and live without fear of teachers	6.8	6.2	7.3
3.05	Scope to learn and work without comparison or competition	6.6	6.1	7.2
3.06	Scope provided by the school to make mistakes and learn from them	6.5	6.0	7.1
3.07	Scope provided by the school to understand what violence is	6.4	5.8	6.9
3.08	Scope for students to take initiatives and try new 'things'	6.2	5.6	6.8
3.09	Scope provided in the school to understand what is the joy of learning	6.1	5.6	6.7
3.10	'Human goodness' conveyed by teachers	6.1	5.7	6.5
3.11	MEAN	6.7	6.4	6.9

The sample means of the three intuitively identified levels of growth are 6.3, 6.0 and 6.7. Library facilities and the scope for going on hikes and outdoor educational exposure are perceived by the students to be very high. The scope to learn arts and crafts and the space available for students to learn and grow at their own pace in an ambience of freedom is perceived to be very high. A mean of 7.8 in the freedom and space perceived by the students reveals that the intention of the school to provide such freedom and space to students has been realized to a significant extent.

5.1.4.3 Perception of students about their own growth

TABLE 5.1.4.3
INTUITIVE CLUSTERING OF ELEMENTS OF GROWTH
STUDENTS' PERCEPTION OF THEIR OWN GROWTH

SL	CHARACTERISTIC	Sample	0.95 pMean	
1.00	**ABILITIES-FUNCTIONAL GROWTH**	Mean	from	to
1.03	Range of interests	*8.8*	8.2	9.3
1.11	Abilities in arts and crafts	**8.7**	7.9	9.4
1.01	Abilities in sports/games	**8.5**	7.9	9.1

1.09	Intellectual width	7.4	6.8	8.1
1.02	Sense of responsibility	7.1	6.2	8.0
1.06	Urge to do better, improve	6.9	5.7	8.1
1.10	Ability to receive critical or adverse feedback	6.7	5.9	7.5
1.07	Self confidence	5.7	4.4	7.1
1.05	Academic ability	5.6	4.3	7.0
1.04	Orderliness and timeliness	5.2	3.9	6.5
1.08	Abilities in music/dance	*3.7*	1.8	5.6
1.12	MEAN	6.8	6.7	7.0
2.00	**EMOTIONAL-SOCIABILITY GROWTH**			
2.01	Ability to consider different perspectives	**8.2**	7.5	8.9
2.02	Ability to express freely, forthrightly	6.3	5.0	7.6
2.03	Capacity to take a balanced view while deciding	6.9	6.0	7.7
2.04	Ability to keep problems of others in mind while relating	6.7	5.7	7.7
2.05	Relatedness to people	7.1	6.0	8.3
2.06	Ability to draw right lessons from failures	6.8	6.1	7.4
2.07	Flexibility in opinions	6.8	6.0	7.6
2.08	Understanding one's emotions	7.6	6.6	8.6
2.09	Quality of relationships	8.1	7.2	8.9
2.10	Adaptability	*8.2*	7.6	8.9
2.11	Freedom from emotional upsets	*4.9*	3.4	6.4
2.12	MEAN	6.9	6.8	7.1
3.00	**PSYCHOLOGICAL-INWARD GROWTH**			
3.01	Environmental awareness	***8.9***	8.1	9.8
3.02	Sensitivity towards nature	***8.8***	8.3	9.4
3.03	Understanding one's nature	***8.4***	7.8	9.1
3.04	Ability to listen, observe	***8.4***	7.8	9.0
3.05	Patience with friends	***8.2***	7.6	8.9
3.06	Freedom from fear of teachers or authorities	7.7	6.8	8.5
3.07	Feeling for the deprived	7.6	6.9	8.3
3.08	Ability to study for conceptual understanding, not marks	6.9	5.9	8.0
3.09	Freedom from dislikes or prejudices	6.9	5.9	7.9
3.10	Ability to accept one's mistakes	6.8	6.0	7.6
3.11	Freedom from tendency to dominate	5.8	4.5	7.0
3.12	Joy of learning	5.8	4.6	6.9
3.13	Self motivation	*5.7*	4.3	7.1
3.14	MEAN	7.4	7.2	7.5

The sample mean of the growth in the three clusters is 6.8, 6.9 and 7.4.

5.1.4.4. Correlation coefficient between scope for growth and experienced growth

Table No. 5.1.4.4 below shows the correlation coefficient between the scope for growth offered by the school and the growth observed by the students in themselves.

TABLE 5.1.4.4
CORRELATION COEFFICIENT BETWEEN SCOPE FOR GROWTH AND GROWTH OBSERVED (STUDENTS' PERCEPTION)

	Category	Scope for growth	Growth observed	Correlation coefficient	Z value **
Students' perception	Abilities-Functional	6.3	6.8		Z=10.627
	Emotional-Sociability	6.0	6.9	0.83	Highly significant
	Psychological-Inward	6.7	7.4		at 5% level

** Statistical test is performed to study the statistical significance of correlation coefficient using z-test and found all coefficients are highly significant, the critical z-value being 1.96.

The results of correlation coefficient presented in Table 5.1.4.4 reveals that experienced growth and the scope for growth enabled by the school were highly related.

5.1.5.1. Ex-students' perception

5.1.5.2. Scope for growth

TABLE 5.1.5.2
INTUITIVE CLUSTERING OF ELEMENTS
EX-STUDENTS' PERCEPTION OF SCOPE OF GROWTH

SL	CHARACTERISTIC	sMean	0.95 pMean	
			from	to
1.00	**SCOPE FOR FUNCTIONAL-ABILITIES GROWTH**			
1.01	Accessibility of teachers	**9.2**	8.8	9.5
1.02	Accessibility of house parents	**9.0**	8.6	9.4
1.03	Library Facilities	8.1	7.7	8.6
1.04	Games/sports opportunities	7.9	7.4	8.4
1.05	Academic Inputs	7.8	7.4	8.2
1.06	Care while you were sick	7.6	7.1	8.1
1.07	School Facilities	7.5	7.0	8.0
1.08	Hostel Facilities	7.1	6.6	7.6
1.09	Assistance from school office	7.1	6.6	7.6
1.10	Laboratory Facilities	7.0	6.5	7.5
1.11	Personality development	7.0	6.4	7.6
1.12	Environment of dining hall	6.9	6.4	7.5
1.13	Accessibility of management	6.7	6.1	7.3
1.14	Medical attention	6.6	6.1	7.1
1.15	Food provided by dining hall	6.5	6.0	7.1
1.16	Tuck shop facility	6.5	6.1	6.9
1.17	Laundry service	5.8	5.2	6.4
1.18	Guidance provided for competitive entrance exams	*3.8*	3.4	4.3
1.19	MEAN	7.1	7.1	7.2
2.00	**SCOPE FOR EMOTIONAL GROWTH**			

2.01	Scope to learn arts, crafts	*8.6*	8.2	9.1
2.02	Scope for widening intellectual horizons	8.0	7.5	8.4
2.03	Workshops/concerts	8.0	7.5	8.5
2.04	Scope to learn music	7.9	7.4	8.3
2.05	Types/quality of assemblies	7.6	7.1	8.0
2.06	Opportunities to identify talents and potential	6.9	6.3	7.4
2.07	Scope to learn dancing	*6.7*	6.2	7.3
2.08	MEAN	7.7	7.5	7.8
3.00	**SCOPE FOR INWARD GROWTH**			
3.01	Freedom/space available	*8.5*	8.1	8.9
3.02	Emphasis on human values	*8.5*	8.0	8.9
3.03	'Human goodness' conveyed by teachers	8.0	7.5	8.5
3.04	Sensitiveness of school while providing feedback	6.8	6.3	7.3
3.05	Sensitivity displayed when dealing with students' problems	6.7	6.2	7.3
3.06	Psychological support provided to handle difficult problems	*6.6*	6.0	7.3
3.07	MEAN	7.5	7.4	7.7

The sample mean of the three clusters is 7.1, 7.7 and 7.5.

5.1.5.3 Growth Experienced by the Ex-Students

TABLE 5.1.5.3
INTUITIVE CLUSTERING OF ELEMENTS OF GROWTH
EX-STUDENTS' PERCEPTION OF THEIR OWN GROWTH

SL	CHARACTERISTIC	Sample	0.95 pMean	
1.00	**ABILITY-FUNCTIONAL GROWTH**	Mean	from	to
1.01	Range of interests	*8.4*	7.8	9.0
1.02	Overall sense of responsibility	7.3	6.5	8.1
1.03	Ability in arts/crafts	7.1	6.3	7.8
1.04	Ability in sports/games	6.8	5.6	8.1
1.05	Urge to do better	6.8	5.6	7.9
1.06	Academic ability	6.4	5.2	7.5
1.07	Orderliness	6.3	5.1	7.4
1.08	Care of belongings	6.1	4.7	7.5
1.09	Music/dance ability	5.8	4.5	7.0
1.10	Self confidence	*5.1*	3.6	6.6
1.11	MEAN	6.3	6.1	6.5
2.00	**EMOTIONAL-SOCIABILITY GROWTH**			
2.01	Ability to consider different perspectives	*8.2*	7.3	9.1
2.02	Taking a balanced view while deciding	7.2	6.6	7.8
2.03	Ability to express freely, forthrightly	7.1	6.2	8.0
2.04	Sensitivity towards other people	7.0	5.8	8.2
2.05	Adaptability	6.8	5.7	8.0
2.06	Sense of relatedness to the people around	6.8	5.6	8.0
2.07	Interpersonal relationships	6.7	5.3	8.0

2.08	Ability to draw right lessons from failures	6.1	4.9	7.3
2.09	Freedom from emotional upsets	*5.4*	4.2	6.5
2.10	MEAN	6.5	6.2	6.7
3.00	**PSYCHOLOGICAL-INWARD GROWTH**			
3.01	Environmental awareness	***8.6***	7.9	9.3
3.02	Sensitivity towards nature	**8.5**	7.7	9.3
3.03	Aesthetic sense	7.6	6.6	8.5
3.04	Sense of listening and observation	7.3	6.3	8.3
3.05	Freedom from fear of teachers	6.5	5.1	7.9
3.06	Self motivation	5.5	4.0	7.1
3.07	Freedom from tendency to dominate	5.3	4.1	6.6
3.08	Freedom from dislikes and prejudices	2.7	0.9	4.5
3.09	MEAN	6.8	6.6	7.0

The sample mean of the three clusters is 6.3, 6.5 and 6.8. Width of interests, ability to consider different perspectives, environmental awareness and sensitivity towards nature are the aspects which have been perceived to be 8.2 or more in sample mean.

5.1.5.4. Correlation coefficient between Scope for growth and growth experienced.

Table No. 5.1.5.4 below shows the correlation coefficient between the scope for growth offered by the school and the growth observed ex-students in themselves.

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TABLE 5.1.5.4
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CORRELATION COEFFICIENT BETWEEN SCOPE FOR GROWTH AND GROWTH OBSERVED (EX-STUDENTS' PERCEPTION)

	Category	Scope for growth	Growth observed	Correlation coefficient	Z value
Ex-students' perception	Abilities-Functional	7.1	6.3	0.56	Z=5.148 Highly significant at 5% level
	Emotional-Sociability	7.7	6.5		
	Psychological-Inward	7.5	6.8		

** Statistical test is performed to study the statistical significance of correlation coefficient using z-test and found all coefficients are highly significant, the critical z-value being 1.96.

The results of correlation coefficient presented in Table 5.1.5.4 reveals that experienced growth and the scope for growth enabled by the school were related.

5.1.6.1. Teachers' perception

5.1.6.2. Scope for growth

TABLE 5.1.6.2
INTUITIVE CLUSTERING OF ELEMENTS OF SCOPE
TEACHERS' PERCEPTION OF SCOPE OF GROWTH

SL	CHARACTERISTIC	sMean	0.95 pMean	
1.00	**INFRASTRUCTURE OF THE SCHOOL**		from	to
1.01	Library Facilities	*8.6*	8.1	9.1
1.02	Assistance from school office	7.6	7.0	8.3
1.03	Accessibility of management on school issues	7.2	6.6	7.8
1.04	Campus, residence maintenance by school	7.0	6.5	7.5
1.05	Games/sports opportunities	6.9	6.2	7.6
1.06	Campus layout and pathways	6.8	6.2	7.5
1.07	Adequacy of residential premises provided to you	6.7	6.1	7.4
1.08	Campus medical attention	6.5	5.9	7.0
1.09	Accessibility of management on personal issues	6.5	5.9	7.1
1.10	Laundry services	6.4	5.8	6.9
1.11	Tuck shop services	6.1	5.6	6.5
1.12	Scope for relaxation(entertainment)	6.0	5.3	6.7
1.13	Laboratory Facilities	6.0	5.5	6.5
1.14	DH services (other than food)	5.9	5.3	6.6
1.15	Hair cutting services	5.5	4.9	6.0
1.16	Food provided by dining hall	4.8	4.1	5.4
1.17	Environment of dining hall	4.2	3.7	4.7
1.18	Tailoring services	*4.2*	3.5	4.8
1.19	MEAN	6.3	6.3	6.4
2.00	**SCOPE FOR FUNCTIONAL GROWTH OF TEACHERS**			
2.01	Freedom to plan and work	*8.3*	7.6	8.9
2.02	Scope to prepare new teaching material	7.9	7.2	8.5
2.03	Scope for growth and enrichment as teacher	7.7	7.2	8.3
2.04	Space/scope available for experimentation and innovation	7.3	6.6	8.0
2.05	Encouragement/support provided to initiatives taken by teachers	7.1	6.5	7.8
2.06	Scope to appreciate music and dance	7.0	6.2	7.7
2.07	Willingness of management to listen to contrary views of teachers	6.8	6.1	7.6
2.08	Support received by you from management to handle problems	6.8	6.0	7.6
2.09	Scope to appreciate/learn arts, crafts	6.7	5.8	7.6
2.10	Support given to teachers to enable them handle responsibilities better	5.9	5.2	6.5
2.11	Scope for mutual and/or group learning/enrichment in your faculty group	5.8	5.1	6.5
2.12	Ability to recognize and appreciate work of teachers in an unbiased manner	5.8	5.2	6.3
2.13	Quality of the workshops, seminars conducted in the school for teachers	*5.7*	5.1	6.3
2.14	Ability to take up collective work at a faculty level	4.8	4.2	5.4
2.15	MEAN	6.9	6.7	7.0
3.00	**SCOPE FOR PSYCHOLOGICAL AND INNER GROWTH**		from	to
3.01	Natural setting of the school	*9.1*	8.7	9.6
3.02	Freedom and space available to learn and grow inwardly, psychologically	7.3	6.6	8.0
3.03	Scope to work/live without fear of management	7.3	6.7	7.9
3.04	Scope to work without competing, comparing	6.8	6.2	7.5

3.05	Leisure available to you while the term is on	*4.5*	3.9	5.1
3.06	Respect with which interactions are held with teachers	7.2	6.5	7.9
3.07	Example set by management due to their personal values	6.9	6.1	7.7
3.08	Acceptance of different approaches of teachers to handle similar issues	6.9	6.2	7.6
3.09	Freedom to choose work	6.8	6.0	7.5
3.10	Sensitiveness with which teachers are provided adverse feedback	6.5	5.7	7.2
3.11	Scope, time given to teachers to build up their teaching abilities	6.4	5.7	7.0
3.12	Freedom to choose work	6.8	6.0	7.5
3.13	Quality of staff meetings regarding educational philosophy and approaches	6.6	5.8	7.3
3.14	MEAN	6.9	6.7	7.0

The sample mean of the three clusters is 6.3, 6.9 and 6.9.

5.1.6.3 Growth Experienced by teachers
TABLE 5.1.6.3
INTUITIVE CLUSTERING OF ELEMENTS OF GROWTH
TEACHERS' PERCEPTION OF THEIR OWN GROWTH

SL	CHARACTERISTIC	Sample	0.95 pMean	
1.00	**ABILITY-FUNCTIONAL GROWTH**	Mean	from	to
1.01	Ability to change teaching style and methods	*7.6*	6.7	8.5
1.02	Overall sense of responsibility	7.2	6.3	8.1
1.03	Urge to do better, improve	7.0	6.2	7.9
1.04	Ability to learn	7.0	6.1	7.8
1.05	Range of interests	6.9	5.4	8.3
1.06	Ability to receive feedback from students	6.6	5.8	7.4
1.07	Ability to teach	6.5	5.3	7.7
1.08	Academic enrichment	6.3	4.8	7.7
1.09	Orderliness and timeliness	5.6	4.4	6.8
1.10	Self confidence	5.3	3.7	6.9
1.11	Intellectual width	5.3	3.7	6.9
1.12	Appreciation of sports/games	*3.8*	1.9	5.7
1.13	MEAN	5.9	5.6	6.2
2.00	**EMOTIONAL-SOCIABILITY GROWTH**			
2.01	Flexibility in opinions	*7.2*	6.3	8.1
2.02	Appreciation of arts/crafts	7.1	6.3	8.0
2.03	Music/dance appreciation	7.1	6.2	8.0
2.04	Ability to appreciate and consider different perspectives	7.0	6.1	7.8
2.05	Understanding one's own emotions	7.0	6.1	7.8
2.06	Capacity to take a balanced view while deciding	6.5	5.7	7.3
2.07	Ability to draw right lessons from failures	6.1	5.3	6.8
2.08	Ability to express freely, forthrightly one's views	4.8	3.1	6.4
2.09	Quality of interpersonal relationships	4.4	2.7	6.1
2.10	Relatedness to people around	*4.0*	2.3	5.8
2.11	MEAN	5.9	5.6	6.1
3.00	**PSYCHOLOGICAL-INWARD GROWTH**			
3.01	Environmental awareness	**8.3**	7.5	9.2
3.02	Sensitivity towards nature	**8.2**	7.3	9.0

3.03	Self motivation	7.9	7.0	8.8
3.04	Sense of beauty/aesthetics	7.8	6.9	8.6
3.05	Sensitivity towards deprived	7.7	6.8	8.6
3.06	Ability to listen, observe	7.2	6.3	8.1
3.07	Patience with students	7.1	6.2	8.0
3.08	Understanding one's nature	6.7	5.9	7.6
3.09	Freedom from dislikes or prejudices	6.1	4.4	7.7
3.10	Non labeling and non comparing of students	5.9	4.7	7.1
3.11	Freedom from fear of authorities	*5.0*	2.5	7.5
3.12	Freedom from tendency to dominate	1.1	-1.5	3.7
3.13	MEAN	6.9	6.7	7.1

The sample mean of the growth in the three clusters is 5.9, 6.9 and 6.9.

5.1.6.4. Correlation coefficient between scope for growth and growth experienced

TABLE 5.1.6.4

CORRELATION COEFFICIENT BETWEEN SCOPE FOR GROWTH AND GROWTH OBSERVED (TEACHERS' PERCEPTION)

	Category	Scope for growth	Growth observed	Correlation coefficient	Z value
Teachers' perception	Abilities-Functional	6.3	5.9	0.50	Z=3.109 Highly significant at %% level
	Emotional-Sociability	6.9	5.9		
	Psychological-Inward	6.9	6.9		

** Statistical test is performed to study the statistical significance of correlation coefficient using z-test and found all coefficients are highly significant, the critical z-value being 1.96.

The results of correlation coefficient presented in Table 5.1.6.4 reveals that experienced growth and the scope for growth enabled by the school were related.

The teachers do not perceive their own growth to be as highly related to the scope for growth offered by the school as perceived by the parents for their children. One of the reasons for this could be that some of the teachers are quite serious minded and mature individuals at the time of joining the school. They may not have room for such a significant growth which students. The fact that the correlation coefficient is positive 0.50

reveals that whatever be the extent of growth teachers perceive in themselves has a base correlation to the scope for growth offered by the school.[163]

5.1.4. Conclusion: The patterns of the sample means of the three clusters in the perception of growth and the perception of scope for growth indicate that Rishi Valley School emphasizes upon the emotional and inward growth of students and teachers as much as it emphasizes upon the basic and functional abilities, if not more. There is a significant positive correlation between the scope for growth and the actual growth observed as per the perception of all categories of respondents.

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[163] It is the experience of this researcher that although he joined the school when he was 37 years old and can be considered to have been quite an experienced and mature person, the kind of growth he has experienced, due to his stay at Rishi Valley School, is indescribable. One of the most significant aspects of the growth and development he experienced is in the domain of being able to reflect, pause and come closer to the processes of thinking and analysis. The ability to question the validity of the innumerable assumptions that one carries camouflaged as 'wisdom' could be touched upon at the surface in the process.

CHAPTER 5
ANALYSIS OF DATA AND CONCLUSIONS
PART 2: SPSS BASED CLUSTERED ELEMENTS

5.2.0. Introduction: Factor analysis using SPSS (Statistical Package for Social Sciences) was conducted on the raw data obtained from perception of parents and ex-students on an exploratory basis.

Perception survey was conducted upon the entire population and hence no other statistical analysis was required to be carried out on the data, except computing and presenting the mean values and standard deviation. SPSS based factor analysis was also not appropriate to be carried out on the data pertaining to teachers because the sample size of 31 was too less, the minimum specified sample size being 50 for such analysis. However, as an exploratory exercise the perception survey data of present students as well as the teachers was conducted and the results are presented in this part of the chapter.

While executing the SPSS, in the case of data pertaining to scope for growth the response of 'n,' signifying 'not sure,' was replaced by the average response of the remaining respondents because the average was the expected perception. In the case of growth observed by parents as well as ex-students 'a – scope existed but no growth observed' was replaced by -10 and 'b – no scope existed for growth and no growth observed' was replaced by +10.

The output of the SPSS analysis is presented below for the two categories of respondents.

5.2.1. Parents' perception about scope for growth of their children – Factor Analysis
Table 5.2.1.1

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.722151048
Bartlett's Test of Sphericity	Approx. Chi-Square	178.6445888
	Df	406
	Sig.	1

The KMO and Bartlett test of Sphericity shows a probability of 0.7222. It reflects the correlation matrix has significant amount of non-zero correlations to proceeds.

TABLE 5.2.1.2: Extraction of variables
Communalities

	Initial	Extraction
Accessibility of house parents	1	0.8061
Library Facilities	1	0.7533
Accessibility of teachers	1	0.8788
Assistance from school office	1	0.6429
Academic Inputs	1	0.7854
School Facilities	1	0.6315
Cleanliness of campus	1	0.7817
Accessibility of management	1	0.6947
Scope for personality growth	1	0.8386
Campus layout and pathways	1	0.7395
Games/sports opportunities	1	0.8156
Hostel Facilities	1	0.6055
Medical attention	1	0.7318
Laboratory Facilities	1	0.4592
Environment of dining hall	1	0.7633
Tuck shop facility	1	0.8012
Food provided by dining hall	1	0.7102
Guidance for competitive, entrance exams	1	0.7600
Types/quality of assemblies	1	0.6578
Scope to learn arts and crafts	1	0.7117
Scope to widen intellectual horizons	1	0.8048
Workshops, concerts etc.	1	0.6475
Scope to identify talents	1	0.7251
Scope to learn music/dance	1	0.5922
Emphasis on human values	1	0.8630
'Human goodness' conveyed	1	0.7755
Freedom/space to students	1	0.6853
Psychological support provided to handle difficult situations	1	0.8622
Sensitiveness of school in dealing students' problems	1	0.8599
Extraction Method: Principal Component Analysis.		

TABLE 5.2.1.3

Rotated Component Matrix								
Component								
	1	2	3	4	5	6	7	8
Accessibility of teachers	0.8568							
Accessibility of house parents	0.7680							
'Human goodness' conveyed	0.7176							
Emphasis on human values	0.6953							

323

Assistance from school office	0.6731						
Accessibility of management	0.5311						
Psychological support provided to handle difficult situations		0.8431					
Sensitiveness of school in dealing students' problems		0.8305					
Types/quality of assemblies		0.6813					
Workshops, concerts etc.		0.6606					
Freedom/space to students		0.6146					
Scope for personality growth			0.8665				
Scope to widen intellectual horizons			0.7762				
Scope to identify talents			0.7533				
Academic Inputs			0.5625				
Medical attention			0.5485				
Tuck shop facility				0.8331			
Food provided by dining hall				0.5897			
Laboratory Facilities				0.5598			
Hostel Facilities				0.6055			
Campus layout and pathways					0.8335		
Cleanliness of campus					0.8234		
Environment of dining hall					0.5365		
School Facilities					0.6315		
Games/sports opportunities						0.8498	
Scope to learn music/dance						0.6436	
Guidance for competitive, entrance exams							0.7930	
Scope to learn arts and crafts							-0.5799	
Library Facilities								0.7470

TABLES 5.2.1.4
NAMES OF FACTORS

Factor1: Accessibility of teachers Accessibility of house parents 'Human goodness' conveyed Emphasis on human values Assistance from school office Accessibility of management	Growth enablers I available in the school

Factor 2:	
Psychological support provided to handle difficult situations Sensitiveness of school in dealing students' problems Types/quality of assemblies Workshops, concerts etc. Freedom/space to students	Growth enablers 2 available in the school
Factor 3: Scope for personality growth Scope to widen intellectual horizons Scope to identify talents Academic Inputs Medical attention	Inputs and possibilities available to students
Factor 4: Tuck shop facility Food provided by dining hall Laboratory Facilities Hostel Facilities	Facilities 1
Factor 5: Campus layout and pathways Cleanliness of campus Environment of dining hall School Facilities	Facilities 2
Factor 6: Games/sports opportunities Scope to learn music/dance	Facilities 3
Factor 7: Guidance for competitive, entrance exams Scope to learn arts and crafts	Facilities 4
Factor 8: Library Facilities	Facilities 5

The factors 1 and 2 above are observed to be the most prominent ones in the scope for growth as revealed in the intuitive analysis also.

5.2.2. Parents' perception about growth of their children – Factor Analysis

TABLE 5.2.2.1

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**0.1934**
Bartlett's Test of Sphericity	Approx. Chi-Square	728.6451
	df	351.0000
	Sig.	0.0000

The KMO and Bartlett test of Sphericity shows a probability of 0.1934. It reflects the correlation matrix has significant amount of non-zero correlations to proceeds; even

though the probability is lower, an attempt is made at exploratory level to find the structure in the data matrix.

TABLE 5.2.2.2: Extraction of variables
Communalities

	Initial	Extraction
Range of interests	1	0.8826
Self confidence	1	0.8397
Overall sense of responsibility	1	0.8914
Academic ability	1	0.9027
Ability in arts/crafts	1	0.8563
Urge to do better	1	0.9170
Care of belongings	1	0.9216
Ability in sports, games	1	0.6396
Ability in music/dance	1	0.7653
Orderliness	1	0.7663
Ability to express freely, forthrightly	1	0.9345
Adaptability	1	0.9020
Ability to consider different perspectives	1	0.7417
Freedom from emotional upsets	1	0.8879
Taking a balanced view while deciding	1	0.9392
Ability to draw right lessons from failures	1	0.7430
Interpersonal relationships	1	0.8750
Sense of relatedness to the people around	1	0.9229
Freedom from tendency to dominate	1	0.7691
Environmental awareness	1	0.7650
Freedom from fear of teachers	1	0.9080
Sensitivity towards nature	1	0.9303
Sensitivity towards other people	1	0.8860
Sense of listening and observation	1	0.8742
Aesthetic sense	1	0.8305
Self motivation	1	0.8874
Freedom from dislikes, prejudices	1	0.7767

Extraction Method: Principal Component Analysis.

Principal component analysis procedure is used to extract the factors and variances in all the variables extracted at fairly at high level – in the range of 0.7 to 0.9. The factor analysis extracted 9 factors and nearly 85% of the total variances in the variables are extracted. Varimax rotation is applied to rotate the component matrix and rotated matrix results are furnished below.

326

TABLE 5.2.2.3

Rotated Component Matrix

	1	2	3	4	5	6	7	8	9
Overall sense of responsibility	0.8919								
Self confidence	0.8041								
Urge to do better	0.7977								
Self motivation	0.7768								
Sense of relatedness to the people around	0.6937								
Orderliness	0.6805								
Interpersonal relationships	0.6093								
Academic ability	0.5914								
Care of belongings	0.5454								
Sensitivity towards nature		0.9405							
Environmental awareness		0.7107							
Ability to draw right lessons from failures		0.6301							
Aesthetic sense		0.6294							
Freedom from tendency to dominate		0.5521							
Adaptability			0.9187						
Sensitivity towards other people			0.8919						
Sense of listening and observation				0.8108					
Ability to consider different perspectives				0.7138					
Ability in music/dance					0.8196				
Ability in arts/crafts					0.5932				
Ability to express freely, forthrightly						-0.8196			
Freedom from emotional upsets						0.6099			
Range of interests							0.8823		
Freedom from dislikes, prejudices							0.5525		
Taking a balanced view while deciding								0.9480	
Ability in sports, games								0.5177	
Freedom from fear of teachers									0.9211

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

TABLE 5.2.2.4. Names of the variables

Factor 1: Overall sense of responsibility Self confidence Urge to do better	Integral development of child comprising of many of the basic expectations of the parents while admitting a child in school

Self motivation Sense of relatedness to the people around Orderliness Interpersonal relationships Academic ability Care of belongings	
Factor 2: Sensitivity towards nature Environmental awareness Ability to draw right lessons from failures Aesthetic sense Freedom from tendency to dominate	Development of sensitivity and sensibility towards the surroundings and the natural world around
Factor 3: Adaptability Sensitivity towards other people	Adaptability
Factor 4: Sense of listening and observation Ability to consider different perspectives	Ability to observe and think
Factor 5: Ability in music/dance Ability in arts/crafts	Ability in fine arts
Factor 6: Ability to express freely, forthrightly Freedom from emotional upsets	Forthrightness
Factor 7: Range of interests Freedom from dislikes, prejudices	Range of interests
Factor 8: Taking a balanced view while deciding Ability in sports, games	Emotional balance
Factor 9: Freedom from fear of teachers	Fearlessness

5.2.3 Students' perception about scope for growth – Factor Analysis

TABLE 5.2.3.1

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.605659
Bartlett's Test of Sphericity	Approx. Chi-Square	747.7337
	df	465
	Sig.	1.56E-15

The KMO and Bartlett test of Sphericity shows a probability of 0.6056. It reflects that the

correlation matrix has significant amount of non-zero correlations to proceed.

TABLE 5.2.3.2

Communalities		
	Initial	Extraction
Accessibility of teachers	1	0.7955

328

Accessibility of house parents	1	0.8459
Library Facilities	1	0.7784
Games/sports opportunities	1	0.7598
Academic Inputs	1	0.7589
Care while you were sick	1	0.7435
School Facilities	1	0.7889
Hostel Facilities	1	0.7632
Assistance from school office	1	0.6986
Laboratory Facilities	1	0.7062
Personality development	1	0.7568
Environment of dining hall	1	0.6804
Accessibility of management	1	0.7138
Medical attention	1	0.7335
Food provided by dining hall	1	0.6780
Tuck shop facility	1	0.7715
Laundry service	1	0.6851
Guidance provided for competitive entrance exams	1	0.7767
Scope to learn arts, crafts	1	0.7034
Scope for widening intellectual horizons	1	0.7309
Workshops/concerts	1	0.7918
Scope to learn music	1	0.8254
Types/quality of assemblies	1	0.7625
Opportunities to identify talents and potential	1	0.6437
Scope to learn dancing	1	0.7932
Freedom/space available	1	0.5211
Emphasis on human values	1	0.6596
'Human goodness' conveyed by teachers	1	0.7920
Sensitiveness of school while providing feedback	1	0.6320
Sensitivity displayed when dealing with students' problems	1	0.8401
Psychological support provided to handle difficult problems	1	0.6474
Extraction Method: Principal Component Analysis.		

Principal component analysis procedure is used to extract the factors and variances in all the variables extracted at fairly at high level – in the range of 0.7 to 0.9 except one variable Freedom /Space Available – which had poor extraction of 0.5211; this could be because of the variable had high degree of significant correlation with other variables. The factor analysis extracted 9 factors and nearly 74% of the total variances in the variables are extracted. Varimax rotation is applied to rotate the component matrix to make the interpretation easier and rotated matrix results are furnished below in Table 5.2.3.3.

TABLE 5.2.3.3

Rotated Component Matrix									
	Component								
	1	2	3	4	5	6	7	8	9
Personality development	0.7749								
Types/quality of assemblies	0.7435								
Scope for widening intellectual horizons	0.7342								
'Human goodness' conveyed by teachers	0.7271								
Emphasis on human values	0.5620								
Sensitivity displayed when dealing with students' problems		0.8684							
Sensitiveness of school while providing feedback		0.6866							
Medical attention		0.6336							
Care while you were sick		0.5823							
Library Facilities			0.7967						
Laboratory Facilities			0.7922						
Hostel Facilities			0.6385						
School Facilities			0.5835						
Scope to learn music				0.8520					
Scope to learn dancing				0.7067					
Scope to learn arts, crafts				0.6993					
Games/sports opportunities				0.6245					
Accessibility of house parents					0.8608				
Accessibility of teachers					0.8433				
Psychological support provided to handle difficult problems					0.5013				
Opportunities to identify talents and potential					0.4010				
Food provided by dining hall						0.7848			
Environment of dining hall						0.7159			
Laundry service						0.5094			
Assistance from school office							0.7329		
Workshops/concerts							0.6219		
Accessibility of management							0.6148		
Tuck shop facility							0.5489		
Guidance provided for competitive entrance exams								0.8368	
Freedom/space available								0.4200	
Academic Inputs									0.7256

TABLE 5.2.3.4
Factor Names

Factor 1: Personality development Types/quality of assemblies Scope for widening intellectual horizons 'Human goodness' conveyed by teachers Emphasis on human values	Integral development
Factor 2: Sensitivity displayed when dealing with students' problems Sensitiveness of school while providing feedback Medical attention Care while you were sick	Care of the child
Factor 3: Library Facilities Laboratory Facilities Hostel Facilities School Facilities	Facilities 1
Factor 4: Scope to learn music Scope to learn dancing Scope to learn arts, crafts Games/sports opportunities	Aesthetics and extracurricular activities
Factor 5: Accessibility of house parents Accessibility of teachers Psychological support provided to handle difficult problems Opportunities to identify talents and potential	Features of the adult world
Factor 6: Food provided by dining hall Environment of dining hall Laundry service	Facilities 2
Factor 7: Assistance from school office Workshops/concerts Accessibility of management Tuck shop facility	Facilities 3
Factor 8: Guidance provided for competitive entrance exams Freedom/space available	Facilities 4
Factor 9: Academic inputs	Academic inputs

5.2.4 Students' perception about their own growth – Factor Analysis

As the students survey, the total universe is selected as study unit (census) and an attempt through factor analysis is made to understand the underlying structure in the data matrix

(groups of variables). Also the universe size is 54, in interpreting the results; caution is made in using Factor Analysis. The objective of this factor analysis is to understand the groups of variables (factors) in the universe as envisaged by the student group rather than to conclude any previously stated hypothesis. The KMO and Bartlett test of Sphericity is discarded as this analysis is applied over the population itself.

TABLE 5.2.4.1

Communalities		
	Initial	Extraction
Range of interests	1	0.7746
Abilities in arts and crafts	1	0.9340
Abilities in sports/games	1	0.8703
Intellectual width	1	0.8739
Sense of responsibility	1	0.9037
Urge to do better, improve	1	0.8227
Ability to receive critical or adverse feedback	1	0.8277
Self confidence	1	0.8000
Academic ability	1	0.8182
Orderliness and timeliness	1	0.9117
Abilities in music/dance	1	0.7512
Ability to consider different perspectives	1	0.8438
Ability to express freely, forthrightly	1	0.9041
Capacity to take a balanced view while deciding	1	0.9482
Ability to keep problems of others in mind while relating	1	0.8165
Relatedness to people	1	0.8705
Ability to draw right lessons from failures	1	0.9060
Flexibility in opinions	1	0.8390
Understanding one's emotions	1	0.9025
Quality of relationships	1	0.9246
Adaptability	1	0.8870
Freedom from emotional upsets	1	0.8536
Environmental awareness	1	0.9225
Sensitivity towards nature	1	0.9488
Understanding one's nature	1	0.7302
Ability to listen, observe	1	0.9481
Patience with friends	1	0.9145
Freedom from fear of teachers or authorities	1	0.9097
Feeling for the deprived	1	0.8276
Ability to study for conceptual understanding, not marks	1	0.8832
Freedom from dislikes or prejudices	1	0.8559
Ability to accept one's mistakes	1	0.6799
Freedom from tendency to dominate	1	0.9219
Joy of learning	1	0.8972
Self motivation	1	0.9566
Extraction Method: Principal Component Analysis.		

Principal component analysis procedure is used to extract the factors and variances in all the variables extracted at fairly high level – in the range of 0.6 to 0.9.The factor analysis extracted 10 factors and nearly 86% of the total variances in the variables are extracted. Varimax rotation is applied to rotate the component matrix to make the interpretation easier and rotated matrix results are furnished below.

Table 5.2.4.2

Rotated Component Matrix										
	Component									
	1	2	3	4	5	6	7	8	9	10
Orderliness and timeliness	0.9054									
Ability to listen, observe	0.8509									
Patience with friends	0.6864									
Ability to draw right lessons from failures	0.6637									
Adaptability	0.5252									
Joy of learning	0.5138									
Sense of responsibility		0.9201								
Quality of relationships		0.8515								
Intellectual width		0.7235								
Relatedness to people		0.6299								
Abilities in sports/games		0.6114								
Ability to keep problems of others in mind while relating			0.8159							
Ability to receive critical or adverse feedback			0.7815							
Freedom from dislikes or prejudices			0.5585							
Environmental awareness				0.9235						
Abilities in arts and crafts				0.8226						
Sensitivity towards nature				0.6500						
Understanding one's emotions					0.9306					
Understanding one's nature					0.7684					
Feeling for the deprived					0.5707					
Freedom from emotional upsets					0.5200					
Ability to express freely, forthrightly						0.8259				
Abilities in music/dance						0.6630				
Self confidence						0.5647				
Ability to accept one's mistakes						-0.5426				
Range of interests							0.8363			
Ability to consider different perspectives							0.5588			

Capacity to take a balanced view while deciding								0.9124	
Freedom from fear of teachers or authorities								0.7620	
Ability to study for conceptual understanding, not marks								0.5118	
Academic ability									0.8015
Urge to do better, improve									0.6699
Flexibility in opinions									-0.5891
Freedom from tendency to dominate									0.8034
Self motivation									0.7935
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.									

TABLE 5.2.4.3 Names of Factors

Factor 1: Orderliness and timeliness Ability to listen, observe Patience with friends Ability to draw right lessons from failures Adaptability Joy of learning	Integral Development
Factor 2 Sense of responsibility Quality of relationships Intellectual width Relatedness to people Abilities in sports/games	Responsibility
Factor 3 Ability to keep problems of others in mind while relating Ability to receive critical or adverse feedback Freedom from dislikes or prejudices	Empathy and self-criticality
Factor 4 Environmental awareness Abilities in arts and crafts Sensitivity towards nature	Aesthetic sensibility
Factor 5 Understanding one's emotions Understanding one's nature Feeling for the deprived Freedom from emotional upsets	Understanding of one's nature
Factor 6 Ability to express freely, forthrightly Abilities in music/dance Self confidence Ability to accept one's mistakes	Forthrightness
Factor 7 Range of interests Ability to consider different perspectives	Pliability

Factor 8 Capacity to take a balanced view while deciding Freedom from fear of teachers or authorities Ability to study for conceptual understanding, not marks	Balance and maturity
Factor 9 Academic ability Urge to do better, improve Flexibility in opinions	Academic ability
Factor 10 Freedom from tendency to dominate Self motivation	Non-aggressiveness

5.2.5. Ex-students' perception about scope for growth – Factor Analysis

TABLE 5.2.5.1

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.708084922
Bartlett's Test of Sphericity	Approx. Chi-Square	567.4694681
	df	210
	Sig.	1.155E-34

The KMO and Bartlett test of Sphericity shows a probability of 0.7080. It reflects the correlation matrix has significant amount of non-zero correlations to proceed; even though the probability is low, an exploratory attempt in analysis is made to under stand the structure of the matrix through the factor analysis.

TABLE 5.2.5.2

Communalities		
	Initial	Extraction
Accessibility of house parents	1	0.79962
Library Facilities	1	0.65743
Games/sports opportunities	1	0.78472
Care while you were sick	1	0.72990
School Facilities	1	0.78463
Hostel Facilities	1	0.78515
Assistance from school office	1	0.68070
Laboratory Facilities	1	0.69681
Personality development	1	0.84113
Environment of dining hall	1	0.80154
Accessibility of management	1	0.70895
Medical attention	1	0.62529
Tuck shop facility	1	0.66652
Scope to learn arts, crafts	1	0.81997
Scope for widening intellectual horizons	1	0.76162
Scope to learn music	1	0.68838

Opportunities to identify talents and potential	1	0.63477
Emphasis on human values	1	0.70130
'Human goodness' conveyed by teachers	1	0.73346
Sensitivity displayed when dealing with students' problems	1	0.67742
Academic Inputs	1	0.84656
Extraction Method: Principal Component Analysis.		

Principal component analysis procedure is used to extract the factors and variances in all the variables extracted at fairly at high level – in the range of 0.6 to 0.8.The factor analysis extracted 7 factors and nearly 89% of the total variances in the variables are extracted. Varimax rotation is applied to rotate the component matrix to make the interpretation easier and rotated matrix results are furnished below.

TABLE 5.2.5.3
Rotated Component Matrix

	1	2	3	4	5	6	7
Hostel Facilities	0.8178						
School Facilities	0.7889						
Library Facilities	0.6706						
Tuck shop facility	0.6216						
Laboratory Facilities	0.5441	0.4542					
Emphasis on human values		0.8050					
'Human goodness' conveyed by teachers		0.7842					
Sensitivity displayed when dealing with students' problems		0.6526					
Medical attention		0.6234					
Scope to learn arts, crafts			0.7839				
Scope to learn music			0.7648				
Games/sports opportunities			0.6738				
Care while you were sick			0.6454				
Accessibility of house parents			0.3898	0.7670			
Accessibility of management				0.7047			
Assistance from school office				0.6951	0.4005		
Opportunities to identify talents and potential					0.7318		
Scope for widening intellectual horizons					0.6650		
Personality development					0.5956		
Environment of dining hall						0.8428	
Academic Inputs							0.8984

TABLE 5.2.5.4 Names of Factors

Factor 1: Hostel Facilities School Facilities Library Facilities Tuck shop facility Laboratory Facilities	Facility 1

Factor 2: Emphasis on human values 'Human goodness' conveyed by teachers Sensitivity displayed when dealing with students' problems Medical attention	Ambience 1
Factor 3: Scope to learn arts, crafts Scope to learn music Games/sports opportunities Care while you were sick Accessibility of house parents	Scope for co-curricular development
Factor 4: Accessibility of house parents Accessibility of management Assistance from school office	Facility 2
Factor 5: Opportunities to identify talents and potential Scope for widening intellectual horizons Personality development	Ambience 2
Factor 6: Environment of dining hall	DH Environment
Factor 7: Academic Inputs	Academic Inputs

5.2.6. Ex-students' perception about their own growth – Factor Analysis

TABLE 5.2.6.1

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.503524
Bartlett's Test of Sphericity	Approx. Chi-Square	740.6809
	df	351
	Sig.	5.37E-30

The KMO and Bartlett test of Sphericity shows a probability of 0.5035. It reflects the correlation matrix has significant amount of non-zero correlations to proceed; even though the probability is low, an exploratory attempt in analysis is made to under stand the structure of the matrix through the factor analysis.

TABLE 5.2.6.2

Communalities		
	Initial	Extraction
Range of interests	1	0.893154
Overall sense of responsibility	1	0.799655
Ability in arts/crafts	1	0.762214
Ability in sports/games	1	0.742746

337

	1	0.696517
Urge to do better	1	0.696517
Academic ability	1	0.815178
Orderliness	1	0.807364
Care of belongings	1	0.732854
Music/dance ability	1	0.683275
Self confidence	1	0.897503
Ability to consider different perspectives	1	0.824562
Taking a balanced view while deciding	1	0.704675
Ability to express freely, forthrightly	1	0.77554
Sensitivity towards other people	1	0.872098
Adaptability	1	0.829397
Sense of relatedness to the people around	1	0.746254
Interpersonal relationships	1	0.758323
Ability to draw right lessons from failures	1	0.854633
Freedom from emotional upsets	1	0.66589
Environmental awareness	1	0.801269
Sensitivity towards nature	1	0.873677
Aesthetic sense	1	0.596244
Sense of listening and observation	1	0.854845
Freedom from fear of teachers	1	0.754426
Self motivation	1	0.892972
Freedom from tendency to dominate	1	0.693078
Freedom from dislikes and prejudices	1	0.639273
Extraction Method: Principal Component Analysis.		

Principal component analysis procedure is used to extract the factors and variances in all the variables extracted at fairly at high level – in the range of 0.6 to 0.9.The factor analysis extracted 8 factors and nearly 77% of the total variances in the variables are extracted. Varimax rotation is applied to rotate the component matrix to make the interpretation easier and rotated matrix results are furnished below;

TABLE 5.2.6.3

Rotated Component Matrix								
	Component							
	1	2	3	4	5	6	7	8
Ability to consider different perspectives	0.7806							
Sense of listening and observation	0.6895							
Taking a balanced view while deciding	0.6766							
Sensitivity towards other people	0.6659							
Ability to draw right lessons from failures	0.6513							
Sense of relatedness to the people around	0.6321							

Interpersonal relationships	0.6174						
Adaptability	0.5849						
Self motivation		0.8980					
Academic ability		0.7477					
Urge to do better		0.7404					
Freedom from tendency to dominate			0.7417				
Orderliness			0.7106				
Overall sense of responsibility			0.6898				
Ability to express freely, forthrightly			0.4917				
Sensitivity towards nature				0.8351			
Range of interests				0.8322			
Ability in sports/games				0.7296			
Self confidence					0.8350		
Freedom from dislikes and prejudices					0.5887		
Care of belongings					0.5286		
Ability in arts/crafts						0.8094	
Environmental awareness						0.6261	
Music/dance ability						0.6020	
Freedom from emotional upsets							0.7930
Aesthetic sense							0.5976
Freedom from fear of teachers								0.7655

TABLE 5.2.6.4 Names of Factors

Factor 1: Ability to consider different perspectives Sense of listening and observation Taking a balanced view while deciding Sensitivity towards other people Ability to draw right lessons from failures Sense of relatedness to the people around Interpersonal relationships Adaptability	Integral development
Factor 2: Self motivation Academic ability Urge to do better	Motivation
Factor 3: Freedom from tendency to dominate Orderliness Overall sense of responsibility Ability to express freely, forthrightly	Emotional development
Factor 4: Sensitivity towards nature Range of interests Ability in sports/games	Sensitivity and pliability
Factor 5: Self confidence Freedom from dislikes and prejudices Care of belongings	Confidence

Factor 6: Ability in arts/crafts Environmental awareness Music/dance ability	Aesthetic development 1
Factor 7: Freedom from emotional upsets Aesthetic sense	Aesthetic development 2
Factor 8: Freedom from fear of teachers	Fearlessness

5.2.7. Teachers' perception about scope for growth – Factor Analysis

The sample size was 31 and the total number of variables was 91. Hence the 91 variables were grouped intuitively into 13 groups. The data of 31 teachers and 13 grouped variables was factor analyzed as an exploratory exercise. The results are given below.

Table 5.2.7.1

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.725216602
Bartlett's Test of Sphericity	Approx. Chi-Square	180.8303305
	df	78
	Sig.	3.82831E-10

Table 5.2.7.2

Communalities		
	Initial	Extraction
Freedom and space	1	0.7174
Attitude and approach towards teachers	1	0.8071
Accessibility of management	1	0.7238
Management values and fairness	1	0.6550
Planning, organizing, scheduling	1	0.7953
Communications and discussions	1	0.7947
Scope provided for participation in decision making in areas related	1	0.7128
Conflict resolution and team building	1	0.7888
Teacher development workshops	1	0.8659
Ability to counsel and guide students	1	0.6861
Effectiveness in improving discipline	1	0.8439
Ability to follow up	1	0.8856
Facilities	1	0.7539
Extraction Method: Principal Component Analysis.		

Table 5.2.7.3

Total Variance Explained									
Comp onent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cum %	Total	% of Variance	Cum %	Total	% of Variance	Cum %

1	6.9172	53.2093	53.2093	6.9172	53.2093	53.2093	5.1141	39.3392	39.3392
2	2.0746	15.9588	69.1681	2.0746	15.9588	69.1681	2.5018	19.2450	58.5842
3	1.0385	7.9887	77.1568	1.0385	7.9887	77.1568	2.4144	18.5726	77.1568
4	0.8486	6.5281	83.6848						
5	0.5717	4.3974	88.0822						
6	0.4404	3.3880	91.4702						
7	0.3879	2.9842	94.4543						
8	0.2939	2.2608	96.7152						
9	0.1450	1.1150	97.8302						
10	0.1102	0.8478	98.6780						
11	0.0920	0.7080	99.3860						
12	0.0530	0.4074	99.7934						
13	0.0269	0.2066	100.0000						
Extraction Method: Principal Component Analysis.									

Table 5.2.7.4

Rotated Component Matrix			
	Component		
	1	2	3
Planning, organizing, scheduling	0.8601		
Teacher development workshops	0.8470		
Accessibility of management	0.8415		
Communications and discussions	0.7700		
Facilities	0.7423		
Freedom and space	0.7287		
Attitude and approach towards teachers	0.6456		
Management values and fairness	0.6325		
Ability to counsel and guide students		0.7571	
Scope provided for participation in decision making in areas related		0.7125	
Ability to follow up		0.7035	
Conflict resolution and team building			0.8877
Effectiveness in improving discipline			0.8171
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			
A	Rotation converged in 6 iterations.		

Table 5.2.7.5
Naming of Factors

Factor 1 Planning, organizing, scheduling Teacher development workshops Accessibility of management Communications and discussions Facilities Freedom and space Attitude and approach towards teachers Management values and fairness	Features of management

Factor 2 Ability to counsel and guide students Scope provided for participation in decision making in areas related Ability to follow up	Teacher involvement	
Factor 3 Conflict resolution and team building Effectiveness in improving discipline	Effectiveness	

5.2.8. Teachers' perception about their own growth – Factor Analysis
Table 5.2.8.1

Communalities		
	Initial	Extraction
Freedom from dislikes or prejudices	1	0.7351
Freedom from fear of authorities	1	0.7818
Freedom from tendency to dominate	1	0.6493
Understanding one's nature	1	0.8844
Ability to appreciate and consider different perspectives	1	0.9334
Ability to express freely, forthrightly one's views	1	0.7629
Capacity to take a balanced view while deciding	1	0.7345
Sensitivity towards deprived	1	0.8418
Overall sense of responsibility	1	0.8540
Range of interests	1	0.6215
Environmental awareness	1	0.8701
Sense of beauty/aesthetics	1	0.9490
Orderliness and timeliness	1	0.8870
Sensitivity towards nature	1	0.9251
Appreciation of sports/games	1	0.7664
Relatedness to people around	1	0.6989
Urge to do better, improve	1	0.8232
Ability to listen, observe	1	0.9199
Self confidence	1	0.8455
Self motivation	1	0.8360
Academic enrichment	1	0.5720
Ability to draw right lessons from failures	1	0.8797
Flexibility in opinions	1	0.8103
Appreciation of arts/crafts	1	0.8753
Understanding one's own emotions	1	0.8546
Quality of interpersonal relationships	1	0.6734
Music/dance appreciation	1	0.7584
Patience with students	1	0.8797
Non labeling and non comparing of students	1	0.7877
Ability to learn	1	0.9229
Ability to teach	1	0.7632
Ability to receive feedback from students	1	0.7417
Ability to change teaching style and methods	1	0.8553
Intellectual width	1	0.7326
Extraction Method: Principal Component Analysis.		

Table 5.2.8.2

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cum%	Total	% of Variance	Cum %	Total	% of Variance	Cum %
1	12.828	37.73	37.73	12.828	37.73	37.73	6.583	19.363	19.363
2	3.845	11.31	49.04	3.845	11.31	49.04	4.131	12.15	31.513
3	3.038	8.935	57.974	3.038	8.935	57.974	3.729	10.968	42.481
4	2.249	6.614	64.589	2.249	6.614	64.589	3.391	9.974	52.455
5	1.918	5.642	70.231	1.918	5.642	70.231	3.113	9.155	61.61
6	1.482	4.358	74.589	1.482	4.358	74.589	2.548	7.494	69.103
7	1.052	3.095	77.683	1.052	3.095	77.683	2.104	6.19	75.293
8	1.014	2.983	80.666	1.014	2.983	80.666	1.827	5.373	80.666
9	0.878	2.582	83.248						
10	0.848	2.494	85.742						
11	0.756	2.224	87.966						
12	0.716	2.106	90.072						
13	0.626	1.84	91.912						
14	0.529	1.556	93.468						
15	0.391	1.15	94.618						
16	0.38	1.119	95.737						
17	0.29	0.853	96.59						
18	0.254	0.748	97.338						
19	0.21	0.618	97.956						
20	0.159	0.468	98.423						
21	0.145	0.425	98.848						
22	0.131	0.384	99.232						
23	0.099	0.291	99.523						
24	0.066	0.193	99.716						
25	0.038	0.111	99.828						
26	0.023	0.067	99.895						
27	0.016	0.047	99.942						
28	0.01	0.031	99.973						
29	0.006	0.019	99.991						
30	0.003	0.009	100						
31	0	0	100						
32	0	0	100						
33	0	0	100						
34	0	0	100						

Extraction Method: Principal Component Analysis.

Table 5.2.8.3

	Component							
Rotated Component Matrix								
	1	2	3	4	5	6	7	8
Ability to learn	0.9071							
Ability to listen, observe	0.8918							
Ability to teach	0.8192							
Ability to change teaching style and methods	0.7873							
Ability to receive feedback from students	0.7048							
Academic enrichment	0.6987							
Self motivation	0.6113							
Understanding one's own emotions	0.5860							
Intellectual width	0.4955							
Sensitivity towards nature		0.8847						
Environmental awareness		0.8826						
Sense of beauty/aesthetics		0.7976						
Appreciation of arts/crafts		0.5175						
Ability to appreciate and consider different perspectives			0.7350					
Ability to express freely, forthrightly one's views			0.6703					
Freedom from tendency to dominate			0.6685					
Self confidence			0.5910					
Sensitivity towards deprived			0.5317					
Overall sense of responsibility			0.4508					
Freedom from dislikes or prejudices				0.8429				
Understanding one's nature				0.8131				
Non labeling and non comparing of students				0.7185				
Ability to draw right lessons from failures					0.6912			
Urge to do better, improve					0.6575			
Orderliness and timeliness					0.6369			
Flexibility in opinions					0.5565			
Quality of interpersonal relationships					0.5161			
Freedom from fear of authorities						0.7629		
Music/dance appreciation						0.7231		
Relatedness to people around						0.4431		
Appreciation of sports/games							0.8025	
Capacity to take a balanced view while deciding							0.5105	
Range of interests							0.5056	
Patience with students								0.8632
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 16 iterations								

Table 5.2.8.4
Naming of Factors

Factor 1 Ability to learn Ability to listen, observe Ability to teach Ability to change teaching style and methods Ability to receive feedback from students Academic enrichment Self motivation Understanding one's own emotions Intellectual width	Integral Development
Factor 2 Sensitivity towards nature Environmental awareness Sense of beauty/aesthetics Appreciation of arts/crafts	Sensitivity
Factor 3 Ability to appreciate and consider different perspectives Ability to express freely, forthrightly one's views Freedom from tendency to dominate Self confidence Sensitivity towards deprived Overall sense of responsibility	Pliability
Factor 4 Freedom from dislikes or prejudices Understanding one's nature Non labeling and non comparing of students	Understanding oneself
Factor 5 Ability to draw right lessons from failures Urge to do better, improve Orderliness and timeliness Flexibility in opinions Quality of interpersonal relationships	Positive attitude
Factor 6 Freedom from fear of authorities Music/dance appreciation Relatedness to people around	Fearlessness
Factor 7 Appreciation of sports/games Capacity to take a balanced view while deciding Range of interests	Sportiveness
Factor 8 Patience with students	Patience

CHAPTER 5
ANALYSIS OF DATA
PART 3: RESPONSES TO OPEN-ENDED QUESTIONS

5.3.0. Introduction: The questionnaires to parents, students, ex-students and teachers had a section consisting of open-ended questions. The questions were designed to draw out further information about some of the issues covered in the objective type questions. The respondents could answer to the questions in an unguided manner, supplementing or adding to the information provided by them in response to the objective questions. The intention of the open-ended questions was to draw out the qualitative, subtle and unique experiences of the respondents, which might not have been captured in the structured, objective questions. Because there was scope for respondents to express themselves in different ways to the same question it was difficult to treat the varied responses on the same level. Even if a response occurred only once, it could be significant and may reflect a unique aspect about the school. It was observed that the response profile did not lend itself to a frequency distribution being evaluated and presented. Instead, the responses have been grouped into suitable categories so that the overall canvas, of the perception of the respondent groups, about the subtle and qualitative aspects of the school, comes out better and supplements the quantitative analysis carried out in Chapters 3 and 4. With this approach it was observed that the qualitative nature of responses is preserved and does not get masked or undermined by the frequency of occurrence of an experience.

An instance of a unique experience narrated by one of the parents, which could get masked in a quantitative analysis, is as follows. Parent (P22) reported that their child could not use an Indian style toilet due to a congenital limb difficulty. This was informed to the school during the admission process and they were assured that suitable arrangements would be made if he secures admission. The child got admitted and a western toilet was constructed for him in the hostel he was allotted to. Although such an experience has been reported by only one parent it is quite unique and reflects about the admission process in particular and about the school in general. The parent, who is an industrialist, expressed during the interview held with him, that "the sensitiveness with which such issues are handled is unique and not normally observed

in today's society." The same parent ranked the hostel facilities to be just 'fair' (4 on a scale of 0 to 10) and said that there is a lot the school could do, which shows that the parent has been quite objective in his response to the questionnaire. Despite the facilities being fair, the accessibility of management and sensitiveness of the school in dealing with problems of students is excellent (10 on a scale of 0 to 10), he feels. Similarly, the other phrases and feelings expressed by the respondents have been presented in this section, expressing about out some aspects of the school, its management style or the kind of growth experienced by teachers and students.

The keywords and key phrases used by the respondents, have been reproduced verbatim and what has been supplemented by the researcher is shown in brackets ( )[164] so that the meaning and the context becomes clearer.

5.3.1. Parents

5.3.1.1. What are your impressions about the admission process and procedures that you may have gone through? (Possible areas: anxiety generated, care, ease, stay etc.)

[Brief description of the steps involved in admission process:

1. Parents fill in the pre-registration form (available with the researcher for reference.) Apart from other information the parent also informs the school as to why Rishi Valley School was chosen for the child. Based on scrutiny of the form, some of parents are invited to visit the school and understand the educational processes better so that they can be sure they would like their child to join it.

2. The main admission process is organized over a period of one month or five weeks. About 8 to 10 students attend the admission process every day. The admission process comprises of the following steps.

2.1 A few teachers meet the prospective students in an informal manner to find out about the behavioral and attitudinal aspects of the child.

2.2 Child takes a written test in English and Mathematics.

2.3 Parent and child meet the Principal and a couple of other senior teachers for an interview.

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[164] Based on the discussions held with the respondent or in some cases based on an understanding of the context in which the response was made.

3. All the teachers and administrators connected with the written test and discussions meet periodically and discuss each application thoroughly trying to ascertain the overall profile of the child, the family background and family values. Based on this the children are placed in three different lists. List 1 who fared well on all aspects, list 2 comprises of children who were average and list 3 has children who did not fare well.

4. On completion of the month long admission process a final discussion is held to select students based on the three lists prepared earlier on.**]**

5.3.1.1. Responses.

1. About the systems and procedures

1. Process and procedures were very good.

2. Simple and diplomatic (with the admission process being able to draw information of different kinds about the child and the parents so that the school is able to ascertain suitability of the child to the school.)

3. Very fair system (with equal scope for any child to get admission, no external influence plays a role and no donations are applicable.)

4. Screening of parents. (During the interview with principal and a couple of other senior teachers the school ascertains the family background, values and interests to find out suitability of parents to the school. If the parental expectations and aspirations for the child are quite different from what the school intends to provide to the child the parents are discouraged from getting their child admitted.

5. All round assessment of child (by the unique design of the admission process.)

6. Straight forward.

7. Fair and convenient (because the parents are required to be in the school just for a day.)

8. Impressively systematic and punctual (the process has been in vogue for several years and is continuously improved making it a fairly well-proven one, meeting the needs of the school.)

9. Time between interview and response from school could be shortened.

2. About friendliness and sensitivity

1. Very considerate, very loving and caring for the child.

2. Child admitted in the following year without any more interview or admission procedure.

3. High degree of comfort during the interview both for child and parents.

4. Yes, anxiety was there, but certainly not generated by the school.

5. Interview and tests were not intimidating at all.

6. Well balanced and tuned to identify those students who would fit well into RVS. At the same time it treats all participants with dignity.

7. One of it's kind. It is not difficult, at the same time it probes into all the facets (of the child) of interest (to the school.)

8. Unbelievably friendly and welcoming to child and parents.

9. Issue of concession in fee is handled with exceptional sensibility. (The parent mentioned that when they requested for a concession in the fee the school requested the parent to present their financial status and inform how much they could pay. Based on this a fee concession was decided in a very fair and sensitive manner.)

10. Positive (feeling about the admission process) with a degree of comfort.

3. About how educative the system was

1. Good insight into RVS culture given by the school (through the way the admission process was designed.)

4. Others

1. Like any other school admission (no difference observed by the parent.)

2. The parameters considered for admission process are not clearly known and this leads to anxiety.[165]

3. I was praying that anyhow she might be admitted. This was the ideal school.

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[165] The researcher has been part of the admission process of the school for some years. As a participant, observer and based on discussions held with several parents, it is noticed that most of the parents are accustomed to understand concrete, tangible and quantitative admission processes better. They also feel more comfortable with such an approach. The informal discussion held with a small group of children by teachers is found to be rather unusual by them. They do not understand the manner in which the school forms a picture of the behavioral and attitudinal aspects of the child and the family. This causes anxiety to parents.

5.3.1.2. Do you remember any problems, which your child may have faced while in school, which the school has been able to deal with to your satisfaction?

5.3.1.2. Responses

1. About the ambience and general issues

1. X was very, very quiet in the first month. The school's ethos, the space, the trees act in subtle ways on a child's mind.

2. Child took a while to settle down when new and the issue was very well handled.

3. Child fractured ankle and issue dealt with adequately (the child suffered a fairly serious injury and was rushed to a Chennai hospital after telephonic discussion with parents. The parents were waiting at the hospital to receive the child. Within a couple of hours of reaching, the child was operated upon.)

4. Health care has been good for wife during one of our visits (The parents are allowed to consult the school doctor when they are visiting the school and the cost is charged to the child's ongoing account.)

5. When child was new, she was shunned by senior colleagues and school acted quietly to resolve (the problem and help the child to integrate with the class. The students involved in the episode were explained the issues involved and some of them were spoken to strongly. The new child was also counseled so that she was able to integrate with the class in a more harmonious manner. Most students face such situations even in day schools and learn by experience. In a residential school like RVS there seems to be a more active, or occasionally proactive, intervention to hasten the process of integration of new students with the older ones.)

6. Fee concessions given and school never made us feel that a favor has been done (it is also borne in mind that the student availing fee concession is not exposed to any kind of discrimination from the others in the class.)

2. About sensitivity and friendliness of the place

1. The last date for payment of fees in a school at Hyderabad was much earlier than the date admission results of RV were expected. When the complexity was explained, the school "listened patiently and gave a good solution." (The parent

was suggested to explain the situation to the school in Hyderabad requesting them for an extension of one week to pay the fees. In the meanwhile RVS expedited evaluation of the answer scripts of the child and within a week the parent was informed that the child secured admission over phone.)

2. For payment of caution deposit the school was kind enough and offered a good solution. (The parent, P18, was not in a position to pay the caution deposit, which is almost equal to the annual fee of a child. He was asked to suggest some feasible options. The parent suggested that he would be able to pay the deposit in five equal installments over a period of two years. The school agreed to this.)

3. Initial severe homesickness was handled very sensitively (by the house parent keeping a closer watch on the child and spending as much time as possible with the child.)

4. Certain prickly problem associated with adolescence handled tactfully (by discussing with the boy and girl concerned separately.)

5. Growing up issues (are understood sensitively and handled carefully.)

6. Child was allowed 2-week break in 4th STD to recoup at home and return.

7. He troubled the teachers with his attitude, but the school managed all these problems very smoothly and efficiently (the child was of a very rebellious kind not paying heed to any request by the teachers. He was also very irritable with the students. Keeping the family constraints in mind the child was taken care of by the school.)

8. Children had unique problems (emotional and behavioral.) The school took good care of these with a great level of patience.

3. About relationships

1. Peer group relationships (are watched and required support is provided.)

4. About performance and associated aspects

1. Academic performance (of the child improved due to the extra help provided.)

5. About emotional development

1. Emotional adjustment problems (handled well.)

2. Building up confidence levels (school helps to bring about this.)

6. Others

1. Appreciation of sex education (needs to be introduced to guide adolescents.)

5.3.1.3. Can you recall a few problems your child has faced, or is facing, that the school has <u>not</u> dealt with adequately? (Possible areas: DH, games, academic, hostel life)

5.3.1.3. Responses

1. About food and dining hall

1. Lack of enough protein in food
2. Whatever the children seem to like such as paneer curry, grape juice etc., were always in short supply.

2. About emotions and emotional development

1. Child's over anxiety and tension could not be dealt with adequately (the researcher was one of the teacher involved with this particular child and a lot of work was done with the child. The child did not respond well enough to the many approaches tried by the school.)
2. Psychological and emotional support required by child is sometimes overlooked leading to further problems.[166]

3. About hostels and life of children in the hostels

1. Clean and airy toilets
2. Hostel noisy, not conducive to study.
3. House parents should take more interest in the child.

4. About academic performance

1. Some teachers, despite having deep knowledge and understanding of the subject are unable to create a strong conceptual basis/understanding in the student.
2. 'Remedial classes' (not enough) in subjects where child is weak.
3. 'Remedial classes' are directionless and are not helping the child to come to par with others.

5. About sports and games

1. Absence of fiberglass basketball board.
2. No monitoring about sports and other extra curricular activities.

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[166] It is noticed that not all the teachers or house parents understand children well enough. They understand children also quite differently and some of them are not equipped to counsel children empathetically and adequately.

3. Not persuading girls to attend PT and games.

6. About relationships

1. Relationship (of students) with opposite sex (not handled effectively by the school.)

7. About middle school

1. Not enough opportunities at the middle school to develop as an individual.

8. Overall and others

1. Tuck shop variety (to be increased.)
2. Email accessibility (to be provided to children.)
3. Internet searching for project work (should be allowed.)
4. Gender bias felt by some staff (children sense it to be so.)
5. Hospital in-patient ward is too depressive (to the students.)
6. The school takes such good care and deals with great diligence all the arrangements of student's life. I can't say there has been a problem the school has not managed to deal with.
7. Taking up activities outside the routine timetable is a bit restricting.
8. Her dress was lost at the laundry and no care was taken to find it.
9. Dealing with "problem children" is sometimes inadequate and children feel teachers are not fair.

5.3.1.4. Can you suggest about five areas that you feel the school could work upon to make the stay of your child happier and worthwhile?"

5.3.1.4. Responses

1. About food and dining hall (DH)

1. DH (should be improved.)
2. Food to be more "imaginative."
3. Dish washing area in DH needs improvement.

2. About sports and games

1. Greater coaching in sports.
2. More insistence on physical education.
3. A charted growth in extra curricular activities.
4. Proper lawn tennis coaching.

3. About hostels and life of children in the hostels

1. Boy's hostel could be more orderly, clean and whitewashed.
2. Theft of personal belongings to be dealt with (sternly.)
3. House parents should be more understanding and ego-less.
4. A little more attention to personal hygiene the children – the younger ones.
5. More locker space commensurate with the list provided
6. Watchful of the dynamics of hostel life especially the divide between old and new students.

4. About emotions, relationship and emotional development

1. Individual counseling (should be done systematically.)
2. A word of appreciation or encouragement for children who need it.
3. Scope for improvement in parent-teacher relationship.

5. Feedback for teacher improvement

1. Greater exposure of teachers to (newer) teaching methods.
2. More efforts in enhancing child's creative areas.
3. Give more organization responsibility to senior children.

6. Others

1. Structured opportunities to do community service.
2. Greater interaction with ex-students.
3. Developing the ability of students to speak in public.
4. One foreign language (should be taught.)
5. Elocution, essay writing, drama, debate (should be encouraged.)
6. TV viewing of important world events.
7. Participation of school in contests and competition.
8. In the later years, when they are older and have shown preferences and leanings, less 'compulsory' atmosphere is needed so that the child can concentrate on preferred activities.
9. Greater exposure to technology, computers/internet.
10. Phone call once a fortnight to home.
11. A few Indian festivals can be celebrated (like Holi, Rakhi etc.)
12. Preparation for withstanding competition after schooling.

13. Beautification of campus through flowering.

14. Introduction of swimming and skating.

15. Communication skills (should be taught systematically.)

16. Exposure to the real world (should be done.)

17. An interval of 12½ hours between dinner and breakfast (is too much, should be examined so that the child has something to eat in between.)

18. Teaching practical skills (like sewing buttons, ironing clothes etc.)

19. Exposing students to other schools appropriately (by arranging visits.)

20. Possibility to email to parents.

5.3.1.5. Which are the areas in which you feel the school provides freedom to children?

5.3.1.5. Responses

1. About approach of the school

1. Minimum bureaucratic rules (and hence situations are dealt with in a context sensitive manner rather than in principle. This provides an opportunity for students to realize that rules are not a given but need to be evolved based on needs and to address needs. They cannot be constraining.)

2. Most areas are negotiated with the students (and decisions are taken together. So, implementation of decisions is much easier.)

3. Explore nature and environment.

2. About freedom and space available for students to grow and develop

1. Teachers permit flowering of individual personality.

2. Little pressure for conformity.

3. Lack of authoritarianism.

4. (Students are allowed) to choose activities.

5. (Students are allowed) to choose subjects.

6. No fear inculcated by teachers.

7. Open relationship between teacher and student.

8. Responsibility on the student to work on his or her own.

9. Development of child's total personality.

10. No imposed discipline. Everything is discussed and convinced.

11. Teacher-student relation is excellent.

12. Each child looked after as a unique individual.

13. The school and the educator are free from any particular religious belief.

14. Freedom to differ – freedom to question.

15. Freedom of unity with all forms of life.

16. Freedom of equality with teachers.

17. Freedom of expression.

18. Freedom to think and express without fear or prejudices.

19. Explore and be in harmony with one's own self.

20. Freedom in thought, action and expression.

21. Freedom to be different.

22. Freedom to make mistakes.

23. (School is) non judgmental (in it's dealings with the students and parents.)

24. Freedom to clarify their doubts at any time.

25. Find one's own self.

26. Understanding one's own responses, emotion.

27. To learn at his/her pace where competition is not the motivation.

3. About hostels and life in the hostels

1. No bullying by seniors.

4. About sensitivity of the school towards children

1. Tremendous sensitivity (shown by the school in dealing with students.)

5. About child development

1. Child develops decision-making capability.

2. Respecting freedom of other people in society.

5.3.1.6. Which are the areas in which you feel the school does **not** provide freedom?

5.3.1.6. Responses

1. About academic work

1. Academic materials are still oriented towards memorizing.

2. (Not) being allowed to compete.

2. About dress

1. (Not) being allowed to be ostentatious.

2. (Not) being (allowed to be) fashionable.

3. (No) freedom to change with the times, attitudes and dress codes

3. About emotions and emotional development

1. (Some teachers need to be trained in) handling relationships (better.)

4. Others

1. With some teachers I experienced a sense of freedom, unconsciously they seem to impose their own inadequacies on children, some also indulge in irresponsible talking, and some are very unrealistic.

2. To think or behave outside the accepted 'world' approved by the school. This does not refer to what is 'moral' or 'permissible'. It refers to behavior, emotion, learning styles etc.

3. Boys are treated differently from girls (girls are treated more gently.)

4. Children interested in cooking are not allowed to try their hand under supervision.

5.3.1.7. What do you observe to be the methods that the school uses to 'control' or bring about 'discipline' in students?

5.3.1.7. Responses

1. Organizational culture and philosophical background

1. Streamlined system in which seniors set an example for the juniors to follow.

2. Considering each student an individual and a unique person – giving a strong sense of self – and the ability to relate well to the outside world.

3. Very little formal discipline methods….in spite of this, the children are remarkably well behaved and have a natural, warm respect for authority.

4. By bringing awareness of consequences in children (the best aspect of the school.)

5. Trusting the child and sharing that the school has confidence in her. Giving her the space and then demand adherence to school guidelines.

6. Cooperation from parents (where the parents are taken into confidence and matters of behavioral aspects are discussed with them and suggestions are taken sometimes on how to deal with the child.)

7. Involving students in various decision-making interactions (and thereby making them more responsible.)

8. (Teachers and others) don't lose temper.

9. (Teachers and others are) not irritable.

10. (Teachers and others are) not impatient

11. Acceptance of others – all kinds

12. No competitiveness (is encouraged creating a non-aggressive culture.)

2. About the gentle and firm approach

1. Telling the students gently but firmly, not to act in a particular way.

2. Firm and friendly attitude

3. Through discussions and persuasion

1. Persuasion, debate, counseling, through chats and exchange of ideas. I notice that the students begin to desire the change and change accordingly.

2. Silence bell (rung in the dining hall has a silencing effect although for a short while.)

3. Importance and necessity of observing discipline is explained in a friendly, congenial and affectionate manner.

4. Making students understand (by repeated discussions and raising their awareness on issues.)

4. By providing scope for learning on one's own

1. Self-motivation inculcating a sense of discipline and responsibility from within the person.

5. By use of usual approach of threat or reward

2. Warning in front of co-students

3. 'Shame' factor operates as a controlling mechanism.

4. Reprimanding during a house meeting

5. The very real threat of not being called back in class 11 or told to leave

6. Presence of house parent (brings in order.)

7. No telephone access (thus eliminating one of the external influences.)

8. Having supervision during prep.

9. Rarely and if situation warrants disciplinary action is taken.

10. Being talked to by senior teachers.

6. Closer observation and guidance of individual students, love and affection

    1. Careful observation of the student's behavior in different situations by teachers.

    2. Attention of the child is drawn whenever child fails to observe discipline.

    3. Love, care, understanding and reasoning.

    4. Personal rapport and interactions.

5.3.2.0. Present Students

5.3.2.1. Can you mention a few areas (or types of issues) that the school could work upon to make the stay of students more meaningful and happier?

5.3.2.2. Responses

1. About need for relationships to be improved

    1. Teacher student relationships in general.

    2. Openness among students and teachers.

    3. Level of teacher – student trust.

    4. Teachers should approach directly when they have something in mind.

    5. Relationships (should be improved.)

2. About dining hall and food

    1. Food (needs to be improved.)

3. About need for more understanding, encouragement and support to be provided

    1. Encouragement and motivation to do more activities

    2. Help students to decide what they are going to do.

    3. When an issue is brought up seriously by a student (for discussion) it must not be dismissed as ridiculous, without actually understanding what the student feels.

    4. Encouragement to read widely (and providing time for the same.)

4. About hostels and life in the hostel

    1. Redoing a few of the old hostels.

    2. Quality of beds, pillows (need to be improved.)

    3. Watch TV news (making this possible for students.)

    4. More exposure to current national and international affairs

5. About sports and games

    1. Sports (facilities need to be improved.)

    2. More coaching on sporting events.

6. About student development and more activities for students

    1. Drama workshops (should be held frequently.)

    2. Public speaking should be compulsory

7. About teacher attitudes

    1. Issues should be discussed frankly. To be suspicious and keep track of the movement of students gives a bad name to the teachers and is unethical.

    2. Level of hypocrisy (on the part of teachers should be less, given the philosophical background of the school.)

    3. Teachers (are) stubborn.

    4. Better teaching style (in the case of some teachers.)

    5. I feel that the way teachers handle some issues is not appropriate. Often, when rather delicate issues are handled harshly it affects the students.

8. About school at large

    1. Implementation of student suggestions.

    2. Culture classes in junior school could be used more effectively.

    3. Decrease the tendency to over react to small issues.

    4. More interaction across classes required situation should be created.

    5. Improve living standards of workers around RV.

    6. (Students should have) more say in some matters (rules, etc.)

    7. Male chauvinism comes in at times.

    8. Until the 11th some teachers are out of reach.

    9. Stay of students should be made more eventful.

    10. Laundry (facility should be improved significantly.)

    11. Long distance cycling should be restarted.

    12. Prepare them (students) to handle outside life.

5.3.2.2. In which aspects do you feel the school provides freedom to students?

5.3.2.2. Responses

1. Freedom and space

    1. Expression of thought.

    2. Innumerable (respects).

3. No strict rules.

4. Freedom of space to grow.

5. (To) express feelings.

6. Development of an individual being

7. To choose hostel, to choose the company they want to keep (in some cases.)

8. Choice (to exercise choice in many areas.)

9. Freedom to grow and mature, unhindered by oppressive rules.

2. About academic and intellectual

1. Freedom to study as we like.

2. Academic (to choose subjects etc.)

3. Intellectual (freedom to think and express one's point of view. The school does not insist on any particular ideology.)

4. Classroom relationships casual (and informal.)

5. Questioning of decisions, policies etc (ability to do so.)

6. Arts and crafts (lot of scope and variety.)

3. About relationships

1. Interaction and relationship between students and teachers

4. About scope for experimentation and exploration

1. To explore many things in a trial and error method

5. About scope to develop in one's own pace and in one's own areas of interests

1. Cultural (to organize activities and plays in different ways and on different themes.)

2. Freedom of existence (in one's own way.)

6. Freedom to discuss

1. Freedom to think and discuss with other people.

2. Ability to tell class teachers anything.

5.3.2.3. In which aspects do you feel the school does not provide freedom?

5.3.2.3. Responses.

1. Academic and general

1. Communication with management – little scope below class 11

2. School (is) resistant to change.

3. Not allowed to explore beyond campus (without a teacher.)

4. Management of school (participation in it.)

5. There is no scope for change in any aspect.

6. To question teachers' decision (after due discussions and debate.)

2. Dress

1. Dress codes of school (too conservative.)

2. Clothes (are specified by the school. Why to specify?)

3. Telephone and communication

1. Calling up home once in a while.

4. Hostels and hostel life

1. Staying up late once in a while.

2. Walkman, watch, coke why not (allowed?)

3. Make certain decision without major consequences, e.g. going for a walk in the night.

5. Relationships

1. Social aspects: relationships, friends (school is too conservative.)

6. Others

1. To try out new activities (not much scope to do this.)

2. Freedom of being exposed to outside world

3. Difficulties in breaking away from old custom

4. Too suspicious of one's night time activities

5. Allow for walks, get more food and listen to music (whenever one feels like it.)

5.3.2.4. Do you think the orderliness and level of discipline amongst students is OK. If not, what do you think the school should do?

5.3.2.4. Responses

1. Perception about level of discipline and orderliness amongst students

1. Slack. Competition, strictness (should be increased.)

2. Not ok. Discipline should come from within.

3. (It's) Ok.

4. Ok

2. Bring about more control

    1. Become more particular about punctuality, order, and silence and stress the need to have order and discipline in one's life.

    2. Punctuality to be emphasized.

    3. To be tackled at middle school properly.

    4. Speak to individuals (who are undisciplined.)

3. Bring about order but not through force and control

    1. Not like other schools. We are not forced to be orderly. Such things should come from within.

    2. Not ok. Should be made aware of the freedom they get and should utilize it productively.

    3. Enforcing must be the last resort

4. Bring about order through more discussions and interactions with students

    1. Not ok. Much more interaction between class teachers and students.

    2. Repeated telling (needs to be done.)

    3. Senior school students should be consulted before taking action about matters pertaining to junior school because they are aware of it.

5. Catch them young

    1. Improve from a young age.

6. Culture of the school is different

    1. There is flexibility, which is good because it is one of the things that makes RV different from other boarding schools

    2. Present level is fine. Any increase or decrease makes the school unnatural.

7. School approach needs to be changed

    1. Quality of students taken in must be increased properly.

5.3.3.0. Ex-students

5.3.3.1. What do you remember the most about RVS? (Both positive and negative aspects.)

5.3.3.1. Responses

1. General

1. I had one of the best years of my life in RV and wish that I had joined much earlier. The campus, teachers and students are all very warm and friendly. It taught me the process of self-learning.

2. In my formative years and I was very influenced by the culture that surrounded me. The notion of learning for the love of learning and being exposed to a philosophical way of life was very enriching. RV has many peculiarities that if you take the time to step and notice, can make you think in very profound ways, one of these was the fact that very smart and accomplished people would give up their careers to come and teach there. I think as a child, to have people you respect and admire make peculiar decision with regard to their lives can make you think in interesting way about your own life, and the things that truly matter to you.

2. Informal ambience with freedom and space for growth without comparison

1. Casualness: good for the growth of the child but not appreciated outside.

2. Freedom to walk into any teacher's house at any time for solving any issues and having coffee.

3. PT, hiking, new trees, teachers

4. Cave rock, games, astachal, plays, movies, assemblies

5. Lack of pressure to obtain marks

6. It helped me grow into a well-balanced individual with sensitivity to everybody and their problem.

7. Feeling of having been loved and cherished.

8. Love, care and attention received from staff and students.

9. Positives outweigh negatives.

10. Peace, quiet, friendships.

11. Having fun while learning.

12. Pep talks, walks, hikes, folkie.

13. No uniform.

14. Lack of drive (tendency to take things lightly.)

15. Tends to give an individual a highly independent, self-sufficient approach- at times making him/her isolated/aloof.

16. No textbooks and tests till the 8th.

17. Lots of scope to be creative and your own person.

18. Academics were not the end all and be all.

19. Supportive environment.

20. Tightly knit community across different classes.

21. Good.

22. Assemblies (were very good.)

23. Astachal (was very memorable.)

3. Attitude of teachers and relationship with them

1. Response of teachers being positive

2. Relationships with peers, teachers and other people

3. Care that was taken for us, and life

4. The approach teachers at RV adopted helps quite a few students to develop a questioning mind.

5. Friendly teachers.

6. Individual guidance (provided to students requiring it.)

7. Strong links with students and staff.

8. Committed teachers.

4. Natural setting of the place

1. Environment, in which we stayed, studied and played along with the quality of teachers and teaching.

2. Pristine beauty of the valley.

3. Scents of trees and flowers.

4. Fresh air, the surrounding landscape, the early morning PT, the incredible number of stars in the sky one late summer night.

5. The valley itself – the trees, hills etc.

6. Serenity of the place.

7. Beautiful (place.)

5. Arts and crafts

    1. Time spent during pottery classes.

6. Sports and Games

    1. Sports facilities, friends, and freedom of movement/opinion/ with teachers.

5.3.3.2. Do you remember of any problem in school, which the school had resolved well?

5.3.3.2. Responses

1. Improving the friendliness amongst students

    1. Groupism in class (was dealt) by shuffling the class and having discussions with them.

2. Competition and aggressiveness

    1. The problem of competition in sports and academics. Insisting on putting in the best and excelling.

3. Environmental and conservation efforts

    1. Substantial effort has been made to conserve water.

    2. Water problem.

    3. Tree planting.

    4. Solving problems regarding the environment, reforestation and the percolation dam were some excellent moves by the school

    5. Watering or recycling and disposing garbage

4. School activities

    1. Excursions arranged well.

5. Adolescence issues

    1. Boy girl relations in 7th – 8th (are handled well. Children are counseled very well.)

6. Dining hall and food

    1. To a certain extent, food.

    2. Obsessive compulsiveness got ironed out. Food fads got balanced out.

7. General

    1. The problem associated with Y's suicide (1980 ISC) was handled with great deal of sensitivity.

    2. Plague break out.

3. Helped a lot during my father's illness.

4. Chicken pox care: quarantine etc.

5. Some senior students drinking and smoking in campus (was dealt very well.)

8. Academic improvement

1. My English improved because of extra help of teachers.

5.3.3.3. Can you recall a few problems you had faced while in school which were not dealt with adequately? (Possible areas: DH, games, school, and student behavior)

5.3.3.3. Responses

1. Adolescence issues

1. Problem of pairing was not handled in a dignified way.

2. Student behavior, especially regarding adolescent matters.

3. Dissolve groupism among students.

2. Dining hall and food

1. Food (not alright.)

3. Bullying

1. Lot of ragging and bullying.

4. Students are not aware of other places, school is isolated

1. No awareness in students of problems in other residential schools like drugs etc.

5. Some activities not pursued well by the school

1. Some clubs were started which did not work well. There was nothing done to encourage participation.

6. Games and field activities

1. Games – not enough participation. Not enough emphasis given.

2. Games

3. Hikes/treks declined.

7. Behavioral issues of students and relationships

1. Some students were unruly and troubling. They were not called back in class 11. Kind of talking and counseling may have helped.

2. Problem regarding adolescence and some of the budding relationships between the girls and the boys as is natural is a coeducational school was squashed rather brutally and insensitively.

3. For a short period there was some sort of groupism, which was not even noticed, and it passed also.

4. Local dadas who indulged in dominating school life.

5. School is unable to bring up confidence in a majority of quieter students.

8. School culture and philosophical background

1. Forcing Indian culture on us.

5.3.3.4. Can you suggest about five areas that the school should work on to make the stay of students happier and worthwhile?

5.3.3.4. Responses

1. All is well

1. School puts all the effort to make a student's stay happy.

2. About hostels and life in the hostel

1. House parents should care for children better.

2. Cleanliness of child and belongings (needs to be better.)

3. About dining hall and food provided

1. Food (should be better.)

4. About school culture and ambience

1. Students need to understand the difference between competing and doing one's best. They should be taught the need for intensity and passion in one's work.

5. About relationships

1. Interaction between teachers and students (should be better.)

6. Others

1. Competitive spirit should be encouraged

7. About student culture

1. Emphasis on respect for teachers (students do not respect teachers enough.)

2. Right understanding of the word freedom by students.

3. Discipline required to follow a time-table (should be brought about.)

4. Participation in games and sports.

5. Taught to face conflicts outside.

8. Suggestions for improvement

    1. Get students more involved in villages around; rural school.

    2. A bit more about the real world (needs to be taught to the students.)

    3. Negotiation skills, communication skills etc.

    4. More rigor with things done, more emphasis on developing skills.

    5. Guidance to identify talents

    6. Laundry (facility is inadequate. Needs to be improved.)

    7. Clearance of undergrowth.

9. About games and sports

    1. More sporting facilities (should be provided.)

5.3.3.5. Which are the areas you feel the school had provided freedom to students?

5.3.3.5. Responses

1. About freedom of thinking and expression

    1. Expressing views and ideas (to ideas is possible without inhibition.)

    2. Thinking (is developed by exposure to different ideas and world-views.)

    3. Lateral thinking (is implicitly encouraged.)

    4. Freedom to develop talents.

    5. Freedom to questions (on any issue or policy of the teachers or the school)

2. Very few areas with restrictions (freedom)

    1. Very few areas with restrictions.

    2. Do whatever we want.

    3. (Freedom) to pursue our intellectual desires.

3. One is forced to think for oneself

    1. To think for themselves about their values, attitudes.

4. Scope not to do what one does not want to do

    1. I never felt I had to argue about anything I did not want to.

5. Scope to move around without restriction

    1. Movement in campus.

6. Relationship with teachers and friends

    1. Talking to teachers (is possible without fear and inhibition.)

2. To interact with teachers without fear.

3. Boy girl relationships (is fostered in a healthy manner.)

4. Teacher-student relationships (is warm and friendly.)

7. Ambience

1. We were like a big family.

2. It is the maximum amount of freedom one could get at school level

3. (Freedom to exercise) choice of subject

4. (Freedom to decide) whether to listen to philosophy or not

5. Grow (in a free and spacious manner.)

6. One can compete without being competitive.

8. Suggestions and feedback

1. More discussions about JK's teachings (would be welcome.)

2. Rain water harvesting in all buildings.

3. Better maintenance of facilities.

4. (Better) upkeep of school.

5. Career opportunities guidance.

6. Encourage activities in the quieter lot than in the vocal ones.

7. More expositions, like Maths expo.

8. Encourage open discussion as natural boy-girl interactions, and the benefits of delaying physical interaction.

9. Reinstate the merit scholarship programme or equivalent. I learnt a lot sharing rooms with different socio economic environment.

10.   Do not create a barrier between external world and RV.

11.   Have a one-week feedback session after board exams to pick up points for improvements.

12.   Give an exposure to the real world

13.   Arts and craft department is not utilized fully.

14.   Inpatient ward (needs to be improved.)

5.3.3.6. Which are the areas in which you feel the school did not provide freedom?

5.3.3.6. Responses

1. No freedom to cut into school routine

    1. To do things which interest us by cutting regular routine activities.

2. When school cuts into weekend leisure we have no say

    1. Weekend movies selection by student committee-should not be replaced by concerts.

3. No freedom to organize competitive meets

    1. (We should be able to) participate in inter school competitions.

4. Restrictions on dress

    1. Dress code (is narrow and conservative.)

5. Restrictions on food

    1. Grub is limited (and should be allowed in more quantity and variety. Food allowed to be kept by students and brought by parents during visits should be made liberal.)

6. Restriction on what kind of friendships could be formed between boys and girls.

    1. Girl boy relations (are encouraged only within certain contexts and bounds. Should be made more liberal.)

    2. Girls had less freedom than boys.

    3. Friendship between sexes (is watched closely.)

7. No freedom to move around in the valley without teachers

    1. Freedom to explore the valley (to greater distances and without teachers.)

    2. Reaching higher authorities (is not possible easily in junior classes.)

5.3.3.7. What were the methods adopted by the school to control or discipline students?

5.3.3.7. Responses

1. Through rules, guidelines and control by intervention of teachers, parents or principal.

    1. Set some rules and remind students time and again. They were not any highly strict and rigid rules.

    2. Being sent to the Headmistress office for a talking together. Quiet unpleasant.

    3. (Some students were) suspended on some occasions.

    4. Not being allowed to go out of the hostel at night.

    5. Mild reprimands and occasional speaking by teachers

6. The extremely scary trips to the headmistress office. They made one quake for months afterwards.

7. As the student enters school seniors/peers are full of "supposed to" and "not supposed to." House parent speaks when line is crossed.

8. Dish washing, community service, grounded, names being announced in the assembly.

9. Warnings (being given to the students or their parents.)

10. Principal's declaration at assembly.

11. Stern looks (at the student.)

12. The talk where an entire committee of teachers faced you.

13. Letters to parents (informing of the misbehavior of the student.)

2. Freedom within certain limits and any trespassing is viewed seriously

1. No – no zone was clear and any violation of that was not treated lightly.

2. Students understand the teachers and pushed them only that much.

3. Keep students engaged in interesting activities

1. Getting students involved, not discipline.

4. Bring about internal change by discussions and persuasion

1. From within (discipline is brought about.)

2. Explaining things, with an occasional reprimand.

3. Weekly meetings with house mothers.

4. Pep talks (teachers and house parents.)

5. Sharing a bonding (with teachers) leading to discussion.

6. Reason (out) with student to make him see the cause of his mistakes.

5. School has the following mechanisms and approaches

1. Firm and subtle methods

2. Discussion to bring about self-awareness.

3. Freedom combined with responsibility (brings about order.)

4. Depended on teachers (and what means are adopted depended on the teachers.)

5. Specific teachers who are close to the student under consideration talk to the student.

5.3.3.8. Did you find it difficult to work in the 'external world' after leaving RVS? Can you briefly list some of the difficulties faced by you, bringing out how you dealt with them or solved with them.

5.3.3.8. Responses

1. Inability to accept other people's views

1. Definitely. I still have problem. We were instilled with the ideals of thinking for ourselves and having very strong view points but never really asked to look at the world from the other person's point of view. Therefore I came out of school with a very one-sided view of life with very black and white definition of right and wrong. We never really learned to compromise or learn to talk to people or negotiate as such.

2. Inability to take examinations, including the competitive entrance tests

1. Entry into professional courses was delayed by a year due to inadequate preparation for competitive exam. Got over the difficulty and adjusted to the ways of the world.

2. Found it difficult to time my exam

3. Difficulty to build relationships with others who are not as value-based as we were

1. Yes, building relationships were difficult. It took a long time to accept 'external world' value system. I still have problem occasionally on issues like environment, keeping to time etc.

4. Natural setting makes it difficult to take to city life easily

1. First six months traffic wise etc. I adapted to the new environment without any problem.

5. Inability to face competition and discovery of ways to go on

1. Yes, I found the cutthroat competition scary. I have retained my human values.

2. Yes I did. Everything takes time to get accustomed to.

6. Difficulty in adapting to different environment

1. Academically yes. Personally no.

2. I was not ready, for some of the people I met were deliberately lying and deceitful.

7. Duration for adjusting after school

    1. Initially for a month or two.

    2. Yes (for some time.)

    3. Yes, I had to learn not to ask doubts. I did not know ragging existed.

8. No difficulty in adjusting to the new environment

    1. No, the part about RV students not being able to cope with the external world is a complete myth.

    2. No, RV instilled a strong sense of confidence, independence and spirit.

    3. Philosophy of competing with one's self helped me.

    4. No (difficulty.)

    5. No. I thought I dealt with it better.

9. Difficulty in becoming a cog in the wheel

    1. I also was not used to being dealt as a statistic and in many places you just are a number and not a person.

5.3.4.0. Teachers.

5.3.4.1. Please identify some factors that you feel <u>happy</u> about the <u>working environment</u> available in Rishi Valley School?

5.3.4.1. Responses.

1. Freedom and space

    1. Free and nurturing environment.

    2. Non-authoritarian (management style.)

    3. Non-interference (by management.)

    4. Space given to me in this area (of teaching.)

    5. Freedom to experiment with the syllabus and style of teaching.

    6. Freedom to plan work and without interference.

    7. Sense of freedom and trust.

    8. Lack of rigidity.

    9. Freedom to design courses.

2. Scope for initiative and growth

    1. Scope for initiative and growth.

    2. Preparing one's own material/teaching aids.

3. A willingness to let you explore.

4. Sense of responsibility is encouraged.

5. Scope to do many things of one's choice.

6. I have got a lot of scope to improve my knowledge in all areas. I am very happy about this.

3. About relationships

1. Relationships with children (are good.)

2. Greater equality amongst staff and students.

3. Smooth/good staff-children relationship.

4. Availability of resources

1. Richness of resources, especially library.

2. Good library.

5. Respect with which teachers are treated

1. Respect for your opinions, treating you as an equal.

2. Congenial, nobody looks over your shoulder.

3. Possibility to work quietly.

4. Respect I get from management and others.

6. Natural setting

1. Nice campus.

7. Ambience of values and philosophical background

1. Emphasis on certain good values.

2. No need to please management.

3. No need to prove oneself.

4. Possibility of integration of life and work.

5. Informal atmosphere.

8. Security of the place

1. Greater security.

2. Well-set infrastructure.

9. Leisurely life

1. Workload not unduly heavy.

10. Easy to handle students

    1. By and large students are interested in learning.

    2. The challenge of students.

5.3.4.2. Please identify some factors that you feel need improvement to make the <u>working</u> <u>environment</u> available in Rishi Valley School more conducive to you.

5.3.4.2. Responses.

1. More rules, demands and guidelines are necessary

    1. Need to make clear-cut demands on people.

    2. Tighter management of teacher performance.

2. Decision-making needs to be expedited

    1. Decision-making is long-winded and inconclusive, though there is a need to carry everyone along.

3. Faculty meetings should be improved

    1. Faculty meetings need to be richer, inputs from colleagues.

4. More leisure is necessary

    1. Life is too busy. Time structure needs to be reviewed.

5. Some departments are not cooperative

    1. Attitudes of certain teachers in certain departments.

6. More openness and better ambience required

    1. Management, teachers, staff and colleagues could be a lot more open in giving their feedback.

    2. Avoiding small talk.

7. Affairs need better organization

    1. Greater sense of organization and punctuality to be expected from all staff.

    2. More flexibility in routine activities.

    3. Communication gap in certain areas.

8. Encouragement required

    1. A pat or a word of encouragement once in a while.

9. Better amenities and facilities required

    1. Better housing.

    2. More leisure activities.

3. More computers in junior school.

10. Management needs to take more responsibility

    1. Not to relegate responsibility.

    2. Go more closely and look at the work teachers and students are doing.

5.3.4.3. Please identify some factors that contribute to bringing about happiness to your life in Rishi Valley.

5.3.4.3. Responses.

1. Natural setting of the place and the ambience

    1. Environment and nature.

    2. Rich environment-physical, environmental and intellectual.

    3. The quiet of Duranta and the hills with their views and my interactions with children.

    4. Space provided to pursue my individual growth.

    5. Letting me be just what I am.

    6. Lovely campus.

    7. Silence of the place.

    8. Room available to introspect.

    9. Study center.

    10. Scope to learn.

    11. Open atmosphere.

2. Secure and comfortable place

    1. Well looked after, administratively.

3. Leisurely life

    1. Relaxed way of life.

4. Relationships

    1. Inter-personal relationships and a feel for the place.

    2. Interaction with students of senior school has been a constant source of delight.

5. Good exposure and opportunities

    1. Exposure to good cultural activities.

    2. Exposure to different types of people, ideas.

5.3.4.4. Can you identify some factors that you feel <u>need improvement</u> to make your

life here happier?

5.3.4.4. Responses.

1. Not enough people with a feeling for the place

    1. Need for more people to feel for the place.

    2. A greater sensitivity for the people and place.

2. More sensitivity and better ambience needed

    1. More tangible sensitivity.

3. Others

    1. Too comfortable. People take it for granted.

    2. Better atmosphere in the dining hall.

4. Cooperation needs to increase

    1. More access to art department.

    2. The relationship with colleagues and the sense of working together.

5. More openness required

    1. Administrators and colleagues could be a lot more open and honest.

6. Scope for informal contact to be increased

    1. Occasions for greater social contact amongst staff.

    2. Establish more frequent contacts with children in non-academic areas.

7. Clarity in policies and guidelines

    1. Clear policy guidelines (required.)

    2. Leave rules need rationalization.

8. Campus upkeep needs improvement

    1. Maintenance and cleanliness.

5.3.4.5. How do you identify the areas in which there is scope for improving yourself as a teacher? (Possible sources: Feedback from management/students, marks etc.)

5.3.4.5. Responses.

1. Feedback from students, parents, school

    1. Student feedback. I ask for critical feedback from them.

    2. Feedback from parents.

    3. Quick feedback from your headmaster or principal.

    4. I would welcome management feedback (not enough available right now.)

2. Implicit feedback from environment and review

    1. Growth of a student (by analyzing.)

    2. Review of one's own methodology etc.

    3. What do we do in helping weak students?

    4. Realization that one is not spending enough time with the weaker children.

    5. Timely guidance and intervention with people.

    6. Critical self-assessment.

5.3.4.6. Can you list a few problems (or types of problems) you observe that the

school is <u>not</u> able to address adequately even after extensive discussions are held?

5.3.4.6. Responses.

1. Indiscipline not dealt adequately

    1. Problems of gross indiscipline.

    2. Dealing with 'problem children.'

    3. Foul language (is used by students, school unable to deal with this.)

2. Inter-personal problems not dealt adequately

    1. Inter-personal relationships between adult/adult and adult/child.

3. Teacher development programs are in place or not

    1. Some teachers are knowledgeable but are not able to teach effectively. Some of them improve yet others continue to perform dismally. I do not know whether or not school has addressed these problems.

    2. Lack of follow-up.

4. More leisure and quieter space required

    1. Slow down activities, give more quiet time, walks (silent), guest interactions etc.

    2. Noise level.

5. More persuasion of students required

    1. Ability to convince students of the need for certain values or rules.

6. Relationship needs improvement or should be dealt better

    1. Gaps between students and teachers need to be bridged.

    2. Working together (not the spirit amongst many people.)

    3. Issue of boy-girl relationships (needs to be dealt more effectively.)

    4. Lack of trust.

    5. Lack of frank relationship.

7. More rules and guidelines to bring about more order

    1. Order in different areas.

8. Prep section needs to be improved

    1. Working of the Prep section.

5.3.4.7. What measures or steps would you like to be taken to reduce restlessness?

5.3.4.7. Responses.

1. More control and strictness required

    1. Inability to deal stems from non-authoritarian attitude. Management should lay out guidelines and see that it is followed by all.

2. Changing times, media exposure is the cause.child-specific approaches required

    1. Restlessness is an outcome of changing times… It would be best to tackle each child individually.

    2. More voluntary activities.

    3. More freedom and space for hobbies.

    4. Provide scope for watching good educational films.

    5. I don't think there is restlessness.

    6. Calmness and quietness in oneself.

    7. Ingenuity.

    8. Relationship with students.

    9. Is it possible to help students find complete security in themselves. That is the first step.

    10.   Children need concrete guidance.

    11.   I am not seeing any necessity.

    12.   More physical work

    13.   Astachal.

    14.   More written work everyday.

    15.   Professional help and counseling.

CHAPTER 5
ANALYSIS OF DATA
PART 4: CASE STORIES

5.4.0. Introduction: In this part a few case stories which bring out and illustrate some of the salient features of the management style are presented. From the way the school functions it appears that the core function of education is dealt with after a lot of deliberation and care. The school management holds extensive discussions about all issues related to the educational endeavor of the school on an ongoing basis to bring about and nurture a spirit of innovativeness and experimentation. In subtle ways, a progressive approach is demanded from teacher educators in the area of teaching and education. In the other functions of the school, which may be even basic needs of the community, like proper food or environment in the dining hall, innovativeness or effectiveness is perhaps not considered as one of the key result areas of the management. Innovations, improvements and experiments in such non-core areas are left to the individual initiative of people.

Broadly speaking innovation and the spirit of experimentation is encouraged, welcomed and supported in the core function of education of the school and it is encouraged and supported only when interested people come forward to take up projects. This approach towards building up the vitality and innovativeness of the place appears to be somewhat unique and definitely profound. It is unclear if this is a deliberate approach of the management or a consequence of the philosophical background of the school, which allows people to explore and pursue their interests. The school has certain overall strategies, interests and directions in mind. When a person comes forward with interest in any of those areas and is willing to work with passion or initiative, discussions are held

and the possibility of bringing out concrete proposals based on the same is examined. The person is supported and a project is initiated on a small scale. Based on how it goes the project or initiative may assume a larger scale of presence and contribution.

When the initiatives of individuals are taken up by the school for implementation the initiators are kept vitally involved in the entire process and hence there is no need for the management to make further efforts to sustain the project. Because the project was the brainchild of person he or she ensures success and development of the project and remains committed and motivated through the different ups and downs that are faced. The recognition needs of the person are adequately taken care of by the school, which in turns gets its recognition from the society at large. So, the relationship is one of win-win for the organization and individual.

One of the reasons for the school to have grown and developed in new and profound ways seems to be this strategic approach, which can be cited as an outstanding example of resource leverage being utilized by an enterprise with outstanding and exemplary success. Of course, the reason behind this approach may not be merely one of strategy. The philosophical background could have also brought about this management approach. The philosophy and ambience of the school provides a lot of freedom to the individuals to grow in areas they want. Providing the necessary support fosters this. This also indirectly brings about a situation in which an individual is turned towards a self-initiated involvement, which becomes sustainable to a large extent without outside motivators. Hence, the twin objectives of a utopian organization can come about where an individual does what he wants and does it so that organization benefits without it having to 'manage' the initiative. Hence, with minimum governance a lot is achieved.

The school has overall interests and concepts about in which areas it would like to grow and develop in – called as the "long vision." However, the school does not draw up 'strategic' or 'long-term plans' with a timetable to achieve this vision it waits for the right people with interest and competence to take up the initiatives on their own. A preconceived order of priority for new initiatives is conspicuous by its absence. It is the availability of the right people, which sets the priorities. Hence, the active, extra activities pursued by the school keep changing over the years. Sometimes an activity may go into the oblivion when a person interested in that work leaves the school. Hence, the active initiatives at any given point of time can be different. When new initiatives are proposed which dovetail into this overall scheme or dream the school immediately steps in to support it.

Organizational 'benefits' like the organizational vitality, exuberance, involvement, newness and tenacity that come with such initiatives remains, in essence the same - it's only the initiatives that keep changing over the years.

One of the significant and profound implications of this approach is observed to be that the individuals concerned got to work in areas that interested them. When such a person leaves the school after working for sometime on the project the project takes the back seat unless somebody else volunteers to carry it on. An uninterested individual is not sold the idea to take it up or a new person is not 'hunted' for. This approach appears to be a very profound one for conserving the organizational resource leverage.

Some of the individual or group initiatives the school has been able to nurture over the years are listed below.

1. Rural Education and satellite schools.

2. Ornithology and bird studies.

3. Herbal Garden and Ayurveda Program.

4. Rural Health Program for neighboring villages.

5. Greening of the campus.

6. Greening of the neighboring villages.

7. Modern dairy farm with traditional practices.

8. Organic farming.

9. Adult literacy through satellite schools

10. Support and guidance to villages around for better agricultural practices.

The first four of these initiatives have been reported as case stories to illustrate how the school has been able to support and nurture individual initiatives to become fairly robust and sustainable projects with educational value for the students of the school.

5.4.1. Case Story of Rural Education and Satellite Schools.[167]

5.4.1.1. Early Initiatives

The Rural Education Centre (REC) was started in the mid-1980s to help the neighboring villages to have access to primary education in an affordable manner. The initial phase grew out of a study of the local needs and an analysis of local problems in elementary education. Local youth — men and women — were recruited as teachers to develop a network of "Satellite Schools" that would provide meaningful education for children and reduce illiteracy in the surrounding areas.

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[167] This case story has been written based on discussions held with Dr Radhika Herzberger, Prof Hans Herzberger, Mr. YAP Rao and Mrs. Rama Rao at different points of time from 1999 to 2003, including a few taped conversations. Also many portions of the publication of REC "National Seminar" … have been adapted.

A major issue to be addressed at that point of time was the lack of enthusiasm for learning among school-going rural children and the very high dropout rate that resulted from this situation. A thorough analysis was made of the curriculum and available textbooks. Seeing the limitations of textbook centered classrooms, activity-based learning was introduced. This gave much more scope for teacher initiative and child-centered learning. A new group of young people was trained in this approach. With this approach it was observed that children soon began attending school regularly, and the dropout rate fell dramatically. Learning became more enjoyable and the children began to grasp the subjects better. Students were able to pass the 6th standard government examinations with very good marks. Some of them secured top ranks at the mandal level.

In 1986 the Rishi Valley Education Centre (RVEC) undertook to build a small one-teacher school in a hamlet 4 km away from Rishi Valley. After initial skepticism, even resistance, the village community (consisting mainly of scheduled tribes) gradually accepted the idea of a school within their village. They donated a small piece of land for building the school. The school, named 'Valmikivanam', functioning in a simple one-room structure, won over the villagers and changed their attitude to education. They developed a new sense of ownership and pride. Thus was born the first of the 'satellite schools' of REC, which is part of the Rishi Valley Education Centre.

The problems that REC had been addressing seemed to echo wider national problems. In 1987-88 a visit from the Secretary of Education, Government of India, led to a financial grant to the REC for evolving model schools to bring about an alternate system of primary education that could be replicated in other parts of the country. Various problems in primary education were being recognized country-wide and a need

was felt for alternative models of schooling that would be tuned to the cultural context and yet lend themselves to replicability, in other geographical locations.

5.4.1.2. The Satellite School Network

The process initiated with the setting up of Valmikivanam was steadily carried further and 17 single-teacher schools have been set up over the next few years within a radius of about 15 km from the main school. In all cases the building itself is a simple structure — a hall, a storeroom and a round hut (this is a specialty of the region) — located on land donated by the community. A small garden was developed around the school with a variety of plants including fruit trees. Each of these schools uses the multi-grade, multi-level methodology developed by the REC. This methodology continues to evolve in collaboration with its entire teaching staff, including the single teachers manning the satellite schools.

Teaching in remote rural areas can become an isolating experience for the teacher, which may be quite disheartening. Recognizing this, the REC has evolved a system of networking amongst the teachers of the satellite schools. The REC itself serves as a major resource centre for all the satellite schools. In addition, a resource centre was developed for every cluster of single-teacher schools. The resource center has facilities for periodic refresher courses for teachers, and houses equipment for producing new materials by the teachers. The resource centre also acts as a place where all the teachers of that cluster gather periodically and share their insights and problems. This continuous feedback eventually leads to renewal, updating and refining of the teaching-learning materials and methods. An administrative structure like this also avoids

the hierarchical approach and enables teachers to participate in the creation of learning materials and their implementation.

A programme of this nature needs to involve the parents and the community to make it efficacious. Each satellite school thus acts as a resource centre for the village in which it is located. Activities such as afforestation, prevention of soil erosion, health care and adult literacy are undertaken through the satellite schools. Various other community events such as academic mela, puppet theatre and cultural events are organized to prepare the community for a better living as well as nurture their children.

The establishment of these satellite schools provided the testing ground for checking the feasibility of replicating the multi-grade teaching-learning process evolved at the REC at other places with reference to the materials, teacher development and community involvement. The Satellite schools are conceived and run on the principle of community involvement in the process of education. The village provides the land and community participation extends to landscaping the school grounds and cultivating trees and plants. Because of this involvement there is a sense of pride and ownership of the school among villagers. Each satellite school has the potential to serve as a resource centre for the village as well as a catalyst for constructive change.

Built into the very curriculum of Environmental Studies is the activity of "village survey". At the beginning of the year, children set out armed with questionnaires on various topics ranging from the flora and fauna to the kind of housing to eating habits, festivals and leisure-time activities and much more. The villagers themselves are fully involved in answering these questions asked by a little child in all earnestness. This interface of the school and the community at the curriculum level yields a rich and

authentic database about the whole community and its natural surroundings. Later, the data collected in this manner is categorized and systematically and attractively displayed in the classroom.

Drawing upon the rich knowledge of folk and oral traditions of the mothers (and the fathers too!) about sixty stories have been harvested and reproduced in the form of booklets with illustrations by children and the photograph of the author. The children have shown a great interest in reading these stories "written" by people whom they know and can relate to. This kind of input also helps in rooting the child further in his tradition rather than alienating him from it. A clear side benefit has been the increased interest among mothers in learning to read with the help of their children, giving a definite boost to adult literacy programmes that might otherwise have failed.

5.4.2. Case Story of Institute for Bird Studies and Natural history[168]:

Right from the inception of the school there has been a keen interest in nature and ecology, perhaps reflecting the interest which J Krishnamurti, founder of the school had on such issues. The school has been innovating in ways and means of bringing environmental issues into the realms of education and the perception survey shows that there has been a significant success in this direction. Conservation projects have been taken up from the earliest days. Generations of local residents, students and teachers have worked together to plant many trees. They learned to build small check-dams and earthen bunds to conserve water, a precious commodity in the drought stricken Rayalaseema region where the school is located. The check-dams and bunds prevent water from

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[168] This section has been adapted from an undated booklet entitled "Institute of Bird Studies and Natural History" provided by Dr V Santharam, the Joint Director of the Institute. He has been closely involved in this initiative for more than a decade. Detailed discussions were also held with him.

running off the land, allowing it to percolate into earth, flowing through underground crevices, feeding trees and replenishing ground water.

The result is that a one hundred and fifty acre hillside, which was only a few years ago bald, parched and degraded, is now covered with scrubland forest. "Rishi Valley may be less an Indian success story than it is a human success story. Rishi Valley shows that there is hope, that we as a species will not necessarily destroy ourselves. But it also taught me that if these hopes are to be realized, then solutions must emerge locally. Hope and solutions cannot be imported by big government or from international bureaucracies thousands of miles away."[169]

Life creates the conditions for its own regeneration. As soil and water combine, flowering grasses arrive, enticing a variety of bees, wasps and butterflies. These in turn attract rodents and snakes, toads and songbirds that feed on insects. And thus the whole fascinating play of predator and prey are woven together in the web of life. Rishi Valley now has fifty species of butterflies and perhaps an equal number of moths.

The most splendid creatures on campus are two hundred and more species of birds, which fill the air, announcing their presence. In fact, the latest addition to the checklist of the valley's birds is the Blue-bearded Bee-eater, a large pigeon-sized, grass green bird announcing its presence with hoarse guttural croaks. It takes the tally to 201 species as on January 2001.

In 1991, Rishi Valley was declared a Bird Preserve. Since that time, Bird Studies have become an important activity for students. Students keep track of migrant populations, watch out for newcomers and have documented the breeding biology of the Great Horned

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[169] KAPLAN R.D. (1996). The Ends Of The Earth. NEW YORK: RANDOM HOUSE. Page 355.

Owl and Brown Fish Owl. In a very natural manner various exposures were provided to students to the environment and its ecology.

Due to the initiative of a group of people, spearheaded by Mr. Rangaswami, Mr. N.S. Naidu and Dr V Santharam who are passionately involved with the environmental activities of the school for more than a decade, the efforts for ecological regeneration and environmental concern were intensified, with the school's active support. These efforts were integrated with the mainstream schooling processes by evolving curricula, which enable students to get a sound exposure to the natural habitat and environment around.

"Indian education has often been criticized for being "rootless" and "abstract," for producing brainy prodigies disconnected from their own environment, exactly what one would expect to emerge from a caste system. Indians, thus, despite great achievements in the theoretical sciences, have often lacked a similarly strong engineering tradition. The Rishi Valley School sought to fill this gap by making environmental conservation a basic part of the curriculum and by forcing these wealthy students to work with their hands alongside local villagers. "Culture is renewed when people from the city, with intellectual resources, settle in the villages," explained Geetha Iyer, a teacher at Rishi Valley- That, of course, is the lesson that the Shah of Iran and other third world despots never learned: that the village, not the city, is the key to modernity; that a nation cannot be modern while its villages are still medieval."[170]

Eventually an Institute for Bird Studies and Natural History was created to conduct Correspondence Course in Ornithology on a Home Study model with 50% fee concession to students, Housewives and other deserving cases. The cumulative number of students

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[170] KAPLAN R.D. (1996). The Ends Of The Earth. NEW YORK: RANDOM HOUSE. Page 357.

who enrolled for the course is about 670 as of June 2004 out of who about 50% have successfully completed the programme. About 20% have not taken the examination but completed the study and the remaining are active students.

Noteworthy among those who have completed the course are a Lt. General, a retired Air Marshall, two Income-Tax Commissioners, Veterinarians, a Conservator of Forests, highly qualified housewives, a Head of the Dept. of Zoology of a College and a lady artist. The range of students is from a child aged 15 years of Doon School to the late Smut. Sushila Bai Adige, who completed the program at the age of 78 years.[171]

This is an example of how the school supports the interest and initiative of individuals to convert them into tangible and sustainable projects. This project has an immense effect on the educational endeavor of the school. It leads to a very high awareness about our environment in both teachers and students, which is perhaps one of the basic needs to be citizens of the world.

5.4.3. Case Story of the Rural Health Program:

When the Rishi Valley School was started in early 1930s even the town of Madanapalle, which is around 15 Kms from the school, was quite ill equipped in most respects. Proper medical facilities and well-qualified and experienced doctors were not easily available. The school had to depend on the inadequately skilled local human resources in all areas except for teachers, who generally were recruited from other parts of India. Hence, of necessity the school had to have a small medical facility with essential first aid and other minimum health care facilities to cater to certain basic needs of the community. A doctor

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[171] Source: Information sent by Dr V Santharam, Joint Director of the Institute over email dated 16 06 2004.

has been available during most of the last seven decades and the facility is being upgraded gradually ever since.

As the number of students, teachers and other staff began to grow, the medical facility too began to grow although may not be proportionally. The services have been extended to most of the people directly or indirectly connected with the school. Often, people from neighboring villages not connected with the school or the unorganized workers of the school or households have also been utilizing the services of the Medical facility.

In the year 1999 an ex-student of the school who had worked in different capacities in the medical and allied fields with the Indian Air Force chose to come back and serve the school. Apart from his passion for the medical profession and other fields he evinced a keen concern for extending medical help to the rural poor of the neighboring villages in a more systematic and concerted manner. His intense involvement and concern for the deprived was quickly supported and encouraged by the school leading to a systematic, organized and affordable Rural Health Program. "The Rishi Valley Education Centre (RVEC) has been providing minimal health services to the nearest villages for several decades, ever since the position of a medical doctor was created for the residential school on campus. There was a need to design an integrated health programme, which besides taking into account the preventive and curative aspects of health takes responsibility for the complete health needs of these remote villages. This programme started in July 1999 when a doctor and old student joined the school with such intent in mind."[172]

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[172] Adapted from Paper entitled "RURAL HEALTH PROGRAMME:SYNOPSIS" dated 05 11 2003 prepared and circulated for internal reference at Rishi Valley School, Dr. Kartik Kalyanram, In-charge of the Rural Health Centre.

In the span of about five years the center has expanded its activities and has been able to provide good and reliable medical help to many poor people of the neighboring villages. Some of the present aims of the center are as follows

- To provide primary level diagnostic and curative health services to a large rural population (approx. 35,000), which has limited or no access to medical facilities.

- To set up a Comprehensive Eye Care and Community Based Rehabilitation Programme.

- To cater for community health, primarily mother and child health through various preventive measures and secondly to educate the community on various Health Aspects, Infectious Diseases, AIDS, Substance abuse etc.

- To train Community Health Workers, Health Extension Workers, who would in turn be able to monitor and treat simple common diseases, render first aid and inform the Doctor of any serious diseases.

- To undertake Community Based Development Projects like Safe Water Supply, Sanitary Latrines, Waste water management and drainage systems.

- A diverse range of ailments are taken care of.

The total number of patients treated has gone up from about 1486 in 1999-2000 to about 4214 in the first six months of 2003-2004. The school has been able to involve students in some of the rural programmers in interesting ways as follows.

- Projects: Biology students of classes 11 & 12 are and have been involved in various projects involving data collection, assessment of nutritional and health status, assessment of living conditions and economic status. These projects have been done mainly under the guidance of Dr Kartik and Dr Kamakshi. The

393

students have gained an insight into the lives of the rural population, which they may never have come into contact with otherwise.

- Website: Students of ISC 2003 have worked on a website on the RHC.

- Outreach: From this year (2002), 2 students from class 9 and 2 students from class 11, accompanied by a couple of teachers, go to a village every Thursday. They are involved in a survey, which includes infrastructure (housing, water supply etc), family (family size, schooling, wage, work etc) and economics (income, expenditure) and health services. This project is planned for the next 5 years. We will be going back to the family every year to see their lifestyle changes over the years. The data from this survey would help us plan our future programmes. The secondary and more important aspect is the fact that students get an exposure to a typical village and how people actually live there.

This initiative has turned into a major function of the school in few years. It provides direct or indirect employment to a few people apart from providing reliable medical help to the poor villagers at very modest cost.

5.4.4. Ayurveda Program[173]:

The concerns of the Ayurvedic doctor serving the school are summarized below in her own words.

- As one looks around and reflects, one realizes that most of us are rather unaware of our immediate environs. Few of us see the need for keeping our body and mind healthy and alert. Though dependent on 'technology' and the many conveniences

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[173] This case story has been written based on discussions held with Dr Nalini Gite, In-charge of the project, on several occasions. Also reference has been made to undated publication entitled "Rural Health Programme (Ayurveda) : Herb Garden Project."

it offers, it would seem that the 'quality' of our life has nevertheless significantly diminished.

- At another level, the wanton and mindless destruction of our beautiful Earth and the rising contamination of our food and water sources stare glaringly at us.

- In light of this scenario perhaps, it is prudent to re-look at *Ayurveda,* the ancient system of medication, diet and healing that originated in India.

- Ayurveda seeks to establish a harmony between the individual, his/her mind and body and the larger universe. Principles of Ayurveda emanate from and revere the natural cycles (lunar/seasonal) and are wisely merged into the daily regime/festivals so as to have a positive and calming effect on body and mind.

- *Ayurveda* has survived several millennia, its efficacy put to question only in the later part of the last century with the ascendance of the allopathic system of medicine.

We observe that modern life-styles have had many adverse effects on our health and Ayurveda has a lot to offer in response to many of the problems caused by such 'western' lifestyles. We focus on three aspects of modern living where Ayurveda can certainly provide a valid perspective and offer deep insights.

5.4.4.1. Loss of traditions and Practices: A disdain of ancient wisdom has caused many traditions and customs to disappear from the pool of common knowledge. Some of the well-developed systems of pre-natal care and child rearing immediately come to mind, in this regard.

5.4.4.2. Impact of Air and Water Pollution and loss of Wooded land: The ill effects caused by these three factors and 'chemical farming' are further compounded by an over-dependence on medication.

This has had a damaging effect on the physical and mental health of not just individuals but entire societies. It is here that Ayurveda's faith in a disciplined life, its recommendations about diet - consonant with the individual's constitution and with land, season and time of the day, become particularly relevant.

5.4.4.3. Impact of media and the life-style it advocates: The media relentlessly promote a lifestyle of glamour, fame and appearance; a world of instant food, immediate gratification and quick remedies. Ayurveda, embedded as it is in a value system of respect towards Nature and all living forms and its holistic ways of looking at an issue, assumes definite significance in this context.

Since time immemorial, the knowledge of Ayurveda, held by the *vaidyas* and in sacred and definitive texts by Charaka, Susrut and Wagbhat, was made available to the common man, irrespective of caste or creed. The forest and natural elements present on the earth were intelligently utilized to cure a wide range of ailments. Today's popularity of Ayurveda is unfortunately confined to foreigners and to the elite and wealthier class of the society. The common man, the villagers are being increasingly drawn to the allure of 'quick-fix' allopathic medicines and hence are subject to ruthless exploitation from quacks or even 'qualified' doctors in many places.

5.4.4.5. Scope and Objectives of the Ayurveda Project.

- Increase the intake of nutritious food at elementary school level– Malnourishment is the one of the major causes for the elementary school dropouts in developing countries. It is also one of the major reasons leading to slow learning

- Value education is an integral component of overall growth of a child. Exposure to yoga / Ayurvedic life style would ultimately lead to value education and foster the overall growth of the child during his sensitive years

- Regaining/re-accessing this ancient pool of wisdom, which is on the verge of extinction, in the following arenas i) Traditional food, diet and remedies ii) Culture and lifestyles iii) Eco-systems

- To encourage and assist in creating kitchen and 'mini' herb gardens around village homes, schools, institution and community lands

- To conserve and preserve the indigenous flora and native seeds of vegetables and fruit

Some of the steps being taken by the Ayurveda group are listed below.

- Periodic visits to treat patients, as a first step

- To create awareness about prevention measures and home remedies, using this rapport

- Further interaction in matters of hygiene, nutrition and traditional farming

- Monitoring the health status of the village population with the assistance of health worker

- Preparation of nearly 20 both simple as well as complex Ayurvedic medicines such as *Ghanavati, Tailam, Churnas*, *Lepa* and *kashayams.*

- Providing first aid Ayurvedic kit to schools and to a few village   Panchayats:

Villages on a regular basis.

- Periodic Yoga camps are conducted for the village population and the main school workers.

- Yoga is also being used as a definitive remedy for the treatment of back pain, joint pain and indigestion.

- Creation of kitchen and 'mini' herb gardens as offshoots of the main herb garden housing a nursery and seed bank:

- Encouraging elementary school students and villagers to plant indigenous fruit trees, vegetables and medicinal plants around schools / houses to increase the nutritional intake and thus help them to be more sensitive towards nature / surroundings.

5.4.5. Conclusion: The above case stories reveal that the approach of the school to nurture individual initiatives is one with immense potential, significance and possibilities. It keeps the people with self-initiative motivated and gives them a sense of fulfillment. In some cases the personal or childhood dreams of the individuals to serve the society at large may have been taken up as a school project bringing in the necessary resources for making it a success. The case stories also show that many diverse activities not treated as part of educational process usually, have an immense educational value for children and help to shape their worldview as well to shape their values. The manner in which the school involves children in these outreach programs, indicated in various parts of this thesis, is revelatory of its management style.

CHAPTER 6
CONCLUSIONS

6.0. Introduction

Management style and the scope for growth are closely linked to each other. Even if infrastructure is identical in two schools the consequential opportunities for growth provided to the teachers and students may be different. One of the important reasons for this could be a difference in the management styles of the two schools. Hence, it appears that the hardware comprising of the school infrastructure and facilities function based on the software of an appropriate management style. Management style influences significantly the type and nature of education a school brings about.

One of the important aspects of management style is the way the management interacts with students and others having a relationship with the school. For bringing about values in children, for example, the teachers and managers need to be involved in bringing about an ambience where the values are palpably present in their interactions. The other option, adopted by many schools or institutions, is that certain guidelines or code of conduct is stipulated for students and teachers. Teachers and students may become reasonably obedient, conforming to the expectations of the school. They do not imbibe an intrinsic understanding of the values. To what extent obedience or conformity helps people to change in a lasting manner is what is unclear.

If the school wants to enable students and teachers to understand issues deeply so that they change in a natural and irreversible manner, the adults need to be living an exemplary and integrated life. A life of integrity could be said to be one in which there is consonance between the thought, word and deed of people.

The conclusions of this research are presented below.[174] The analysis of the perception of teachers and parents about the features of management style and scope for growth offered by the school have been presented together because they appear to be closely linked to each other. Conclusions about the nature of growth experienced by teachers and students have been dealt with separately.

The objectives of research presented in point number 1.7 (Page 16) are indicated below and the conclusion pertaining to each of them has been presented.

6.1 Objective 1: To examine the salient features of the management style and the characteristics of the scope for growth emergent from the style of management.

6.2 Objective 2: To determine the characteristics of the growth teachers and students experience at Rishi Valley School.

6.3. Objective 3: To determine the correlation between the scope for growth offered by Rishi Valley School and the type of growth experienced.

CONCLUSIONS PERTAINING TO THE OBJECTIVES OF RESEARCH

6.1. Objective 1: The features that have been perceived to be "Good" or better are listed below.

6.1.1. Features having a sample mean perception of 6.0 (Good) or more.

- Natural setting of the school

- Emphasis on human values.

- Human goodness conveyed by teachers.

- Example set by management by what they values.

- Freedom and space available to learn and grow.

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[174] The conclusions are drawn based on data collected between March 1999 to March 2003. It is felt by the researcher that the findings of this research may not be completely valid after March 2003 because certain organizational changes were initiated around this time, which might have influenced many of the aspects studied in this work significantly.

- Psychological support provided to students to handle difficult problems.

- Types and Quality of Assemblies.

- Scope to Widen Intellectual Horizons.

- Workshops and Concerts Conducted by Visitors.

- Scope to Identify Talents and Potential.

- Respect with which Teachers hold Interactions with Students.

- Respect with which Management holds Interactions with Teachers.

- Extent to which Students are objectively kept in Focus during Staff Meetings.

- Ability of Teachers to Listen to Contrary Views of Students.

- Ability of Management to Listen to Contrary Views of Teachers.

- Freedom to Plan and Work

- Level of Non-interference in Routine Activities of Teachers

- Scope to Prepare New Teaching Material

- Ability to Conduct Admission Tests and Interviews with Fairness

- Accessibility of Management on School Issues.

- Sensitivity with which problems related to students is dealt with.

- Patience with which management interacts with students.

- Patience with which management interacts with teachers.

- Scope to live and work without the fear of management/teachers.

- Scope to live and work without fear of management (for teachers).

- Scope to learn and work without comparison.

- Scope available to make mistakes and learn without pressure.

- Scope and space available to experiment and take initiatives.

- Scope provided by the school to understand the joy of learning.

- Sensitivity with which teachers are provided critical feedback by management.

- Encouragement and Support provided to Initiatives of Teachers

- Acceptance of Different Approaches of Teachers

- Support Received to Handle Problems

- Freedom to Choose Work

- Openness of Management to Receive Feedback for Improvements in School

- Quality of Discussions on Educational Philosophy and Approaches

- Planning and Scheduling School Calendar

- Accessibility of Management on Personal Issues

- Providing Extra Support to New Students to Adapt with the School

- Ability to Conduct Staff Meetings on Issues Related to Students

- Sensitiveness of School in Assigning Extra Work to Teachers

- Level of Trust Inspired in Teachers by the Management

- Ability to Conduct Class Review Meetings Meaningfully

- Type of Mix of Formal and Informal Communication Channels

- Ability to Assign Right Work to Right People

6.1.2. Features having a sample mean perception of less than 6.0 (Below Good).

- Level of Transparency Shown by Management in their Dealings with Teachers

- Ability to Handle Lapses of Teachers Sensitively, yet Adequately

- Scope Provided for Participation in Related Areas.

- Support given to teachers to enable them handle problems better.

- Sensitivity with which students are provided critical feedback.

- Counseling Individual Students Needing Emotional Support.

- Methods adopted to bring about school-wide awareness on important issues.

- Ability to Provide Guidance to Students seeking it.

- Leisure available while the school is in session.

- Scope for Mutual/Team Learning in Faculty Groups

- Ability to Appreciate and Recognize Work of Teachers in an Unbiased Manner

- Quality of Workshops and Seminars Conducted for Teachers.

- Extent to which management is free from past impressions about teachers.

- Extent to which teachers are free from past about students.

- Keeping Parents Posted about serious difficulties faced by the school.

- Ability to discuss with children about instances of misbehavior by them.

- Adequacy of Existing Communication Channels

- Ability to Resolve Conflicts Amongst Students

- Ability to take Follow-up Action based on Class Review Meetings

- Ability to take up Collective Work at Faculty Group Level

- Ability to take Follow-up Action based on Staff Meetings

- Ability to deal with Children who use Foul Language

- Ability to Counsel Adolescent Children on Boy-Girl Relationships

- Ability to Deal with an Issue like 'Restlessness in Children'

- Ability to Provide Extra Academic Support to Needy Children

- Ability to Take Team-based Tasks of Faculty Groups to Logical End

- Dealing with Children Involved in Boy-Girl Relationships

- Ability to Handle Children who are Irregular in their Work

- Ability to Improve Orderliness and Effectiveness of Evening Study Classes

- Ability to Handle DH related Issues

- Ability to Deal with Teachers who 'Misuse' Freedom

- Ability to Improve Timeliness in Students

- Ability to Sustain Team Projects of Faculty Groups to a Logical End

- Ability to Improve Involvement of Students in Hostel Upkeep

- Ability to Bring about Timely Submission of Assignments in Students

- Ability to Resolve Conflicts amongst Teachers

- Ability to Deal with Students who 'Misuse' Freedom

- Ability to Improve Involvement of Students in PT and Games

The above data is pointing out that the management style is characterized by features like facilitation, shared-decision making, freedom and space being provided to people for learning, contributing and growing. The management style nurtures the learning side (maybe the better side) of people to express itself due to its non-interventionist and non-intrusive attitude. In a way, the management style may be caters to the finer side of people. It is perceived that the management style disables intervention and control. Situations which require periodic monitoring and direct guidance are the ones such a management style is not able to tackle adequately (perception score of less than 6.0.) One observation made by the researcher as a participant observer is that although the fallout of the non-interventionist attitude might appear to be disturbing in the short term, in the long run such situations may provide deeper scope for learning by the individuals concerned and provide opportunities to the institution to move towards self-governance.

Intervention once normally calls for intervention again and again and at subtler levels makes people depend on others for governance.

The dilemma may not be unique or peculiar to the schools guided by the teachings of JK because the extent to which a manager needs to intervene in a given situation is one which is faced by managers in most situations. But the effect of the dilemma is observed to be more pronounced in RVS, and maybe other schools shaped by the teachings of JK because of the self-criticality and self-reflective ness that are implicitly necessary in such schools.

The scope for growth is brought about due to the interaction between the management structure, management style, infrastructure and the informal ambience. The understanding of the researcher as to what are the essential determinants of the scope for growth are depicted below in Figure 6.1. The figure is the result of an interpretation of the findings from the research based on the different kinds of analyses carried out. It is an attempt by the researcher to understand the underlying, subtle phenomena by making use of the different research techniques, including the participant experiences and observations, and to depict them in a comprehensive yet tentative manner. The research work is an exploratory one.

The scope for growth is brought about due to the interaction between the management structure, management style, infrastructure and the informal ambience. These elements are influenced by the teachings of JK, if not brought about by them. The essential determinants of the scope for growth are depicted below in Figure 6.1. All these elements act together and influence each other. The figure has been drawn based on the qualitative and quantitative research approaches adopted in this research work.

FIGURE 6.1

DETERMINANTS OF THE SCOPE FOR GROWTH

Management Style
- Freedom and space provided.
- Strong management values.
- Respect for teachers.
- Respect for students/parents.
- Largely non-authoritarian.

Infrastructure and facilities are need-based, non-ostentatious and in the lap of nature.

Well-qualified faculty.

JK's teachings influence the evolving and changing **scope for growth** emerging for students and teachers.

Informal ambience supported by an organically evolving combination of formal and informal MIS.

Management structure and approach
- Flat structure. Matrix functional reporting.
- Non-invasive, non-intrusive, flexible and organic approach.
- Participative (almost consensus seeking).
- Evolving organically, sensitively, in a need-based manner towards further decentralization and shared decision making.

6.2. Conclusions about characteristics of the growth teachers and students experience at Rishi Valley School: Perception of parents, students, ex-students and teachers about the nature of growth experienced have been presented and examined element-wise in Chapter 5. It is recalled that the extent of growth experienced was indicated as a change observed during stay in the school. A sample mean of 0.0 indicates that no change has been noticed during the stay at school, +5.0 indicate that there has been marginal growth and +10.0 indicate a substantial growth. A sample mean of −5.0 indicates a marginal negative growth (or deterioration) and −10.0 indicate a significant negative growth (or deterioration.) Any intermediate value indicates an appropriate intermediate level of growth.

6.2.1. Parents perceive that more than Marginal Positive Growth (Sample Mean of >= 0.7 and <1.0) has been achieved in their children in the following dimensions.

- Range of Interests

- Sensitivity towards Nature

- Understanding one's own Nature

- Environmental Awareness

- Abilities in Arts and Crafts

- Adaptability

- Ability to express forthrightly

- Freedom from fear of Teachers

- Ability to consider different Perspectives

- Sense of Listening and Observation

- Feeling for the Deprived

407

- Self-confidence

- Sense of Listening and Observation

- Sense of Responsibility

- Academic ability

- Freedom from emotional upsets

- Ability to draw the right lessons from failures

- Self-motivation

- Taking a balanced view while deciding

- Quality of inter-personal Relationships

- Sensitivity towards People

- Sense of beauty and aesthetics

Students perceive that there has been more than marginal growth on the following dimensions.

- Range of Interests

- Adaptability

- Ability to consider different Perspectives

- Quality of Inter-personal Relationships

- Environmental Awareness

- Sense of Responsibility

- Intellectual Width

- Relatedness to people around

- Freedom from fear of Teachers

- Understanding one's own emotions

Ex-students perceive that more than marginal growth has been achieved on the following areas by them.

- Range of Interests

- Ability to consider different Perspectives

- Quality of Inter-personal relationships

- Sensitivity towards Nature

- Sense of Responsibility

- Abilities in Arts and Crafts

- Ability to express forthrightly

- Taking a balanced view while deciding

- Sensitivity towards other people

- Sense of Listening and Observation

- Sense of Beauty and Aesthetics

Teachers perceive that more than marginal growth has been achieved on the following dimensions by them.

- Environmental Awareness

- Sensitivity towards Nature

- Sense of Responsibility

- Abilities in Arts and Crafts

- Urge to do better

- Appreciation of music and dance

- Feeling for the deprived

- Ability to change one's teaching style

- Ability to consider different perspectives

- Flexibility in opinions

- Understanding one's own emotions

- Sense of Listening and Observation

- Sense of beauty and Aesthetics

- Patience with students

6.2.2. Parents perceive marginal Positive Growth (Sample Mean of >= 0.5 and <0.7) in their children in the following areas.

- Urge to do better

- Care of Belongings

- Relatedness to People around

- Freedom from Dislikes and Prejudices

- Ability to accept one's mistakes

- Abilities in Games and Sports

- Abilities in Music and Dance

- Orderliness

- Ability to receive critical feedback

- Freedom from tendency to dominate

Students perceive a marginal growth on the following dimensions in themselves.

- Urge to do better

- Ability to study for conceptual understanding

- Ability to express forthrightly

- Taking a balanced view while deciding

- Ability to draw the right lessons from failures

- Sensitivity towards other people

- Flexibility in opinions

- Freedom from dislikes and prejudices

- Academic Ability

- Orderliness

- Sense of Beauty and Aesthetics

- Self-motivation

- Freedom from tendency to dominate

Ex-students perceive a marginal growth on themselves in the following dimensions.

- Academic ability

- Urge to do better

- Care of Belongings

- Abilities in Games and Sports

- Adaptability

- Ability to draw right lessons from failures

- Freedom from fear of Teachers

- Quality of Inter-personal Relationships

- Relatedness to people around

- Self-confidence

- Abilities in Music and Dance

- Self-motivation

- Freedom from the tendency to dominate

Teachers perceive a marginal growth on the following dimensions in themselves.

- Range of Interests

- Academic Ability

- Ability to Teach

- Taking a balanced view while deciding

- Ability to draw the right lessons from failures

- Freedom from Dislikes and Prejudices

- Understanding one's own emotions

- Self-confidence

- Intellectual width

- Ability to receive critical feedback

- Freedom from fear of authorities

- Freedom from emotional upsets

6.2.3. Parents perceive a less than Marginal Positive Growth (Sample Mean of >= 0.0 and <0.5) on their children in the following dimensions.

- None

Students perceive a less than marginal growth in themselves on the following dimensions.

- Abilities in Music and Dance

Ex-students perceive a less than marginal growth in themselves on the following dimensions.

- Freedom from Dislikes and Prejudices

Teachers perceive a less than marginal growth in themselves on the following dimensions.

- Ability to express forthrightly

- Quality of Inter-personal relationships

- Relatedness to people around

- Abilities in Games and Sports

- Freedom from tendency to dominate

6.2.4. Parents, students, ex-students and teachers perceive a negative growth (areas with sample mean of less than 0.0.) in the following areas.

- None

The above perception data indicates that the students experience growth in most dimensions both as per their own perception and as per the perception of the parents. The teachers on the other hand do not seem to experience as significant a growth as the students do. This might be indicative of the fact that the teachers joining RVS are by and large well-qualified, competent, and reflective and value based even when they join the school. The higher levels of competencies as well as the better balance between the

"heart and the mind" might be the reason for them to bring about the fairly non-competitive ambience which can attempt to work towards providing the students with scope for growth in the subtler dimensions. The teachers being so highly qualified and exemplary might be the reason for the students to experience such a significant level of growth in a fairly large number of dimensions. ANOVA of perception data between Parents' perception of the growth their children, Ex-students perception about their own growth and Teachers perception about their own growth (Table 4.0, Page No. 243) indicates that on the following dimensions there is convergence of the perception: Academic ability, Ability in sports, games, Urge to do better, Self motivation, Range of interests, Ability to consider different perspectives, Sense of listening and observation, Ability to draw right lessons from failures, Overall sense of responsibility, Orderliness, Taking a balanced view while deciding, Interpersonal relationships, Environmental awareness, Sensitivity towards nature, Sensitivity towards other people, Aesthetic sense, Ability in music/dance, Ability in arts/crafts, Freedom from tendency to dominate.

ANOVA of perception data between Parents' perception of the growth their children, Ex-students perception about their own growth and Teachers perception about their own growth (Table 4.0, Page No. 243) indicates that on the following dimensions there is divergence of the perception: Self confidence, Freedom from fear of teachers, Freedom from emotional upsets, Freedom from dislikes, prejudices, Ability to express freely, forthrightly, Sense of relatedness to the people around.

6.3. Conclusions about the correlation between the scope for growth offered by Rishi Valley School and the type of growth experienced: The correlation between scope for growth and the growth observed in students and teachers is presented below in Table 6.3.

TABLE 6.3
CORRELATION BETWEEN SCOPE FOR GROWTH AND GROWTH OBSERVED

	Dimension	Scope for growth	Growth observed	Correlation coefficient	z-value **
ADULTS					
Parents (n=51)	Abilities-functional	7.2	6.8	0.99	Z=49.125 Highly Significant at 5% level
	Emotional-sociability	7.9	7.4		
	Psychological-inward	8.1	7.7		
Ex-students (n=60)	Abilities-functional	7.1	6.3	0.56	Z=5.148 Highly Significant at 5% level
	Emotional-sociability	7.7	6.5		
	Psychological-inward	7.5	6.8		
Teachers (n=31)	Abilities-functional	6.3	5.9	0.50	Z=3.109 Highly Significant at 5% level
	Emotional-sociability	6.9	5.9		
	Psychological-inward	6.9	6.9		
NON-ADULTS					
Students (n=53)	Abilities-functional	6.3	6.8	0.83	Z=10.627 Highly Significant at 5% level
	Emotional-sociability	6.0	6.9		
	Psychological-inward	6.7	7.4		

** Statistical test is performed to study the statistical significance of correlation coefficient using z-test and found all coefficients are highly significant, the critical z-value being 1.96.

The perception of all categories of respondents clearly indicates that there is a positive correlation between the scope for growth and the growth observed. The parents perceive a stronger positive correlation than the other three categories of respondents. The parents may not be as accurate as the others because their association with the school is only for a couple of days every year when they are on 'term visit'. The perception of the students may also not be as objective as that of the teachers and ex-students.

6.4. Conclusions based on analysis of clustered elements.

6.4.1. Intuitively Clustered Elements: The mean sample mean of growth observed in different categories of respondents is presented below in a tabular form.

TABLE 6.4.1
SUMMARY OF SAMPLE MEAN OF GROWTH PERCEIVED

	Parents' perception of Child's Growth	Students' perception of Growth in oneself	Ex-students perception of Growth in oneself	Teachers' perception of Growth in oneself
Abilities-Functional Growth	6.8	6.8	6.3	5.9
Emotional-Sociability Growth	7.4	6.9	6.5	5.9
Psychological-Inward Growth	7.7	7.4	6.8	6.9

It is observed that the Psychological – Inward growth is perceived to be more than the Emotional – Sociability growth, which is in turn greater than the Ability – Functional growth. Teachers find their Ability – Functional growth to be 5.9, which is lower than the other respondents. This is explicable from the fact that many of the teachers are well qualified and competent when they join the school and they may, basically, update themselves to some extent continuously. There is not much significant or basic change in their teaching ability.

The emotional-sociability and psychological-inward growth are both higher than the ability-functional growth in all categories of respondents. This indicates that the intention of the school to bring about better human beings is being achieved to a discernible and perceptible extent in students as well as teachers.

6.4.2. SPSS Clustered Elements: Factor analysis based clustering brings out that the scope for growth as well as the growth observed by different categories of respondents to be comprising of more factors than those conjectured intuitively. The first factor has generally accounted for the maximum variance and is clearly the predominant factor. The

first factor is seen to have some common elements across the different categories of respondents and some of the elements are exclusive.

6.4.2.1. Perception of parents about scope for growth

Factor 1: Features of the adult world available in the school

Factor 2: Freedom, support, guidance received from the adult world

Factor 3: Inputs and possibilities available to students

Factors 4, 5, 6, 7, 8: Facilities 1 to 5

6.4.2.2. Perception of students about scope for growth

Factor 1: Integral development

Factor 2: Care of the child

Factor 3: Facilities 1

Factor 4: Aesthetics and extracurricular activities

Factor 5: Features of the adult world

Factors 6, 7, 8: Facilities 2, 3, 4

Factor 9: Academic inputs

6.4.2.3. Perception of ex-students about scope for growth

Factor 1: Facility 1

Factor 2: Ambience 1

Factor 3: Scope for co-curricular development

Factor 4: Facility 2

Factor 5: Ambience 2

Factor 6: DH Environment

Factor 7: Academic Inputs

6.4.2.4. Perception of teachers about scope for growth

Factor 1: Features of management

Factor 2: Teacher involvement

Factor 3: Effectiveness

6.4.2.5. Parents' perception of growth in their child

Factor 1: Integral development of child

Factor 2: Development of sensitivity and sensibility

Factor 3: Adaptability

Factor 4: Ability to observe and think

Factor 5: Ability in fine arts

Factor 6: Forthrightness

Factor 7: Range of interests

Factor 8: Emotional balance

Factor 9: Fearlessness

6.4.2.6. Perception of Students about their growth

Factor 1: Integral Development

Factor 2: Responsibility

Factor 3: Empathy and self-criticality

Factor 4: Aesthetic sensibility

Factor 5: Understanding of one's nature

Factor 6: Forthrightness

Factor 7: Pliability

Factor 8: Balance and maturity

Factor 9: Academic ability

Factor 10: Non-aggressiveness

6.4.2.7. Perception of Ex-students about their growth

Factor 1: Integral development

Factor 2: Motivation

Factor 3: Emotional development

Factor 4: Sensitivity and pliability

Factor 5: Confidence

Factor 6: Aesthetic development 1

Factor 7: Aesthetic development 2

Factor 8: Fearlessness

6.4.2.8. Perception of teachers about their growth

Factor 1: Integral Development

Factor 2: Sensitivity

Factor 3: Pliability

Factor 4: Understanding oneself

Factor 5: Positive attitude

Factor 6: Fearlessness

Factor 7: Sportiveness

Factor 8: Patience

Most of the elements of growth are observed to form part of the first factor, named Integral Development. It may be that development of a child (or a teacher) is a basic and integral movement manifesting itself in one or more different areas. In other words a

child, who is basically open to learning, learns in different areas and blooms like a "flower." One who has a block towards learning gets rooted to whatever he or she is. He may acquire knowledge and skills but it is through "memory" and is "mechanical" in nature. It may be signifying that learning is one movement. Acquisition of knowledge and skills may lead to accumulation of knowledge but may not be a movement in learning. "The dialogues are not questions and answers. Krishnamurti's mind is tentative, pliable, learning, seeking, probing; it is questioned, it pauses, observes, withdraws, to move forward again. There is no exchange of opinion, no spilling out of the verbal, no operation of memory as past experience, blocking the new. There is listening with 'the total flowering of the senses.' In that intensity of enquiry, insight arises. Speaking of the nature of this state, Krishnamurti says 'there is only perception and nothing else. Everything else is movement in time. Perception is without time. There is a momentum which is timeless.'"[175] These words signify the qualities of a learner and indicate learning to be one integral movement, in freedom, from the past to be able to perceive something new. The factor analysis results also seem to be pointing out that the first factor, integral development of the student or teacher is indeed one basic movement. In which case it can be tentatively said that there is statistical confirmation of what has been unequivocally stated by Krishnamurti in many of his talks and dialogues.

OTHER CONCLUSIONS
(APART FROM THOSE LINKED TO THE IDENTIFIED OBJECTIVES)

6.5. Conclusions based on Open-ended questions.

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[175] J KRISHNAMURTI, *"Exploration into Insight"*, KFI, 1979, Page 9 (Foreword by Pupul Jayakar and Sunanda Patwardhan.)

Many of the students, ex-students, parents and teachers are influenced by the school in a fairly significant manner. Some of the respondents are very touched by the kind of experiences they had. This reflects the possibilities extended by the school. Some of the responses could not have been captured in a completely quantitative research approach. The responses confirm the findings of the quantitative study, viz. that the school provides a significant scope for emotional and psychological growth.

6.6. Conclusions based on Case Stories.

The case stories reveal the unique manner in which the school spread itself into a multi-dimensional rural and environmental outreach program to help the villages around based on the realities of the situation. In all the cases, the outreach programs start on a small scale and the project gathers momentum in a natural and sustainable manner rather than being primed by an external force from the management. This gives the management a strategic advantage and ample time to organize the necessary resources. The process by which the management examines and supports new ideas and initiatives of individuals is given below in Figure 6.6 (Page 421.) This chart has been drawn out of the case stories of initiatives. As the programs are all based on the passion of one or more individuals there is no need to provide any external motivators or incentives to the people involved. It also requires the minimum of support from the management in the short and long terms. The students are exposed to these programs in a planned manner and they are influenced by it. In the next chapter some of the observations made during the course of this study and the conclusions drawn have been extrapolated to provide some pointers that may be useful for schools at large. Towards the end of the chapter a tentative, skeletal model has been presented, which is by no means comprehensive or complete. The tentative model presents an overall picture of the school and its functions. The model provides an insight into the elements that one could observe to derive an understanding of any educational institution.

FIGURE 6.6

PROCESS FOR SUPPORTING NEW IDEAS AND INITIATIVES

| **Individual** ideas and initiatives expressed to the management. | **Active engagement** to 'shape' the initiative – may be recast. Initiator involved at every step, feels responsible. | **Management** intent, priorities, plans and overall objectives. Idea examined from different perspectives/ implications. Cost/benefit ascertained. How the idea can dovetail with the ambience is considered. |

Idea introduced in the staff meeting and response of staff ascertained. Idea modified to match it to the ambience so that it receives natural acceptance, gets implemented easily and is assimilated organically. Individual enthusiasm safeguarded by ensuring 'good' ideas is carried forwarded and supported. Resistance to change dealt through discussions. If the idea is not able to sustain despite discreet support of management, it is allowed to decay naturally. Natural birth, growth and decay of ideas and initiatives seem to be the approach. This appears to be an evolved approach with profound implications.

Idea or pilot project introduced, repercussions and consequences observed closely. Suitable modifications made and checked before full-scale implementation. If the idea is not effective it is **recast** or even **given up** without much difficulty. Ideas are expressed, pursued or withdrawn tentatively, in an exploratory manner. This brings about an ambience of learning and mutual respect amongst teachers and the management.

CHAPTER 7
EXTRAPOLATIONS AND SUGGESTIONS
7.0. Introduction

Because research on management of school education is a nascent field in India and the present research work is the first one in any of the schools founded by JK it was felt that inclusion of some extrapolations and suggestions for future research might be useful to further studies in the field. An attempt has been made in this chapter to draw upon the findings of this research work and suggest a tentative management model as an extrapolation of this work. Such a management model might benefit other researchers and school administrators. The extrapolations are based on the research findings and emergent from them to a very large extent (by no means can they be said to logically follow the findings), supplemented to some extent by subjective interpretation of the researcher. The ideas and thoughts have been elicited as separate points, rather tentatively, because they have not yet been researched or studied adequately or rigorously enough. They need to be examined further before a clearer picture can be presented. Some of these points could be taken up for further research studies and are indicated below in point number 7.3 (Page 446.)

7.1. Extrapolations

7.1.1. The present research shows that the management style of Rishi Valley School tends to be facilitative, participative and non-authoritarian. There are instances of an authoritarian approach, in certain situations, which appear to be administratively necessary. Even when 'harsh' or 'authoritative' steps are taken it appears to be after a 'long rope' has been provided to the individuals to change or correct on their own, and in all such cases it is the collective decision of the assigned group of individuals. Data from

participant-observations and perception survey show that the teachings of J. Krishnamurti about education and life have informed and influenced the style of management and the possibilities for growth of teachers and students, directly or indirectly. The research also shows that the infrastructure available in the school is not of a high order; yet the teachings of JK bring about a certain management style, which in turn is able to enable a scope for growth with characteristics brought out in this thesis. The scope for growth is also being enabled and influenced by the faculty members, many of whom are well qualified, of a high caliber, with diverse backgrounds and experience and committed to the field of education. This indicates that even with a modest and simple infrastructure it is possible to bring about appreciable teaching-learning outcomes provided the faculty is of high caliber and committed to education in a deeper sense.

7.1.2. Freedom and space can be provided to the teachers and students only to the extent that the management is capable of dealing with the consequences of such an approach. Unless the implications and consequences of providing freedom and space to students and teachers are understood intelligently and generously, order could get jeopardized and chaos can creep in. The ease with which freedom is naturally provided to others and the extent to which there is an overall order is to be watched and worked upon by the management. Perhaps the extent to which members of the management team understand the teachings of Krishnamurti determines the nature and kind of balance between freedom and order that will prevail in the school. The presence of competent, thoughtful, self-motivated and serious-minded people as faculty members enables the management to experiment with various organizational approaches to bring about the "right dynamic

balance" between freedom and order instead of swinging between the two in an attempt to strike a balance.

Given the crucial role of the management and faculty members in bringing about a certain balance between freedom and order it is essential for schools to attract and nurture the right kind of people to join their faculties. Right kinds of people are the ones who have an urge to learn and enquire, apart from being adequately qualified and being committed to children and the field of education. They need to be people with a wide appreciation of the ways of the world and the subtleties of human nature.

7.1.3. Teachers are responsible for the welfare and growth of the students. However, they are constrained by various factors, including the limitations emerging from their capacities, prejudices and personality traits. To be able to recognize one's limitations there is a need to be aware of oneself, which is linked to the ability to be reflective and introspective. Unless such a quality exists it is difficult for a person to be able to view some incidents of 'misconduct' by students as passing, transient phenomena. Hence, in an institution like Rishi Valley School one of the responsibilities of the management can be said to be to foster a quality of introspective self-awareness in teachers, one that brings about a more proficient and humane attitude in a natural manner. Some of the teachers attracted to the RVS appear to have such a quality of reflection. As such qualities cannot be usually demanded by schools nor can they be brought about in one person by another it is difficult for schools to replicate the Rishi Valley School in any deeper sense.

7.1.4. Issues that many institutions find it difficult to handle are noticed to be happening rather easily in the RVS. For example the keys of the entire school building are hung outside the principal's residence and are accessible to anyone. There is not even a gate to

prevent entry of unauthorized people up to the residence. Despite this (or maybe due to this) there is no reported incident of mischief. It will be difficult for any institution to contemplate keeping the entire school key bunch easily accessible to students and teachers alike. Similarly, the library does not have any window grills and there are no reported cases of theft of books or pages being torn out of the books and thrown out of the windows.

Issues that many institutions find easy to handle are found difficult to be managed by RVS. Typically the issues requiring 'control' or strict enforcement or clear instructions are found difficult to be addressed.

7.1.5. A few models to suggest the link between how the management style leads to different types of outcomes in the development and growth of teachers and students are given below. It will be interesting if further research could be done on these models.

7.1.5.1. Freedom and space provided to teachers and students due to the management style adopted by the institution (which results in or leads to) → internalisation and inward learning results → functional, emotional and psychological growth results → teachers and students begin to understand inner psychological and outer actions and words more acutely → possibility of "goodness" emerges.

7.1.5.2. Freedom and space provided to teachers and students due to the management style adopted by the institution → internalisation and inward learning does not result → teacher or student grows in one or more fields due to childhood orientation → does not add much to the place in terms of the making the place 'richer' but no negative contribution→ possibility of psychological freedom or goodness does not seem to be emerging while at school.

7.1.5.3. Freedom and space provided to teachers and students due to the management style adopted by the institution → internalization and inward learning does not result → growing in one or more fields but not involved intensely in any of the activities taken up → does not understand the implications of the freedom and space available → shows tendency to 'misuse' freedom in different and possible ways → discreet, subtle and general suggestions given to the concerned teacher or student → understands based on the suggestions and discussions → learning begins → understands → possibility of psychological freedom does not seem to be emerging while at school.

7.1.5.4. Freedom and space provided to teachers and students due to the management style adopted by the institution → internalization and inward learning does not result → growing in one or more fields but not involved intensely in any of the activities taken up → does not understand the implications of the freedom and space available in the free space → shows tendency to 'misuse' freedom in different and possible ways → discreet, subtle and general suggestions given to concerned teacher or student → does not understand based on the suggestions and discussions → misunderstands freedom and space → possibility of integral growth and freedom does not emerge → negative contribution may begin affecting the climate of the place → school deals with the issue patiently and continues to engage the students or teachers generally and individually → student or teacher asked to leave in certain cases to regain balance between freedom and order.

7.1.6. The dilemma between freedom and responsibility, in individuals, is presented below in Figure 7.1.6.

FIGURE 7.1.6

DILEMMA BETWEEN FREEDOM AND RESPONSIBILITY

	Freedom to individual	**No freedom to individual**
Responsible people	Individual learns and grows; Organization learns and grows.	Individual feels stifled; may learn and grow or not. Organization does not learn and grow... decays eventually.
Irresponsible people	Individual uses the organization; does not grow; Organization becomes chaotic; does not grow; and decays eventually.	Individuals and organization are in multi-dimensional conflict; quick decay and change of management.

The above figure shows that in an atmosphere of freedom at least the responsible people grow and learn, whereas in a situation of no-freedom even that may not happen. How to deal with the irresponsible people is a question that does not have a clear answer in a non-authoritarian ambience. For RVS, where education is the intent and development of students and teachers is the essence, the problem is even more pronounced. The intent of the school is to bring about an understanding of responsibility in the irresponsible children or teachers. What is the intelligent way to do it? Threat or fear can bring about adherence to demand, which may not be sustainable. The above model is too simplistic but presents a perspective due to the polarity it brings about. Of course, in actuality an organization would be operating in all the four sectors, depending on the contexts and people.

7.1.7. Some of the characteristics of work done due to compulsion and pressure appear to be the following.

- No deeper involvement and hence indifferent to outcome.

- No joy or pleasure evinced while working.

- Level of performance not sustained in the long term, especially if motivators are absent.

- No intrinsic innovation or creativity in performance.

- Maims or twists the nature of the person involved because he does what he does not want to do.

- Does not contribute adequately to bring about a proper ambience for individuals and team to perform well.

- Does not feel responsible towards result or outcome. Instead, may become cautious not to leave scope for others to point out even if the performance is not as expected.

7.1.8. Characteristics of work done in an ambience of no compulsion and pressure appear to be the following.

- Interest and involvement.

- Quantity of output may be less or more but the quality of work is bound to improve gradually.

- Sustainable level of performance.

- Person is natural and integrates his life and work to a lesser or better extent. Hence he/she faces fewer or less intense internal conflicts and hence leads a happier and more balanced life.

- Does not take up that which does not go with his 'grain'

7.1.9. Some features of the non-authoritarian management style at Rishi Valley School are listed here. These features or characteristics were observed to be 'true' to different degrees by the respondents.[176] These features have been traced back to the teachings of Krishnamurti in indirect ways in this research work.

- Tentativeness in decision-making and implementation processes.

- Decentralization of decision-making in most routine issues.

- Participation by people concerned to a very large extent.

- Non-use of the authority of power, money, knowledge.

- Largely, non-judgmental.

- Respect and politeness for another, unrelated to his power or position, to a large extent.

- Committee based decision-making preventing personal biases and prejudices.

- Enabling collective wisdom to emerge.

- Largely, non-condemnatory.

- Tolerance towards lapses. Thus, providing scope for learning at one's pace.

- Personal integrity and commitment of managers. Management by example may one of the consequences of relinquishing management by authority.

- Absence of tendency to instruct or guide unless warranted or asked.

- Alertness and vigilance at personal and institutional levels.

- Inner confidence and self-sufficiency on the part of the managers.

- Understanding one's own capacities and limitations.

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[176] These features were determined based on data collected between 3/99 and 3/03. Notwithstanding the fact that there were changes in the school subsequently which could alter the findings of this research, the investigator feels that the school is uniquely placed to carry out extensive action research in the area of education management and contribute to the larger good of schools in a very significant manner.

- To take both 'favorable' and 'unfavorable' outcomes with poise and without the urge to hold someone responsible.

7.2. Tentative management model emerging out of this research[177]

(To be read in conjunction with the thesis because this section is not intended to summarize the essence of the thesis but it is intended to supplement it, more in the nature of an extrapolation. A block diagram is given on Page 443.)

"Educators are not so fortunate. Those of us who deal with teaching and learning recognize the issues are so complex that any attempt to construct a theoretical framework for their integration may be hazardous."[178] To bring out a management model for teaching – learning processes and its management might be even hazardous. Hence, the model presented below, is more in the nature of a piece for thinking rather than for replication.

Rishi Valley School is observed to be much more than a school or an institution. It is an institution, which offers teachers the possibility to reflect and understand that the human mind is fragmented and hence any action becomes limited. Due to this possibility, of understanding the fragmentation of human mind, there is scope for the teachers to come upon what integration might mean. The teachers could begin with doing what they would like to or want to do. This brings together their life and work and liberates them to a large extent if watchfully attempted. Obviously the tangible and intangible factors at play in an institution of this nature would be many and at different levels of subtleties. Given this backdrop, by no means is the researcher equipped to understand these factors completely nor is he competent to understand all of them. Hence any attempt to bring out a

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[177] This part is written based on the study and observation of the school for more than six years as a researcher, as a teacher and as a student of the teachings of JK. Most aspects of the model emerge from the findings of the research as extrapolations. The remaining aspects are indicated by the data and supported by the perception of the subtler features of the school by the researcher, some of them inexpressible in concrete words. The model is presented very tentatively because it is difficult to bring into a framework a monumental and phenomenal place like RVS, which is founded on the premises of no-frame, no-authority and no-patterns in the psychological sphere of human existence.

[178] LINDLEY J. STILES, "*Theories for Teaching*," Dodd, Mead, &Company, New York, 1974, Page 32.

management model is bound to be incomplete in most respects. But the research thesis may seem incomplete without the same. Hence, an attempt has been made to present the salient features of each of the important aspects of the organization.

A block diagram of the tentative management model is presented in Figure 7.2 (Page No. 443.) The model is based on one or more of the following.

- Research findings.

- Extrapolation of the research findings.

- What the researcher opines could be achieved by the school, given its unique positioning.

The dimensions or phrases used in the block diagram have been presented below under sections 7.2.1 to 7.2.9.

7.2.1. Educational Intent[179].

The educational intent of the school emerges from the teachings of JK. But the way a person understands the teachings depends on his own experiences, background and perception of issues. Hence, different educators of KFI express the intent differently, although there are bound to be similarities at the subtler, inexpressible levels. Five of the trustees of KFI were interviewed to ascertain what they consider is the educational intent of the schools set up by JK. All of them had a close association with JK and have been in the field of education for more than three decades. Their responses have been presented below as Perspectives T1 to T5. These responses reflect the educational intent of all the

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[179] The phrase 'educational intent' could be considered to be analogous to the terms vision and strategy used in other contexts. One of the main differences seems to be that the word vision reaches out to the world (from the mind of the visionary) and attempts to shape it by deploying appropriate strategy. The word intent seems to be speaking about what is in the heart and mind of the 'visionary' but he is focusing on it, in an intrinsic manner, without an attempt to influence the world in an explicit manner, although there is action emanating from the intent. The intent may bring about passion in people or in the institution, which influences the world, but this is not an objective.

JK schools in different shades. They all emerge and are influenced by the teachings of

JK. The perspectives have been presented below.

7.2.1.1. Perspective T1

FIGURE 7.2.1.1
PERSPECTIVE T1

Awareness of oneself and of one's environment

⇊

To be able to see both the whole and its parts. To understand how they interact with each other and make up the whole.

⇊

Recognize the potential of children and enable them to bloom.

⇊

Within the above domains develop various conceptual and analytical skills.

⇊

Within all the above develop functional skills like academic, games, arts etc.

7.2.1.2. Perspective T2

FIGURE 7.2.1.2
PERSPECTIVE T2

Provide freedom and space to the teacher and child.

⇊

In the backdrop of this freedom develop the ability to observe and listen. This brings about a deeper relationship with people and nature.

⇊

Within this develop specific skills and talents.

⇊

Enable learning situations to develop insight and concepts.

433
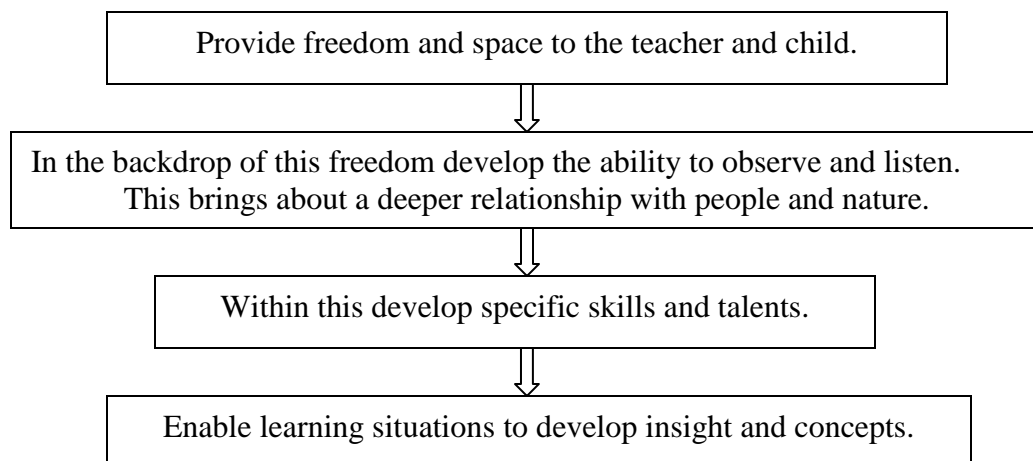
7.2.1.3. Perspective T3

FIGURE 7.2.1.3
PERSPECTIVE T3

Life centered school that is organic, evolving in an all-encompassing and holistic manner.

Rural development in education.
Rural development in medical facilities.
Rural development in other areas: training, jobs

Global outlook in teachers and children.

Care and deeper relationship with nature.

Provide an environment and example to teachers and students to develop a keen sensitivity and sensibility.

Provide space for teachers and students to grow.

7.2.1.4. Perspective T4

FIGURE 7.2.1.4

PERSPECTIVE T4

Developing a keen sensitivity towards others.

To enable a love of learning.

Against this backdrop, all other skills to be learnt in a happy and joyous manner.

The function of the school is to provide the environment of freedom and space for all the above to come about.
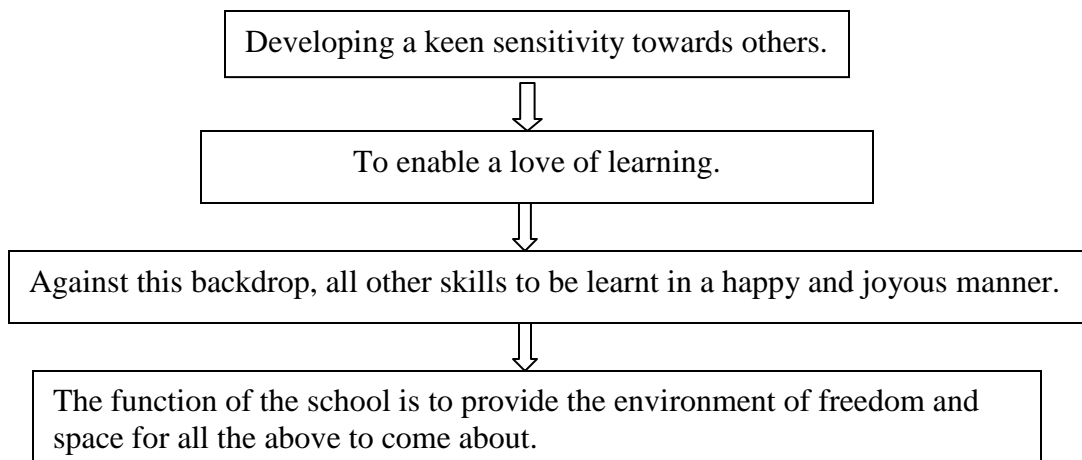
7.2.1.5. Perspective 5

Objectives and goals are not fixed rigidly, but are taken up in an exploratory spirit and modified with experience. The vision and the dreams of JK and the school are always kept in mind and heart, and depending on the contexts and possibilities, goals are evolved in a certain sense. The pursuit of goals is merged into the organic processes of the school very finely to ensure a very smooth implementation, by consensus. A consultative, committee based management style helps in all the above.

7.2.2 Goals of education.
(As emergent from the nature of growth observed in students)

The educational intent of five of the whole-time trustees of the Krishnamurti Foundation of India has been elicited in point number 7.2.1 (Page 431.) The trustee concerned spontaneously stated each of these perspectives. There was no published or unpublished document spelling out the educational intent, however, they all emerge from an exploration of the teachings of JK and experience in the field of education. It has been observed that the school does not have any fixed goals of education or mission in the field of education. There is a background intent emerging from the teachings of JK and with this background tentative, exploratory action emerges.

For the sake of this tentative management model, some of the important elements of growth observed in students at RVS have been taken to be the goals. These elements have been presented as possible educational goals below. As indicated by the factor analysis, most of these elements are manifestation of one underlying phenomenon, which has been called as integral child development in this thesis. They have not been presented in any order so that one looks at them closely rather than attempting to make abstractions or

435

categories out of them too quickly. Based on their educational intent, some of these goals

may not be acceptable to other schools.

- Widening the range of interests.
- Improving the self-confidence.
- Improving the academic abilities.
- Improving the abilities in arts/crafts.
- Improving the overall sense of responsibility.
- Improving the urge to perform better.
- Care of belongings.
- Improving the abilities in sports, games.
- Improving the abilities in music/dance.
- Bringing about more orderliness.
- Improving the ability to express freely, forthrightly.
- Becoming more adaptable.
- Ability to consider different perspectives.
- Freedom from emotional upsets.
- Being able to take a balanced view while deciding.
- Improving interpersonal relationships.
- Improving the ability to draw the right lessons from failures.
- Improving the sense of relatedness to the people around.
- Improving environmental awareness.
- Developing freedom from fear of teachers.
- Becoming more sensitive towards nature.
- Sensitivity towards other people.
- Improving the ability to listen and observe.
- Improving aesthetic sense.
- Shifting from external motivation to self-motivation.
- Developing freedom from dislikes prejudices.
- Developing freedom from tendency to dominate.

7.2.3 Salient features of the infrastructure and facilities

- Distant from cities and towns.

- Rustic backdrop in the lap of nature.

- Large campus (350 acres for about 376 students as on 26/7/02) with a variety of flora and fauna with about 1 acre land per student.

- Small school with about 376 students and about 59 teachers, with a teacher: student ratio of about 1:6 to 1:7.[180]

- Buildings spread out and designed so that almost from any spot in the campus birds can be heard and the greenery of trees can be seen.

- Spacious, well lit and well ventilated rooms, non-ostentatious, meeting the functional needs just about adequately.

- Modern and fast communication channels not easily available to teachers and students.

- Noise, dust and pollution free environment.

7.2.4 Salient features of the management structure

- Flat, 2 to 3 tiered, with a few committees to take care of some specific functions of the school. Structure not so palpable in the day-to-day activities of the teachers and students. The salary does not vary much with the position in the structure.[181]

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[180] "A large and flourishing institution, in which hundreds of children are educated together, with all its accompanying show and success, can turn out bank clerks and super-salesmen, industrialists or commissars, superficial people who are technically efficient; but there is hope only in the integrated individual, which only small schools can help to bring about. That is why it is far more important to have schools with a limited number of boys and girls and the right kind of educators, than to practice the latest and best methods in large institutions." (J KRISHNAMURTI, *"Education and the Significance of Life,"* KFI, Chennai, Rep 2004, Page No. 86.)

[181] As per the information furnished to the teachers by the Secretary, Executive Committee, during one of the staff meetings held a couple of years back.

- Flexible and organic, with temporary committees getting constituted and disbanded based on the needs of the school.

- Emphasis on prevention of authority based structures getting formed. More decentralization of decision making planned.

7.2.5 Salient features of the management style

- Non-authoritarian.

- Strong personal values of management team members.

- Strong management values, honored even in trying situations.

- Tentative and exploratory approach towards new projects and ideas.

- Participatory, consensus seeking oriented towards discussion.

- Strong commitment to the educational intent.

- Strong commitment to the holistic development and welfare of students.

- Ability of management to listen to contrary views of teachers with a very high degree of openness.

- Freedom for teachers to plan and work

- Non-interference in routine activities of teachers

- Scope to Prepare New Teaching Material

- Patience towards teachers and students.

- Scope provided to make mistakes and learn without pressure.

- Scope and space available to experiment and take initiatives.

- Sensitivity with which teachers are provided critical feedback by management.

- Encouragement and Support provided to Initiatives of Teachers

- Acceptance of Different Approaches of Teachers

- Freedom to Choose Work

- Sensitiveness of School in Assigning Extra Work to Teachers.

- Formal assessment and evaluation of teachers absent. Even informal approach not sensed, although discussions take place about teacher attitudes and relationship with students when students report adversely about specific teachers. The approach of management in such cases also is observed to be non-quantitative, non-comparative and non-judgmental in nature. This brings about a sense of freedom and space in the minds of the teachers leading them to learn in different dimensions at their own pace and due to their own interest. This ultimately leads to teachers become more responsible intrinsically, rather than due to any organizational mechanism, integrating them with the institution in subtle and a lasting manner. Absence of a formal system of assessment and evaluation of teachers and the sensitivity with which interactions are held with teachers causes certain difficulties for the management, in the short-term. But the difficulties are borne by the management with patience and wisdom; due to the strong commitment it has to provide freedom and space to the individual teachers and being able to take a long-term view of their development.

7.2.6 Faculty members

The faculty members appear to be one of the most important factors for making the school different from many others. Some of the noticeable features of the faculty members are as follows.

- Well-qualified.

- Some of them concerned, even passionately in some cases, about how to educate students in the 'right manner.'

- Some of them are interested in the teachings of JK making them tentative and exploratory in their educational approaches. They are learners with an ability to try out new pedagogic approaches and innovations in curriculum, assessment and creating interest and involvement in students.

- Some of them come from diverse, non-education backgrounds, bringing in different kinds of experience and knowledge, which the school values and integrates with its educational endeavor. The previous experience also makes them 'mature' and non-trivial in attitude to a large extent. This contributes to making the ambience rise above ordinary pettiness to a great extent. Hence, there is certain 'large hearted' attitude towards students, which brings about freedom and space for students to learn without fear and inhibitions.

- Many of the faculty members have enquiring minds and are not dogmatic in their approach to ideas and course of action they can take. This brings about certain humility and non-authoritative attitude towards students.

7.2.7 Management Information System

The school began as a place for teachers and students to live and learn together and even after more than seventy years this seems to be the intent. When family members live

440

together there are conversations between them and through these conversations data and information gets exchanged, without loosing the warmth, informality and personal touch. In the institution of the family, there is an MIS in operation but it is non-palpable, completely implicit, non-invasive, non-intrusive and reliable. The MIS is successful because many factors like mutual respect, interest in each others' welfare in a non-competitive manner and mutual affection etc. are present in ample measure without the need for doing anything about it.

The MIS at RVS appears to have evolved, to a very large extent, out of the modifications made to the 'Family MIS.' elicited above; as the family grew in size and information needs were becoming more wide spread, the informal system was not able to meet the information needs comprehensively and in an effective manner. In such cases, in whichever area a formalized approach was found inevitable, a formal mechanism was brought in with caution, so that the informality is not jeopardized to a great extent, and without making such formal structure too obtrusive. On the whole it is observed that systems have been introduced sensibly and sensitively safeguarding the essential ambience of the place. Some of the salient features of the MIS are as follows.

- MIS evolves organically, responding to the needs of the place, without being in undue haste to systematize matters too quickly. In such an approach, human beings and human relationships remain central.

- MIS is flexible. New systems are introduced quite cautiously, only when they are necessary. It is made as informal as possible and tried out in an exploratory manner after they have been designed and thought over carefully. In spite of all

these cautious steps is a specific system is not too effective or is experienced to be cumbersome it is discontinued quite easily.

- The MIS is based on the trust that teachers and others will seek out the data and information they require and that the MIS is only to support that endeavor.

- There is absolutely no organizational propensity to institute top-down, comprehensive systems based on modern technology just because the world is moving in that direction. Instead, the data and information needs of the place are carefully sensed and very appropriate systems are designed.

7.2.8 Management Approach

Management approach appears to be influenced and informed by the teachings of JK significantly. Some of the features observed in the approach of management to various issues are as follows.

- Open to ideas from any quarter, not necessarily from JK's teachings. But the ideas are discussed at length to understand their applicability to the school. Based on the discussions, the idea may get accepted as it is, or in a modified manner, or it may fall aside, due to the inadequate support it receives from the teachers at large.

- Due to the management attitude to learn about the field of education, a strong and deep commitment to carry out different kinds of experiments, explorations and innovations in the field of education emerges.

- Based on love and care for children, a strong and deep commitment towards children, their welfare and proper, 'right' development emerges.

- Strong support to teachers to innovate and try out new ideas in the field of education or any other area which the school is interested in and can support.

442

FIGURE 7.2:BLOCK DIAGRAM OF TENTATIVE MANAGEMENT MODEL[1]

This model reflects a combination of what is determined by this research and extrapolations therefrom

INPUT OR INFLUENCES OUTPUT

PROCESS CUM INTERMEDIATE OUTPUT

Input or Influences	Process	Scope	Output
'Teachings' of J Krishnamurti	Educational Intent		
	Goals of education		
External environment: Values and influences of the world and its demands on the school. Effect of mass media promoting consumerism	Management approach	SCOPE AND POSSIBILITIES FOR TEACHERS AND STUDENTS TO LEARN AND GROW IN AN AMBIENCE OF FREEDOM AND SPACE	Integral growth and development of teachers and students, which might be **unitary** in nature, but viewed to be at three levels in this research work
	Infrastructure and facilities		
Other factors emanating from the changing times, in terms of technological, scientific and research advancements in different fields	Management structure		Functional-Abilities growth
	Management style		Emotional-Sociability growth
	Faculty members		Psychological-Inward growth
	MIS		
Influence of examination council, other schools, pedagogical approaches, educational philosophies and other emergent ideas	Integrity of adults		
	Ability of adults to reflect		

[1] Based on this research, it is felt by the researcher that when an individual begins to grow in an intrinsic and integral manner the manner the extent and manner in which his attitudes and behavior will change could be different for different individuals. Such a movement could manifest in different attributes being strengthened to different degrees. Only some of the possible attributes were identified and studied in this research work. The dimensions or attributes identified and considered in this study for the purpose of determining growth of students, ex-students and teachers have been analyzed in Chapter 4 (Page 242.) It is felt that altogether different parameters or attributes could have been used to understand what kind of functional-abilities or emotional-sociability or psychological-inward growth have been experienced by an individual.

<u>7.2.9 Difficulties in replicating the Rishi Valley School</u>

The school was founded by JK in 1931 and the institution has evolved due to the urge of some interested individuals to understand the teachings of JK within the educational context. Hence, the ultimate aim of the 'core' educators is to understand their own selves in the mirror of their relationship with the students and others in the place. So, although the school infrastructure and facilities could be replicated rather easily, it may not be quite easy to replicate the philosophical essence of the place. It is the teachings of JK and the intention of the teachers and educators to understand the same, which makes the place what it is. The infrastructure and facilities are the basic needs for an institution to exist and do not seem to contribute much to what RVS is. What contributes to RVS being what it is seems to be the engagement of some of people with questions and challenges extended by JK. Hence, the school seems to be what it is due to the engagement of some people in understanding the implication of issues raised by JK, which may not be possible to replicate without giving one's life to it. Replicating the tangible aspects of RVS, which may be quite easy, does not go far in making a school into RVS. Different schools are free to pursue their own intent and goals. A few excerpts from JK's teachings are reproduced below to indicate the subtlety from which the educational endeavor of RVS emerges.

- "As the crisis, the problem, is ever new, a new approach is essential – <u>a living, dynamic approach that is not anchored to any organization, to any system</u>. A human problem is ever undergoing transformation, it is not static, and a mind that is burdened with a conclusion, with a formula, can never comprehend a living problem. To such a mind, the problem, the complex human entity is not

444

significant; <u>but the system</u>, the formula forces the living into the static, so creates more confusion, more misery for man…To understand the total process there must be no condemnation, judgment or identification... This is very difficult and arduous, for our education and training have conditioned us to condemn, to judge… Creative thinking, which comes through self-knowledge, is the solution for our miseries, for it reveals truth, which is the breath of happiness."[182]

- "The reformation of society can come only through the regeneration of the individual. There is hope in the individual, in you, not in the system, not in the blue print of a planned society, not in any religious organization, but in you, the individual. Your relationship with another is society, which brings into being the State… Without self-knowledge there is no basis for thought and action. Self-knowledge is the foundation for all thought and action, if you do not know yourself; there cannot be right thinking and right action. There can be no revolution in values if there is no self-knowledge; this revolution in values alone will solve the world's problems… The transformation, the regeneration must begin with you and not with another; this is the right approach. Be aware of your mental and emotional activities, of your daily habits and ideas, of your repetitive fears, of class and communal divisions, of national and racial antagonisms. Before there can be peace in the world, there must be peace in you."[183]

It has been observed by the researcher that even in RVS, the quality of engagement of the management and other teachers with the teachings determines to what extent RVS is a 'Krishnamurti school.' If there are more number of teachers interested in the teachings of

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[182] J KRISHNAMURTI, *"On Self-Knowledge"*, KFI, Chennai, 1998, Reprint 2002, Pages 1/2.

[183] Ibid. Pages 9/10.

JK there is a different kind of passion in the ambience. When the number people interested in improving systems to improve the school increases the school assumes a difference ambience. The school being able to change its texture in this manner with different degrees of 'K' in it, without any artificial attempts to retain some pre-determined organizational aspects, is an important aspect of the RVS. It seems to reflect one of the important aspects of the teachings - not to establish something from the external but to enable emergence of something from within.

7.3. Suggestions for further research

7.3.1 Not all children or teachers seem to grow in a healthy and holistic manner in Rishi Valley School. It will be both interesting and beneficial to understand the types of teachers or students who benefit from the school and the types who do not benefit.

7.3.2 There are only a few institutionalized motivators and disincentives for students and teachers. In spite of this there are highly committed students and teachers in the school. It will be interesting to find out what are the hygiene and motivation factors influencing the school culture and morale. Such a study has the potential of determining the relevance and place of motivational theories in schools like RVS, set up by JK.

7.3.3 A history of the changes in the management structure and style during the last seventy years may provide interesting insights into the manner in which the interface between philosophy and management has been experimented with in different phases of the school. If this can be linked to the nature of growth experienced by students and teachers it will be an invaluable contribution to the field of education.

7.3.4 The present research has determined that the mix of formal and informal MIS contributes significantly to the ambience of the school. The manner in which the intent,

philosophy, culture, ethos and MIS relate to each other and how they influence the scope for growth offered will be crucial for the field of education as well as the field of education management. It will be interesting to identify the prevalent Management Information System (MIS) of the school in a comprehensive manner and track its evolution to an extent possible with the influences which guided it. The findings of such a study are likely to be fascinating and profound.

7.3.5. A study of the nature of contribution being made by the ex-students to the world at large might reveal significantly about how they relate to the world and what they value in their lives.

7.4. Concluding note

This study has helped me to learn a lot in innumerable ways and in innumerable dimensions. I am extremely happy that I could complete the project despite the many odds that came up. Before closing this thesis I would like to thank Professor R. Prabhakara Raya and Professor Hans Herzberger once again for enabling me to persist with my research work.

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Canadian Association of Student Activity Advisors / *info@casaa-resources.net*

APPENDIX I
QUESTIONNAIRES

Rishi Valley School
09 08 2002.

Dear Parent(s),

I am conducting a study of some aspects of the management style and educational philosophy of Rishi Valley School. One of the intentions of this study is to identify the *types of problems that the school handles easily and types of problems the school finds it difficult to deal with.* The enclosed questionnaire is an instrument being used to elicit information in this line as well as to understand how parents perceive the school after the child has spent at least two years in the school and is in Class 8 or higher. In case you have more than one child in this category kindly collect two copies of questionnaire so that PART 2 could be filled in separately for each child. I will be thankful if you could spare some time and fill in the questionnaire as thoroughly as possible. You may please use additional papers if necessary.

I will be thankful if the filled in questionnaire could be personally handed over to me so that we could briefly discuss your responses.

Thanking you for your kind cooperation,
Yours sincerely,

(Sundar Gandikota)

<div align="center">******</div>

General Details

Name of Parent: Academic Background:

Occupation   :   Address:

Email   :

Name(s) of child(ren):

Present Class(es)   :   Class(es) joined   :

Do you agree for these responses to be used as inputs for improvements?   *Yes / No*

Signature and date:

Questions
(Please answer briefly in points. Please use additional sheets if necessary)

PART I

1. What are your impressions about the admission process and procedures that you may have gone through? (Possible areas: anxiety generated, care, ease, stay etc.)

2. Do you remember any problems your child or you may have faced while in school, which the school has been able to deal with to your satisfaction?

3. Can you recall a few problems your child has faced, or is facing, that the school has <u>not</u> dealt with adequately? (Possible areas: DH, games, academic, hostel life)

4. Can you suggest about five areas that you feel that the school could work upon to make the stay of your child happier and worthwhile?

5. Which are the areas in which you feel the school provides freedom to children?

6. Which are the areas in which you feel the school does **not** provide freedom?

7. What do you observe to be the methods that the school uses to 'control' or bring about 'discipline' in students?

3

8. **About school**: Can you please tick the appropriate box in the table below to rate the school on some selected indicators presented? Please tick '*not sure*' if you are not sure of your response or *not fully aware* about the indicator.

Sl	Indicator	Excellent	Very Good	Good	Fair	Poor	Not Sure
01	Hostel Facilities						
02	School Facilities						
03	Academic Inputs						
04	Games/sports opportunities						
05	Scope to learn music/dance						
06	Library Facilities						
07	Laboratory Facilities						
08	Accessibility of teachers						
09	Accessibility of house parents						
10	Scope to identify talents						
11	Accessibility of management						
12	Food provided by dining hall						
13	Environment of dining hall						
14	Campus layout and pathways						
15	Scope for personality growth						
16	'Human goodness' conveyed						
17	Emphasis on human values						
18	Cleanliness of campus						
19	Guest House Facilities						
20	Care while child is sick						
21	Scope to learn arts and crafts						
22	Laundry service						
23	Medical attention						
24	Tuck shop facility						
25	Assistance from school office						
26	Scope to widen intellectual horizons						
27	Types/quality of assemblies						
28	Workshops, concerts etc.						
29	Sensitiveness of school in dealing students' problems						
30	Psychological support provided to handle difficult situations						
31	Freedom/space to students						
32	Guidance for competitive, entrance exams						

4

PART II: Growth of child (Please fill in this part seperately for each child)

Can you please indicate the *degree of change* you notice in your child around the characteristics mentioned in the table below *after* he or she has joined Rishi Valley School by putting a tick in the appropriate box. Please *leave blank* if you are *unsure* about your response. *"No scope exists; No change"* means the characteristic is *fairly well developed* and there is not much scope for an improvement.

Sl	Characteristic	Significant Increase	Marginal Increase	Scope exists; No change	No scope exists; No change	Marginal Decrease	Significant Decrease
01	Dislikes, prejudices						
02	Fear of teachers						
03	Care of belongings						
04	Tendency to dominate						
05	Ability to consider different perspectives						
06	Ability to express freely, forthrightly						
07	Taking a balanced view while deciding						
08	Sensitivity towards other people						
09	Overall sense of responsibility						
10	Range of interests						
11	Aesthetic sense						
12	Orderliness						
13	Sensitivity towards nature						
14	Ability in sports, games						
15	Sense of relatedness to the people around						
16	Urge to do better						
17	Sense of listening and observation						
18	Environmental awareness						
19	Self confidence						
20	Self motivation						
21	Academic ability						
22	Ability to draw right lessons from failures						
23	Adaptability						
24	Ability in arts/crafts						
25	Emotional upsets						
26	Interpersonal relationships						
27	Ability in music/dance						

Rishi Valley School
05 09 2002.

Dear friend (student of Class 11 or 12),

I am studying some aspects of the management style and educational philosophy of Rishi Valley School for preparing my PhD thesis. One of the intentions of the study is to ascertain some of the essential features of the present management style. The enclosed questionnaire is an instrument being used to elicit information about this and a few other related aspects. I will be thankful if you could spare some time and fill in the questionnaire. While filling please consider your entire stay in the school - kind of 'average experience'. *The data furnished by you could alter the findings of this study, therefore, please respond carefully.*

Thanking you for your kind cooperation,
Yours sincerely,

(Sundar Gandikota)
<div align="center">

******
<u>QUESTIONNAIRE</u>

</div>

Name of student: Present class: Date of filling:

Class/Year in which you joined RVS:

<div align="center">

<u>Questions</u>

</div>
   (Please answer briefly in points. Please use the reverse of this sheet if necessary)
5. Can you mention a few areas (or types of issues) that the school could work upon to make the stay of students more meaningful and happier?

2. In which aspects do you feel the school provides freedom to students?

3. In which aspects do you feel the school does **not** provide freedom?

4. Do you think the orderliness and level of discipline amongst students is ok? If not, what do you think the school should do?

5. **About school:** Please tick the appropriate box to rate the school on some selected indicators.
   Key: **E**xcellent; **V**ery Good; **G**ood; **F**air; **P**oor; **N**ot sure or Not applicable.

Sl	Indicator	E	V	G	F	P	N
01	Hostel Facilities						
02	School Facilities						
03	Academic Inputs						
04	Games/sports opportunities						
05	Scope to learn music						
06	Library Facilities						
07	Laboratory Facilities						
08	Accessibility of teachers						
09	Accessibility of house parent						
10	Scope to identify talents and potential						
11	Accessibility of management						
12	Food provided by dining hall						
13	Environment of dining hall						
14	Scope for personality development						
15	Scope for widening intellectual horizons						
16	Psychological support provided to handle difficult problems						
17	Guidance provided for competitive, entrance examinations						
18	Types/quality of assemblies						
19	Sensitivity displayed in dealing with individual problems of students						
20	'Human goodness' conveyed by teachers						
21	Care while you are sick						
22	Scope to learn arts and crafts						
23	Laundry services						
24	Campus medical attention						
25	Tuck shop services						
26	Assistance from school office						
27	Workshops/concerts by visitors						
28	Sensitiveness of school while providing critical feedback to students						
29	Emphasis on human values						
30	Freedom/space available for students to learn and grow						
31	Scope to learn or appreciate dancing						
32	Scope to learn and work without comparison or competition						
33	Scope to work and live without fear of teachers						
34	Scope to work and live without fear of management						
35	Extent to which students are kept as the focus while handling problems						
36	Extra academic support provided to needy students						
37	Confidentiality with which information shared with teachers is dealt						
38	Scope for hikes, field visits, field projects, treks, camps etc.						
39	Patience displayed by teachers towards students						
40	Respect and politeness shown by teachers towards students						
41	Scope provided in the school to understand what is the joy of learning						
42	Scope provided by the school to understand what violence is						
43	Scope provided by the school to make mistakes and learn from them						
44	Scope for students to take initiatives and try new 'things'						
45	Willingness of the teachers to listen to contrary views which are presented logically and after due consideration						
46	Methods adopted by the school to explain, convince, convey issues						
47	Extent to which teachers are free of past impressions about students in their present interactions						

7. **About oneself:** Please indicate the *degree of change* you notice in yourself due to your stay at RVS.

Sl	Characteristic	Scope for improvement existed			No scope for change	Marginal Decrease	Significant Decrease	Not sure
		Significant Increase	Marginal Increase	No change				
01	Freedom from dislikes or prejudices							
02	Freedom from fear of teachers or authorities							
03	Freedom from tendency to dominate							
04	Understanding one's nature							
05	Ability to consider different perspectives							
06	Ability to express freely, forthrightly							
07	Capacity to take a balanced view while deciding							
08	Ability to keep problems of others in mind while relating							
09	Sense of responsibility							
10	Range of interests							
11	Environmental awareness							
12	Abilities in sports/games							
13	Orderliness and timeliness							
14	Sensitivity towards nature							
15	Academic ability							
16	Relatedness to people							
17	Urge to do better, improve							
18	Ability to listen, observe							
19	Self confidence							
20	Self motivation							
21	Academic ability							
22	Ability to draw right lessons from failures							
23	Flexibility in opinions							
24	Abilities in arts and crafts							
25	Understanding one's emotions							
26	Quality of relationships							
27	Abilities in music/dance							
28	Adaptability							
29	Intellectual width							
30	Feeling for the deprived							
31	Patience with friends							
32	Ability to receive critical or adverse feedback							
33	Joy of learning							
34	Freedom from emotional upsets							
35	Ability to accept one's mistakes							
36	Ability to study for conceptual understanding, not marks							

Rishi Valley School
22 08 2002.

Dear friend (ex student),

I studying some aspects of the management style and educational philosophy of Rishi Valley School for preparing my PhD thesis. One of the intentions of the study is to identify the *types of problems that the school handles easily and types of problems the school finds it difficult to deal with.* The enclosed questionnaire is an instrument being used to elicit information in this line as well as to understand how ex students perceive the school. I will be thankful if you could spare some time and fill in the questionnaire.

I will be thankful if the filled in questionnaire could be personally handed over to me so that we could briefly discuss your response.

Thanking you for your kind cooperation,
Yours sincerely,

(Sundar Gandikota)

******

QUESTIONNAIRE

General Details

Name of ex student:

Class in which you joined RVS: Year of joining:

Class while leaving RVS   :   Year of leaving:

Present occupation or course   :

Email: Address:

Do you agree for these responses to be used as inputs for improvements?   *Yes / No*

Signature with date:

Questions

(Please answer briefly in points. Please use the reverse of this sheet if necessary)

1. What do you remember the most about RVS? (Both positive and negative

    aspects)

2. Do you remember of any problem in school, which the school had resolved
    well?

3. Can you also recall a few problems you had faced while in school which were
    not dealt with adequately? (Possible areas: DH, games, academic help, student
    behavior)

4. Can you suggest about five areas that the school should work upon to make
    the stay of students happier and worthwhile?

5. Which are the areas you feel the school had provided freedom to students?

6. Which are the areas you feel the school had **not** provided freedom?

7. What do you think were the methods adopted to bring about or maintain order
    or 'discipline' amongst students?

8. Did you find it difficult to work in the 'external world' after leaving RVS?
    Can you briefly list some of the difficulties faced by you, bringing out how
    you dealt with them or solved with them.

1. <u>About school:</u> Please tick the appropriate box in the table below to rate the school on some selected indicators presented?

Sl	Indicator	Excellent	V Good	Good	Fair	Poor	Unsure
01	Hostel Facilities						
02	School Facilities						
03	Academic Inputs						
04	Games/sports opportunities						
05	Scope to learn music						
06	Library Facilities						
07	Laboratory Facilities						
08	Accessibility of teachers						
09	Accessibility of house parents						
10	Scope to identify talents and potential						
11	Accessibility of management						
12	Food provided by dining hall						
13	Environment of dining hall						
14	Scope for personality development						
15	Scope for widening intellectual horizons						
16	Psychological support provided to handle difficult problems						
17	Guidance provided for competitive, entrance examinations						
18	Types/quality of assemblies						
19	Sensitivity displayed when dealing with students' problems						
20	'Human goodness' conveyed						
21	Care while you were sick						
22	Scope to learn arts, crafts						
23	Laundry services						
24	Campus medical attention						
25	Tuck shop services						
26	Assistance from school office						
27	Workshops/concerts						
28	Sensitiveness of school while providing adverse or critical feedback						
29	Emphasis on human values						
30	Freedom/space available to learn and grow						
31	Scope to learn dance						

7. <u>About oneself:</u> Please indicate the *degree of change* you notice in yourself due to your stay at Rishi Valley School as a student. Change may have been noticed while you were here or later.

Sl	Characteristic	Scope for improvement existed			No scope for change	Marginal Decrease	Significant Decrease	Not sure
		Significant Increase	Marginal Increase	No change				
01	Freedom from dislikes or prejudices							
02	Freedom from fear of teachers or authorities							
03	Freedom from tendency to dominate							
04	Understanding one's own nature							
05	Ability to consider different perspectives							
06	Ability to express freely, forthrightly							
07	Capacity to take a balanced view while deciding							
08	Sensitivity towards others							
09	Sense of responsibility							
10	Range of interests							
11	Environmental awareness							
12	Abilities in sports/games							
13	Orderliness and timeliness							
14	Sensitivity towards nature							
15	Academic ability							
16	Relatedness to people							
17	Urge to do better, improve							
18	Ability to listen, observe							
19	Self confidence							
20	Self motivation							
21	Academic/intellectual abilities							
22	Ability to draw right lessons from failures							
23	Flexibility in opinions							
24	Abilities in arts/crafts							
25	Understanding one's own emotions							
26	Quality of interpersonal relationships							
27	Abilities in music/dance							
28	Adaptability							

Rishi Valley School
30 08 2002.

Dear friend/colleague,

I am studying some aspects of the management style and educational philosophy of Rishi Valley School for preparing a PhD thesis. *One of the objectives of the study is to ascertain the types of problems the present management style is able to address adequately and the types of problems found difficult to be handled.* The enclosed questionnaire is one of the instruments being used to investigate this question as well as to understand how the faculty members perceive the school. I will be very grateful if you could kindly spare some time and fill in this questionnaire in a few days to facilitate the study.

In case your children are studying in the school kindly try your best to respond to this questionnaire with reference to the school and students at large, keeping the specific issues related to your children in appropriate perspective.

The information furnished by you will be handled confidentially.

Thanking you for your kind cooperation,
Yours sincerely,

(Sundar Gandikota)

******

General

Name of teacher:

Years of teaching experience at RVS   :

Years of teaching experience prior to RVS:

Years of experience in other fields prior to RVS   :

Can you please briefly mention the fields in which you had worked prior to joining RVS?

Do you agree for your response to be used as inputs for improvements? **Yes/No**

Signature with date:

__Please glance through the entire questionnaire once before writing__.

PART A

Based on your **own experiences and observations** please respond to the three tables below to indicate your observations about the school, teachers and the management.

1: About school _Key:_ **E**xcellent; **V**Good; **G**ood; **F**air; **P**oor; **N**ot applicable or **N**ot sure.

Sl	_Indicator_	E	V	G	F	P	N
01	Scope to prepare new teaching material						
02	Scope for growth as teacher						
03	Games/sports opportunities						
04	Scope for relaxation(entertainment)						
05	Library Facilities						
06	Laboratory Facilities						
07	Accessibility of management on school issues						
08	Accessibility of management on personal issues						
09	Food provided by dining hall						
10	Environment of dining hall						
11	Campus layout and pathways						
12	Faculty richness and competence						
13	Freedom to plan and work						
14	Freedom to choose work						
15	Leisure available to you						
16	Space/scope for experimentation and innovation						
17	Natural setting of the school						
18	Sensitivity of school in dealing students' issues						
19	Support received to handle problems						
20	Adequacy of residential premises provided						
21	Scope to work/live without fear of management						
22	Laundry services						
23	Campus medical attention						
24	Tuck shop services						
25	Assistance from school office						
26	DH services (other than food)						
27	Freedom and space available to learn, grow						
28	Campus, residence maintenance by school						
29	Sensitiveness with which teachers are provided adverse feedback						
30	Sensitiveness with which students are provided adverse feedback						
31	Scope to appreciate music						
32	Scope to appreciate/learn arts, crafts						
33	Tailoring services						
34	Hair cutting services						
35	Workshops, seminars for enrichment						
36	Ability to provide guidance to students seeking it						
37	Counseling individual students needing emotional/psychological support						
38	Handling students who are irregular in their work						
39	Ability to resolve conflicts amongst students						
40	Ability to take up collective work at a faculty level						
41	Ability to provide extra academic support to weak students						
42	Ability to deal with students who misuse 'freedom'						
43	Improve involvement of students in house upkeep						
44	Counseling adolescent students on boy-girl relationships						
45	Dealing with children involved in boy-girl relationships						
46	Conducting class review meetings meaningfully and comprehensively						
47	Taking follow up action based on class review meetings						
48	Providing extra support to new children to help them adjust to the place						

2: About change in oneself: Please tick a box that best reflects the *change* you observe in yourself after joining this school.

Sl	Characteristic	Scope for improvement existed			No scope for change	Marginal Decrease	Significant Decrease	Not sure
		Significant Increase	Marginal Increase	No change				
01	Freedom from dislikes or prejudices							
02	Freedom from fear of authorities							
03	Freedom from tendency to dominate							
04	Understanding one's nature							
05	Ability to consider different perspectives							
06	Ability to express freely, forthrightly							
07	Capacity to take a balanced view while deciding							
08	Sensitivity towards others							
09	Sense of responsibility							
10	Range of interests							
11	Environmental awareness							
12	Sense of beauty/aesthetics							
13	Orderliness and timeliness							
14	Sensitivity towards nature							
15	Sports/games appreciation							
16	Relatedness to people							
17	Urge to do better, improve							
18	Ability to listen, observe							
19	Self confidence							
20	Self motivation							
21	Academic/intellectual enrichment							
22	Ability to draw right lessons from failures							
23	Flexibility in opinions							
24	Appreciation of arts/crafts							
25	Understanding one's own emotions							
26	Quality of interpersonal relationships							
27	Music/dance appreciation							
28	Patience with students							
29	Non labeling and non comparing of students							
30	Ability to learn							
31	Ability to teach							
32	Ability to receive feedback from students							
33	Ability to change teaching style and methods							

3. About management approach and style: Please reflect your perception of the style of management in our school based on your experience. In this context, management means the Director, Director of Studies, Principal and Headmaster/JS.

Key: **E**xcellent; **V**ery Good; **G**ood; **F**air; **P**oor; **U**nsure; **N**ot applicable or **N**ot sure.

Sl	Issue	E	V	G	F	P	N
01	Ability to conduct staff discussions on important issues related to students						
02	Acceptance of different approaches adopted by different teachers to handle similar issues						
03	Ability to resolve conflicts amongst teachers						
04	Ability to handle lapses by teachers sensitively, yet adequately						
05	Ability to improve sustenance of faculty groups to carry projects undertaken to a logical end						
06	Ability to deal with individuals who misuse 'freedom'						
07	Planning and scheduling school term calendar						
08	Conducting staff meetings to discuss issues related to educational philosophy and approaches						
09	Ability to conduct admission tests, interviews smoothly with care and fairness						
10	Support given to teachers to enable them handle responsibilities better						
11	Bringing about school wide awareness on important or critical matters						
12	Keeping parents posted about sustained or gross misconduct or difficulties a child faces so that appropriate discussions could be held with parents later on						
13	Scope, time given to teachers to build up their teaching abilities						
14	Sensitiveness of school in assigning any extra work to teachers						
15	Level of non interference by management in routine activities of teachers						
16	Willingness of management to listen to what teachers have to say						
17	Adequacy of existing communication channels						
18	Type of mix of formal and informal communication channels available						
19	Level of trust inspired in teachers by management						
20	Example set by management due to their personal values						
21	Level of fairness displayed by management in its dealings with teachers						
22	Level of transparency shown by management while dealing with teachers						
23	Freedom from biases and past impressions in present interactions with teachers						
24	Ability to take well considered, sound decisions keeping students as focus						
25	Ability to address DH related issues						
26	Ability to improve involvement of students in PT and games						
27	Respect with which interactions are held with teachers						
28	Openness of management to receive feedback from teachers						
29	Encouragement/support provided to initiatives taken by teachers						
30	Scope to work without competing, comparing						
31	Ability to deal with an issue like 'restlessness in children'						
32	Ability to improve timeliness in children in assignments						
33	Ability to improve punctuality in children for classes, assembly etc.						
34	Ability to improve orderliness and effectiveness in prep classes						
35	Ability to deal with children who use foul language						
36	Ability to discuss with children issues causing disciplinary problems						
37	Patience displayed in the dealings with children						
38	Patience displayed in the dealings with teachers						
39	Ability to take follow up action based on staff meetings						
40	Ability to take group tasks at faculty level to their logical end						
41	Participation in decision making in areas related						

Your response to this part will be invaluable for the study but please do so only if you like it!
You could answer <u>briefly in point form</u>?

1. Please identify some factors that you feel <u>happy</u> about the <u>working environment</u> available in Rishi Valley School?

2. Please identify some factors that you feel need improvement to make the <u>working environment</u> available in Rishi Valley School more conducive to you.

3. Please identify some factors that you feel <u>happy</u> about Rishi Valley School for <u>living</u>?

4. Can you identify some factors that you feel <u>need improvement</u> to make your <u>living</u> here happier?

5. How do you identify the areas in which there is scope for improving yourself as a teacher? (Possible sources: Feedback from management/students, marks etc.)

6. Can you list a few problems (or types of problems) you observe that the school is <u>not</u> able to address adequately even after extensive discussions are held?

7. What measures or steps would you like to be taken to reduce restlessness?

APPENDIX II
COMPREHENSIVE EXCEL ANALYSIS OF THE PERCEPTION SURVEY DATA

13 PAGES

Parents' perception of growth of their child

SL	CHARACTERISTIC	Median	Mode	Sample Mean	sDev	Std Error	0.95 pMean from	to	%SD	%MD	%Nca	%Ncb	%MI	%SI	%NS
1	Environmental awareness	10	10	9.3	1.8	0.22	8.9	9.7	0	0	0	10	13	78	0
2	Freedom from fear of teachers	10	10	9.1	1.9	0.24	8.6	9.6	0	0	3	30	11	52	3
3	Ability to express freely, forthrightly	10	10	8.4	2.9	0.37	7.7	9.1	0	2	5	8	22	60	3
4	Sensitivity towards nature	10	10	8.4	2.4	0.30	7.8	9.0	0	0	3	8	29	60	0
5	Range of interests	10	10	8.3	2.4	0.30	7.7	8.9	0	0	10	5	27	54	5
6	Adaptability	10	10	8.2	2.4	0.31	7.6	8.8	0	0	5	3	33	57	2
7	Ability to consider different perspectives	10	10	8.0	2.5	0.31	7.4	8.6	0	0	3	5	37	56	0
8	Self confidence	10	10	7.9	3.5	0.44	7.1	8.8	2	0	10	5	29	54	2
9	Overall sense of responsibility	10	10	7.7	3.5	0.44	6.8	8.6	2	0	5	8	32	49	5
10	Sensitivity towards other people	10	10	7.7	3.1	0.39	6.9	8.4	0	2	6	16	29	41	6
11	Sense of listening and observation	10	10	7.6	2.5	0.32	7.0	8.3	0	0	5	8	41	46	0
12	Freedom from emotional upsets	10	10	7.5	3.2	0.41	6.7	8.3	0	2	6	14	25	33	19
13	Academic ability	10	10	7.5	3.1	0.39	6.7	8.2	0	2	11	3	37	43	5
14	Ability in arts/crafts	5	5	7.4	2.5	0.32	6.8	8.0	0	0	5	3	46	43	3
15	Taking a balanced view while deciding	5	5	7.3	2.5	0.32	6.7	8.0	0	0	6	13	41	37	3
16	Ability to draw right lessons from failures	8	10	7.3	3.1	0.40	6.5	8.0	0	2	13	2	33	35	16
17	Interpersonal relationships	5	10	7.2	3.1	0.40	6.4	8.0	0	2	8	8	33	33	16
18	Aesthetic sense	10	10	7.1	3.9	0.49	6.1	8.0	2	2	6	3	38	43	6
19	Self motivation	8	10	7.0	3.8	0.48	6.1	8.0	2	2	8	2	40	43	5
20	Urge to do better	10	10	6.9	4.6	0.57	5.8	8.0	3	2	10	3	33	44	5
21	Sense of relatedness to the people around	5	5	6.6	3.7	0.47	5.7	7.5	2	2	3	5	48	35	6
22	Freedom from dislikes, prejudices	5	5	6.3	4.1	0.52	5.3	7.3	2	2	5	27	35	24	6
23	Care of belongings	5	5	6.1	4.1	0.52	5.1	7.1	0	5	24	16	32	22	2
24	Freedom from tendency to dominate	5	5	5.8	5.2	0.66	4.5	7.1	3	0	13	37	22	16	10
25	Ability in sports, games	5	5	5.6	4.4	0.56	4.5	6.6	2	5	10	5	43	22	14
26	Ability in music/dance	5	5	5.5	4.9	0.62	4.3	6.7	2	6	14	8	35	24	11
27	Orderliness	5	5	5.4	4.6	0.58	4.3	6.6	3	3	13	10	46	22	3
28	MEAN	8	7	7.3	1.5	0.20	6.9	7.6							

Students' perception of their own growth

SL	CHARACTERISTIC	Median	Mode	Sample Mean	sDev	Std Error	0.95 pMean from	to	%SD	%MD	%Nca	%Ncb	%MI	%SI	%NS
1	Environmental awareness	10	10	8.9	3.2	0.44	8.1	9.8	2	0	2	2	13	81	0
2	Sensitivity towards nature	10	10	8.8	2.1	0.29	8.3	9.4	0	0	9	0	21	68	2
3	Range of interests	10	10	8.8	2.2	0.30	8.2	9.3	0	0	2	0	25	74	0
4	Abilities in arts and crafts	10	10	8.7	2.9	0.40	7.9	9.4	0	2	9	4	17	66	2
5	Abilities in sports/games	10	10	8.5	2.3	0.32	7.9	9.1	0	0	11	4	25	57	4
6	Understanding one's nature	10	10	8.4	2.3	0.32	7.8	9.1	0	0	8	0	28	62	2
7	Ability to listen, observe	10	10	8.4	2.4	0.32	7.8	9.0	0	0	13	2	26	57	2
8	Adaptability	10	10	8.2	2.4	0.33	7.6	8.9	0	0	8	4	28	51	9
9	Patience with friends	10	10	8.2	2.4	0.33	7.6	8.9	0	0	13	4	26	47	9
10	Ability to consider different perspectives	10	10	8.2	2.4	0.33	7.5	8.9	0	0	6	0	34	60	0
11	Quality of relationships	10	10	8.1	3.1	0.42	7.2	8.9	0	2	9	4	26	55	4
12	Freedom from fear of teachers or authorities	10	10	7.7	3.1	0.43	6.8	8.5	0	2	13	2	34	49	0
13	Feeling for the deprived	10	10	7.6	2.5	0.35	6.9	8.3	0	0	17	2	38	42	2
14	Understanding one's emotions	10	10	7.6	3.7	0.51	6.6	8.6	2	0	6	8	30	45	9
15	Intellectual width	5	5	7.4	2.5	0.35	6.8	8.1	0	0	2	0	42	40	17
16	Relatedness to people	10	10	7.1	4.2	0.58	6.0	8.3	2	2	15	6	30	42	4
17	Sense of responsibility	8	10	7.1	3.5	0.48	6.2	8.0	0	4	6	0	43	47	0
18	Ability to study for conceptual understanding, not marks	5	5	6.9	3.8	0.53	5.9	8.0	2	0	17	4	34	32	11
19	Freedom from dislikes or prejudices	5	10	6.9	3.8	0.52	5.9	7.9	0	4	21	4	32	34	6
20	Urge to do better, improve	10	10	6.9	4.4	0.61	5.7	8.1	2	4	11	2	34	45	2
21	Capacity to take a balanced view while deciding	5	5	6.9	3.1	0.42	6.0	7.7	0	2	13	2	45	34	4
22	Ability to accept one's mistakes	5	5	6.8	3.1	0.42	6.0	7.6	0	2	15	0	47	34	2
23	Flexibility in opinions	5	5	6.8	3.1	0.42	6.0	7.6	0	2	15	4	45	32	2
24	Ability to draw right lessons from failures	5	5	6.8	2.4	0.33	6.1	7.4	0	0	11	6	42	23	19
25	Ability to receive critical or adverse feedback	5	5	6.7	3.1	0.42	5.9	7.5	0	2	19	2	45	30	2
26	Ability to keep problems of others in mind while relating	5	5	6.7	3.7	0.51	5.7	7.7	2	0	17	2	42	30	8
27	Ability to express freely, forthrightly	5	10	6.3	4.8	0.66	5.0	7.6	0	11	4	0	38	47	0
28	Freedom from tendency to dominate	5	5	5.8	4.6	0.64	4.5	7.0	0	6	23	15	25	19	13
29	Joy of learning	5	5	5.8	4.4	0.60	4.6	6.9	0	8	11	4	40	26	11
30	Self confidence	5	5	5.7	5.0	0.69	4.4	7.1	2	8	19	2	38	32	0
31	Self motivation	5	5	5.7	5.3	0.73	4.3	7.1	4	6	15	0	38	34	4
32	Academic ability	5	5	5.6	5.1	0.70	4.3	7.0	4	4	15	0	40	28	9
33	Orderliness and timeliness	5	5	5.2	4.8	0.66	3.9	6.5	0	11	17	2	42	26	2
34	Freedom from emotional upsets	5	5	4.9	5.6	0.77	3.4	6.4	4	8	21	2	36	25	6
35	Abilities in music/dance	5	10	3.7	7.2	0.99	1.8	5.6	6	11	19	17	17	25	6
36	MEAN	7	8	7.1	1.4	0.20	6.7	7.4							

Ex-students' perception of their own growth

SL	CHARACTERISTIC	Median	Mode	Sample Mean	sDev	Std Error	0.95 pMean from	to	%SD	%MD	%Nca	%Ncb	%MI	%SI	%NS
1	Environmental awareness	10	10	8.6	2.8	0.36	7.9	9.3	0	2	0	2	23	73	0
2	Sensitivity towards nature	10	10	8.5	3.3	0.42	7.7	9.3	0	3	3	2	18	73	0
3	Range of interests	10	10	8.4	2.4	0.30	7.8	9.0	0	0	10	2	28	60	0
4	Ability to consider different perspectives	10	10	8.2	3.5	0.45	7.3	9.1	2	0	8	7	22	57	5
5	Aesthetic sense	10	10	7.6	3.6	0.47	6.6	8.5	0	3	8	12	27	45	5
6	Overall sense of responsibility	8	10	7.3	3.1	0.40	6.5	8.1	0	2	12	10	37	38	2
7	Sense of listening and observation	10	10	7.2	3.9	0.50	6.2	8.2	0	5	8	2	33	48	3
8	Taking a balanced view while deciding	5	5	7.2	2.5	0.32	6.6	7.8	0	0	17	7	40	32	5
9	Ability to express freely, forthrightly	8	10	7.1	3.5	0.45	6.2	8.0	0	3	12	5	38	42	0
10	Ability in arts/crafts	5	5	7.0	3.0	0.39	6.3	7.8	0	2	10	5	43	37	3
11	Sensitivity towards other people	10	10	7.0	4.7	0.61	5.8	8.2	2	5	8	10	25	47	3
12	Ability in sports/games	10	10	6.8	5.0	0.64	5.6	8.1	2	7	8	7	25	48	3
13	Adaptability	10	10	6.9	4.7	0.60	5.7	8.1	2	5	7	12	28	45	2
14	Sense of relatedness to the people around	10	10	6.8	4.8	0.61	5.6	8.1	2	5	12	8	27	43	3
15	Urge to do better	10	10	6.8	4.6	0.59	5.6	7.9	0	7	18	8	23	37	7
16	Interpersonal relationships	10	10	6.7	5.5	0.71	5.3	8.1	3	5	15	8	20	45	3
17	Freedom from fear of teachers	10	10	6.5	5.5	0.71	5.1	7.9	0	10	5	28	13	38	5
18	Academic ability	5	5	6.3	4.5	0.58	5.2	7.5	2	3	12	13	33	30	7
19	Orderliness	5	5	6.3	4.5	0.59	5.1	7.4	2	3	17	13	32	28	5
20	Care of belongings	10	10	6.1	5.6	0.73	4.7	7.5	2	10	15	10	22	42	0
21	Ability to draw right lessons from failures	5	5	6.1	4.7	0.60	5.0	7.3	3	2	10	8	38	30	8
22	Music/dance ability	5	5	5.7	5.1	0.65	4.4	7.0	3	3	18	7	35	27	7
23	Self motivation	10	10	5.5	6.2	0.80	4.0	7.1	5	8	17	2	25	40	3
24	Freedom from emotional upsets	5	5	5.4	4.6	0.60	4.2	6.6	0	8	13	10	35	22	12
25	Freedom from tendency to dominate	5	5	5.3	4.8	0.62	4.1	6.6	2	3	20	22	28	15	10
26	Self confidence	5	10	5.1	6.0	0.78	3.6	6.6	3	13	7	7	30	38	2
27	Freedom from dislikes and prejudices	5	5	2.7	7.1	0.92	0.9	4.5	7	18	7	12	23	23	10
28	MEAN	7	8	6.5	2.1	0.27	6.0	7.1							

Teachers' perception of their own growth

SL	CHARACTERISTIC	Median	Mode	Sample Mean	sDev	Std Error	0.95 pMean from	to	%SD	%MD	%Nca	%Ncb	%MI	%SI	%NS
1	Freedom from dislikes or prejudices	5	5	6.1	4.6	0.82	4.4	7.7	3	0	6	10	35	23	23
2	Freedom from fear of authorities	8	10	5.0	7.1	1.27	2.5	7.5	6	3	19	19	16	26	10
3	Freedom from tendency to dominate	5	5	1.1	7.4	1.33	-1.5	3.7	6	3	32	19	16	3	19
4	Understanding one's nature	5	5	6.7	2.4	0.44	5.9	7.6	0	0	10	6	48	26	10
5	Ability to appreciate and consider different perspectives	5	5	7.0	2.5	0.45	6.1	7.8	0	0	13	6	45	29	6
6	Ability to express freely, forthrightly one's views	5	5	4.8	4.6	0.83	3.1	6.4	3	3	13	10	48	13	10
7	Capacity to take a balanced view while deciding	5	5	6.5	2.4	0.42	5.7	7.3	0	0	16	6	45	19	13
8	Sensitivity towards deprived	10	10	7.7	2.6	0.47	6.8	8.6	0	0	32	23	16	19	10
9	Overall sense of responsibility	5	5	7.2	2.6	0.46	6.3	8.1	0	0	19	19	32	26	3
10	Range of interests	10	10	6.9	4.2	0.75	5.4	8.3	0	6	3	3	35	45	6
11	Environmental awareness	10	10	8.3	2.4	0.43	7.5	9.2	0	0	16	3	26	52	3
12	Sense of beauty/aesthetics	10	10	7.8	2.6	0.46	6.9	8.6	0	0	26	3	29	35	6
13	Orderliness and timeliness	5	5	5.6	3.5	0.63	4.4	6.8	0	3	19	16	39	13	10
14	Sensitivity towards nature	10	10	8.2	2.5	0.44	7.3	9.0	0	0	23	3	26	45	3
15	Appreciation of sports/games	5	5	3.8	5.5	0.98	1.9	5.7	0	13	23	16	29	13	6
16	Relatedness to people around	5	5	4.0	4.9	0.88	2.3	5.8	0	13	16	6	42	13	10
17	Urge to do better, improve	5	5	7.0	2.5	0.45	6.2	7.9	0	0	13	10	42	29	6
18	Ability to listen, observe	5	5	7.2	2.5	0.46	6.3	8.1	0	0	6	13	42	32	6
19	Self confidence	5	5	5.3	4.6	0.83	3.7	6.9	0	6	23	16	29	16	10
20	Self motivation	10	10	7.9	2.5	0.46	7.0	8.8	0	0	19	13	23	32	13
21	Academic enrichment	5	5	6.3	4.2	0.76	4.8	7.7	0	6	3	6	39	32	13
22	Ability to draw right lessons from failures	5	5	6.1	2.1	0.38	5.3	6.8	0	0	16	6	48	13	16
23	Flexibility in opinions	5	5	7.2	2.6	0.46	6.3	8.1	0	0	19	16	29	23	13
24	Appreciation of arts/crafts	5	5	7.1	2.5	0.46	6.3	8.0	0	0	23	0	39	29	10
25	Understanding one's own emotions	5	5	7.0	2.5	0.45	6.1	7.8	0	0	16	3	45	29	6
26	Quality of interpersonal relationships	5	5	4.4	4.8	0.87	2.7	6.1	0	10	10	16	35	13	16
27	Music/dance appreciation	5	5	7.1	2.5	0.45	6.2	8.0	0	0	16	0	45	32	6
28	Patience with students	5	5	7.1	2.5	0.45	6.2	8.0	0	0	6	3	48	35	6
29	Non labeling and non comparing of students	5	5	5.9	3.3	0.60	4.7	7.1	0	3	3	10	48	19	16
30	Ability to learn	5	5	7.0	2.5	0.45	6.1	7.8	0	0	6	0	55	35	3
31	Ability to teach	5	5	6.5	3.3	0.60	5.3	7.7	0	3	6	0	52	32	6
32	Ability to receive feedback from students	5	5	6.6	2.4	0.43	5.8	7.4	0	0	13	10	48	23	6
33	Ability to change teaching style and methods	10	10	7.6	2.5	0.46	6.7	8.5	0	0	13	6	39	42	0
34	Intellectual width	5	5	5.3	4.5	0.81	3.7	6.9	0	6	10	10	32	16	26
35	MEAN	7	5	6.3	1.8	0.32	5.7	7.0							

Parents' perception about the school and infrastructure

SL	CHARACTERISTIC	Median	Mode	Sample Mean	sDev	Std Error	0.95 pMean from	to	%P	%F	%G	%V	%E	%NS
1	Emphasis on human values	10	10	8.8	1.6	0.22	8.4	9.2	0	0	18	24	57	2
2	Accessibility of house parents	9	10	8.8	1.5	0.20	8.4	9.2	0	2	8	39	49	2
3	Library Facilities	8	10	8.8	1.3	0.19	8.4	9.1	0	0	10	39	45	6
4	'Human goodness' conveyed	10	10	8.6	1.7	0.24	8.1	9.1	0	4	12	29	47	8
5	Accessibility of teachers	8	10	8.6	1.7	0.23	8.1	9.0	0	4	12	35	49	0
6	Types/quality of assemblies	8	10	8.3	1.8	0.25	7.9	8.8	0	4	16	31	39	10
7	Scope to learn arts and crafts	8	8	8.2	1.4	0.20	7.8	8.6	0	0	20	47	27	6
8	Assistance from school office	8	8	8.2	1.8	0.25	7.7	8.6	0	6	16	39	35	4
9	Scope to widen intellectual horizons	8	8	8.1	1.7	0.24	7.7	8.6	0	4	18	33	31	14
10	Workshops, concerts etc.	8	10	8.1	1.8	0.26	7.6	8.6	0	2	22	18	29	29
11	Freedom/space to students	8	8	8.1	1.8	0.26	7.6	8.6	0	6	16	33	31	14
12	Academic Inputs	8	8	8.1	1.7	0.24	7.6	8.6	2	0	22	39	31	6
13	School Facilities	8	8	8.0	1.6	0.23	7.6	8.5	0	4	20	45	29	2
14	Cleanliness of campus	8	8	8.0	1.5	0.21	7.6	8.5	0	2	22	49	27	0
15	Accessibility of management	8	8	7.9	1.8	0.25	7.4	8.4	2	2	22	39	25	10
16	Scope for personality growth	8	8	7.7	1.9	0.26	7.2	8.2	2	2	24	33	22	18
17	Psychological support provided to handle difficult situations	8	8	7.6	2.2	0.31	7.0	8.2	4	6	25	29	29	6
18	Sensitiveness of school in dealing students' problems	8	10	7.6	2.2	0.31	7.0	8.2	2	8	24	20	27	20
19	Care while child is sick	8	8	7.5	1.7	0.23	7.0	8.0	0	6	25	39	16	14
20	Campus layout and pathways	8	6	7.4	2.0	0.29	6.9	8.0	2	6	37	24	27	4
21	Scope to identify talents	8	8	7.3	2.0	0.28	6.8	7.9	4	6	18	41	14	18
22	Guest House Facilities	6	6	7.3	1.8	0.25	6.8	7.8	0	6	45	27	22	0
23	Scope to learn music/dance	6	6	7.0	1.9	0.27	6.5	7.6	2	6	37	22	16	18
24	Games/sports opportunities	6	8	6.8	2.0	0.28	6.3	7.4	2	16	33	33	14	2
25	Hostel Facilities	6	8	6.8	2.0	0.28	6.3	7.4	4	12	31	33	12	8
26	Medical attention	6	6	6.6	1.8	0.25	6.1	7.1	4	10	43	33	6	4
27	Laboratory Facilities	6	8	6.5	2.3	0.33	5.9	7.2	4	2	20	22	4	47
28	Environment of dining hall	6	6	5.8	2.0	0.28	5.3	6.4	10	20	45	20	6	0
29	Tuck shop facility	6	6	5.6	1.9	0.27	5.1	6.2	12	16	47	18	2	6
30	Food provided by dining hall	6	4	5.4	1.8	0.25	4.9	5.9	4	43	35	14	4	0
31	Laundry service	4	4	4.5	1.9	0.27	4.0	5.0	20	47	18	10	2	4
32	Guidance for competitive, entrance exams	2	2	3.2	1.7	0.24	2.7	3.6	35	20	2	4	0	39
33	MEAN	8	8	7.4	1.0	0.15	7.1	7.7						

6

Students' perception about the school and infrastructure: Page 1 of 2

SL	CHARACTERISTIC	Median	Mode	Sample Mean	sDev	Std Error	0.95 pMean from	to	%P	%F	%G	%V	%E	%NS
1	Library Facilities	8	10	8.5	1.6	0.22	8.1	9.0	0	2	15	38	45	0
2	Scope to learn arts and crafts	8	8	8.2	1.7	0.23	7.7	8.6	2	0	19	47	32	0
3	Scope for hikes, field visits, field projects, treks, camps etc.	8	10	8.1	1.9	0.26	7.6	8.6	0	6	25	28	42	0
4	Freedom/space available for students to learn and grow	8	6	7.8	1.7	0.23	7.3	8.3	0	2	34	32	28	4
5	Scope for widening intellectual horizons	8	6	7.5	1.7	0.23	7.0	7.9	0	4	38	36	19	4
6	Accessibility of house parent	8	8	7.4	1.9	0.27	6.9	7.9	2	8	28	38	21	4
7	Academic Inputs	8	8	7.4	1.4	0.19	7.0	7.8	0	4	32	53	9	2
8	Accessibility of teachers	8	8	7.3	1.7	0.23	6.8	7.7	0	8	36	42	15	0
9	Emphasis on human values	8	6	7.3	1.7	0.23	6.8	7.7	0	6	38	36	15	6
10	Workshops/concerts by visitors	8	6	7.3	2.0	0.27	6.7	7.8	2	8	38	28	23	2
11	School Facilities	8	6	7.2	1.7	0.24	6.8	7.7	0	8	40	34	17	2
12	Respect and politeness shown by teachers towards students	8	8	7.2	1.6	0.22	6.8	7.6	0	8	38	42	13	0
13	Care while you are sick	6	6	7.2	2.1	0.29	6.6	7.8	0	15	34	19	26	6
14	Scope for personality development	6	6	7.2	1.9	0.27	6.6	7.7	0	11	42	25	23	0
15	Games/sports opportunities	8	8	7.1	2.1	0.28	6.5	7.6	4	11	28	40	17	0
16	Patience displayed by teachers towards students	6	6	7.0	1.7	0.23	6.5	7.4	0	8	51	26	15	0
17	Scope to learn music	6	6	6.9	2.2	0.30	6.3	7.5	2	15	38	17	23	6
18	Extra academic support provided to needy students	6	6	6.8	1.8	0.24	6.4	7.3	2	8	38	28	9	15
19	Scope to work and live without fear of teachers	8	8	6.8	2.0	0.27	6.2	7.3	0	25	23	40	11	2
20	Scope to learn and work without comparison or competition	6	6	6.6	2.1	0.29	6.1	7.2	6	11	32	28	11	11
21	Scope provided by the school to make mistakes and learn from them	6	8	6.5	2.1	0.29	6.0	7.1	4	19	26	32	9	9
22	Scope to learn or appreciate dancing	6	6	6.5	1.7	0.23	6.1	7.0	0	15	43	23	8	11
23	Hostel Facilities	6	6	6.5	1.5	0.21	6.1	6.9	0	11	60	19	8	2
24	Scope provided by the school to understand what violence is	6	6	6.4	2.0	0.28	5.8	6.9	2	23	30	25	9	11
25	Assistance from school office	6	6	6.2	1.9	0.26	5.7	6.7	0	28	34	23	8	8
26	Scope for students to take initiatives and try new 'things'	6	6	6.2	2.2	0.30	5.6	6.8	8	19	40	21	11	2
27	Scope provided in the school to understand what is the joy of learning	6	6	6.1	2.0	0.28	5.6	6.7	6	19	45	17	9	4
28	'Human goodness' conveyed by teachers	6	6	6.1	1.5	0.20	5.7	6.5	0	19	55	15	4	8
29	Psychological support provided to handle difficult problems	6	6	6.0	2.7	0.37	5.3	6.7	13	17	28	9	17	15

Students' perception about the school and infrastructure:Page 2 of 2

SL	CHARACTERISTIC	Median	Mode	Sample Mean	sDev	Std Error	0.95 pMean from	to	%P	%F	%G	%V	%E	%NS
30	Campus medical attention	6	6	5.9	1.7	0.24	5.4	6.4	2	28	47	15	6	2
31	Types/quality of assemblies	6	6	5.9	1.7	0.23	5.4	6.3	2	28	42	23	2	4
32	Willingness of the teachers to listen to contrary views ...ly and after due consideration	6	6	5.9	2.3	0.31	5.3	6.5	9	23	34	17	9	8
33	Scope to identify talents and potential	6	6	5.8	2.3	0.32	5.1	6.4	11	26	30	19	9	4
34	Sensitiveness of school while providing critical feedback to students	6	6	5.7	2.0	0.28	5.2	6.3	6	28	32	17	6	11
35	Sensitivity displayed in dealing with individual problems of students	6	6	5.6	1.9	0.26	5.1	6.1	8	26	43	15	4	4
38	Laboratory Facilities	6	4	5.4	2.0	0.28	4.8	5.9	9	28	19	23	0	21
39	Methods adopted by the school to explain, convince, convey issues	6	4	5.3	2.0	0.27	4.8	5.9	11	34	26	25	0	4
40	Accessibility of management	4	4	5.0	2.1	0.28	4.5	5.6	13	36	26	11	4	9
41	Environment of dining hall	4	4	4.9	2.1	0.28	4.4	5.5	15	38	32	6	6	4
42	Food provided by dining hall	4	4	4.6	2.0	0.27	4.1	5.2	19	42	26	6	4	4
43	Tuck shop services	4	4	4.6	1.3	0.18	4.3	5.0	6	60	28	4	0	2
44	Confidentiality with which information shared with teachers is dealt	4	4	4.5	2.5	0.35	3.8	5.2	28	30	15	4	9	13
45	Extent to which teachers are free of past impressions about students in their present interactions	4	4	4.3	2.1	0.28	3.8	4.9	26	42	13	11	2	6
46	Laundry services	4	2	4.0	2.2	0.31	3.4	4.6	38	36	13	4	6	4
47	Guidance provided for competitive, entrance examinations	4	4	4.0	1.9	0.26	3.4	4.5	30	38	9	9	0	13
48	MEAN	6	5	6.3	0.7	0.10	6.1	6.5	0	0	2	0	0	0

Ex-students' perception of the school and the infrastructure

SL	CHARACTERISTIC	Median	Mode	Sample Mean	sDev	Std Error	0.95 pMean from	to	%P	%F	%G	%V	%E	%NS
1	Accessibility of teachers	10	10	9.2	1.4	0.18	8.8	9.5	0	2	7	22	68	2
2	Accessibility of house parents	10	10	9.0	1.5	0.19	8.6	9.4	0	3	3	32	60	2
3	Scope to learn arts, crafts	10	10	8.6	1.6	0.21	8.2	9.1	0	3	12	33	50	2
4	Freedom/space available	8	10	8.5	1.7	0.21	8.1	8.9	0	2	18	30	47	3
5	Emphasis on human values	8	10	8.5	1.8	0.23	8.0	8.9	0	3	18	28	48	2
6	Library Facilities	8	8	8.1	1.7	0.22	7.7	8.6	0	5	18	42	35	0
7	'Human goodness' conveyed by teachers	8	10	8.0	1.9	0.25	7.5	8.5	0	7	25	27	38	3
8	Scope for widening intellectual horizons	8	10	8.0	1.9	0.25	7.5	8.4	0	8	20	35	35	2
9	Workshops/concerts	8	10	8.0	1.9	0.25	7.5	8.5	2	3	25	30	35	5
10	Games/sports opportunities	8	8	7.9	2.1	0.27	7.4	8.4	2	10	15	37	35	2
11	Scope to learn music	8	8	7.9	1.8	0.24	7.4	8.3	0	8	20	42	30	0
12	Academic Inputs	8	8	7.8	1.5	0.19	7.4	8.2	0	2	27	50	20	2
13	Care while you were sick	8	6	7.6	2.0	0.25	7.1	8.1	0	8	32	27	28	5
14	Types/quality of assemblies	8	8	7.6	1.9	0.24	7.1	8.0	0	8	30	35	25	2
15	School Facilities	8	8	7.5	1.9	0.25	7.0	8.0	0	12	25	38	25	0
16	Hostel Facilities	8	6	7.2	1.9	0.25	6.7	7.7	0	13	35	32	20	0
17	Assistance from school office	6	6	7.1	1.9	0.24	6.6	7.6	0	10	40	23	18	8
18	Laboratory Facilities	6	6	7.0	2.0	0.26	6.5	7.5	0	15	33	25	18	8
19	Personality development	8	8	7.0	2.3	0.29	6.4	7.6	3	18	25	30	22	2
20	Environment of dining hall	6	6	6.9	2.1	0.27	6.4	7.5	3	12	40	25	20	0
21	Opportunities to identify talents and potential	8	8	6.9	2.1	0.28	6.3	7.4	2	22	20	37	15	5
22	Sensitiveness of school while providing feedback	6	6	6.8	1.9	0.25	6.3	7.3	3	8	38	25	12	13
23	Scope to learn dancing	6	6	6.8	2.0	0.26	6.2	7.3	2	18	30	30	13	7
24	Accessibility of management	6	6	6.7	2.4	0.31	6.1	7.3	5	18	28	18	22	8
25	Sensitivity displayed when dealing with students' problems	6	6	6.7	2.2	0.28	6.2	7.3	3	20	28	28	17	3
26	Psychological support provided to handle difficult problems	6	8	6.6	2.5	0.32	6.0	7.3	8	18	22	28	18	5
27	Medical attention	6	6	6.6	2.0	0.26	6.1	7.1	3	15	42	27	13	0
28	Food provided by dining hall	6	6	6.5	2.2	0.28	6.0	7.1	3	22	35	22	17	2
29	Tuck shop facility	6	6	6.5	1.5	0.19	6.1	6.9	0	12	58	23	7	0
30	Laundry service	6	4	5.8	2.3	0.30	5.2	6.4	8	37	22	23	10	0
31	Guidance provided for competitive entrance exams	4	2	3.8	1.9	0.25	3.4	4.3	35	30	17	3	2	13
32	MEAN	7	7	7.3	1.0	0.13	7.1	7.6						

	Teachers' perception of the school, its infrastructure and management style														
SL	CHARACTERISTIC	Mean	Med	Mod	Max	Min	Nmax	Nmin	Sd	N	%n	%resp	Se	Pmean	
														from	to
1	Natural setting of the school	9.13	10	10	10	6	20	3	1.36	31	3.2	96.8	0.24	8.89	9.38
2	Library Facilities	8.60	8	10	10	6	14	5	1.50	31	3.2	96.8	0.27	8.33	8.87
3	Freedom to plan and work	8.26	8	8	10	4	12	2	1.77	31	0.0	100.0	0.32	7.94	8.58
4	Scope to prepare new teaching material	7.86	8	8	10	4	8	2	1.80	31	9.7	90.3	0.32	7.53	8.18
5	Level of non interference by management in routine activities of teachers	7.86	8	10	10	4	9	1	1.80	31	9.7	90.3	0.32	7.53	8.18
6	Scope for growth and enrichment as teacher	7.74	8	8	10	4	7	1	1.61	31	0.0	100.0	0.29	7.45	8.03
7	Assistance from school office	7.61	8	6	10	4	9	1	1.82	31	0.0	100.0	0.33	7.29	7.94
8	Ability to conduct admission tests, interviews smoothly with care and fairness	7.33	7	6	10	4	5	1	1.74	31	22.6	77.4	0.31	7.02	7.65
9	Freedom and space available to learn and grow inwardly, psychologically	7.31	8	8	10	4	7	5	2.09	31	6.5	93.5	0.38	6.94	7.69
10	Space/scope available for experimentation and innovation	7.29	8	6	10	2	7	1	1.97	31	0.0	100.0	0.35	6.94	7.64
11	Scope to work/live without fear of management	7.29	8	6	10	4	5	2	1.68	31	0.0	100.0	0.30	6.99	7.59
12	Patience displayed in the dealings with teachers	7.29	6	6	10	4	7	2	1.90	31	9.7	90.3	0.34	6.94	7.63
13	Accessibility of management on school issues	7.23	8	6	10	4	5	2	1.69	31	0.0	100.0	0.30	6.92	7.53
14	Respect with which interactions are held with teachers	7.21	6	6	10	4	7	2	1.91	31	9.7	90.3	0.34	6.87	7.56
15	Patience displayed in the dealings with children	7.20	7	6	10	4	7	4	2.01	31	3.2	96.8	0.36	6.84	7.56
16	Encouragement/support provided to initiatives taken by teachers	7.14	8	8	10	4	4	4	1.84	31	9.7	90.3	0.33	6.81	7.47
17	Ability to take well considered, sound decisions keeping students as focus	7.04	6	6	10	4	5	1	1.70	31	12.9	87.1	0.30	6.73	7.34
18	Campus, residence maintenance by school	6.97	6	6	10	4	3	1	1.45	31	0.0	100.0	0.26	6.71	7.23
19	Scope to appreciate music and dance	6.97	8	8	10	2	5	2	2.18	31	0.0	100.0	0.39	6.58	7.36
20	Example set by management due to their personal values	6.92	8	8	10	2	5	1	2.28	31	16.1	83.9	0.41	6.51	7.33
21	Sensitiveness with which students' individual/special problems are understood	6.92	6	6	10	4	5	4	1.98	31	16.1	83.9	0.36	6.57	7.28
22	Acceptance of different approaches of teachers to handle similar issues	6.90	6	6	10	2	5	1	2.11	31	6.5	93.5	0.38	6.52	7.28

#	Item													
23	Games/sports opportunities	6.89	8	8	10	2	3	1	2.03	31	12.9	87.1	0.36	6.53	7.25
24	Campus layout and pathways	6.84	6	6	10	4	6	3	1.85	31	0.0	100.0	0.33	6.51	7.17
25	Willingness of management to listen to contrary views of teachers	6.83	6	6	10	4	6	6	2.11	31	6.5	93.5	0.38	6.45	7.21
26	Scope to work without competing, comparing	6.83	6	6	10	2	3	2	1.89	31	6.5	93.5	0.34	6.49	7.17
27	Support received by you from management to handle problems	6.80	6	6	10	2	5	2	2.14	31	3.2	96.8	0.38	6.42	7.18
28	Level of fairness displayed by management in its dealings with teachers	6.80	6	6	10	4	3	4	1.83	31	19.4	80.6	0.33	6.47	7.13
29	Freedom to choose work	6.77	6	8	10	4	5	8	2.11	31	0.0	100.0	0.38	6.40	7.15
30	Openness of management to receive feedback from teachers for improvement in the school	6.71	6	6	10	4	3	4	1.74	31	9.7	90.3	0.31	6.40	7.03
31	Adequacy of residential premises provided to you	6.71	6	8	10	2	2	1	1.83	31	0.0	100.0	0.33	6.38	7.04
32	Scope to appreciate/learn arts, crafts	6.67	6	6	10	2	7	4	2.59	31	3.2	96.8	0.47	6.20	7.13
33	Quality of staff meetings regarding educational philosophy and approaches	6.58	6	6	10	2	5	1	2.08	31	0.0	100.0	0.37	6.21	6.95
34	Planning and scheduling school term calendar	6.54	6	6	10	4	3	4	1.75	31	16.1	83.9	0.31	6.22	6.85
35	Campus medical attention	6.48	6	6	10	4	1	5	1.57	31	6.5	93.5	0.28	6.20	6.77
36	Sensitiveness with which teachers are provided adverse feedback	6.48	6	6	10	2	3	1	2.09	31	32.3	67.7	0.38	6.10	6.85
37	Accessibility of management on personal issues	6.46	6	6	10	4	2	5	1.73	31	16.1	83.9	0.31	6.15	6.77
38	Providing extra support to new children to help them adjust	6.45	6	4	10	4	5	10	2.17	31	0.0	100.0	0.39	6.06	6.84
39	Scope, time given to teachers to build up their teaching abilities	6.37	6	6	10	2	2	1	1.92	31	12.9	87.1	0.35	6.02	6.72
40	Laundry services	6.36	6	6	10	2	1	1	1.64	31	9.7	90.3	0.29	6.06	6.65
41	Ability to conduct staff discussions on important issues related to students	6.33	6	6	10	2	3	2	2.17	31	3.2	96.8	0.39	5.94	6.72
42	Sensitiveness of school in assigning any extra work to teachers	6.31	6	8	10	4	1	9	1.93	31	16.1	83.9	0.35	5.96	6.66
43	Level of trust inspired in teachers by management	6.22	6	6	10	4	2	8	1.87	31	12.9	87.1	0.34	5.89	6.56
44	Conducting class review meetings meaningfully comprehensively	6.13	6	6	10	2	3	1	1.93	31	0.0	100.0	0.35	5.78	6.48
45	Type of mix of formal and informal communication channels	6.10	6	6	10	4	1	6	1.77	31	35.5	64.5	0.32	5.78	6.42
46	Tuck shop services	6.06	6	6	8	4	7	6	1.31	31	0.0	100.0	0.24	5.83	6.30
47	Scope for relaxation(entertainment)	6.00	6	6	10	2	3	2	2.07	31	6.5	93.5	0.37	5.63	6.37
48	Laboratory Facilities	6.00	6	6	8	4	3	3	1.36	31	54.8	45.2	0.24	5.76	6.24
49	Ability to assign right work to right people	6.00	6	6	8	2	7	1	1.71	31	25.8	74.2	0.31	5.69	6.31

#	Description													
50	DH services (other than food)	5.93	6	6	10	2	1	2	1.81	31	6.5	93.5	0.33	5.61	6.26
51	Sensitiveness with which students are provided adverse feedback	5.91	6	6	10	2	2	2	2.04	31	25.8	74.2	0.37	5.55	6.28
52	Ability to handle lapses by teachers sensitively, yet adequately	5.91	6	6	10	4	1	7	1.65	31	25.8	74.2	0.30	5.62	6.21
53	Level of transparency shown by management while dealing with teachers	5.91	6	6	8	2	6	1	1.65	31	25.8	74.2	0.30	5.62	6.21
54	Support given to teachers to enable them handle responsibilities better	5.87	6	6	10	2	2	2	1.81	31	3.2	96.8	0.33	5.54	6.19
55	Scope provided for participation in decision making in areas related	5.81	6	6	10	2	2	2	2.18	31	32.3	67.7	0.39	5.42	6.20
56	Bringing about school wide awareness on important or critical matters	5.80	6	6	10	2	4	2	2.19	31	3.2	96.8	0.39	5.41	6.19
57	Counseling individual students needing emotional/psychological support	5.79	6	6	10	2	2	2	2.02	31	6.5	93.5	0.36	5.43	6.16
58	Scope for mutual and/or group learning/enrichment in your faculty group	5.78	6	6	10	2	2	2	2.03	31	12.9	87.1	0.36	5.41	6.14
59	Ability to provide guidance to students seeking it	5.78	6	6	10	2	1	1	1.78	31	12.9	87.1	0.32	5.46	6.10
60	Ability to recognise and appreciate work of teachers in an unbiased manner	5.75	6	6	8	2	5	1	1.59	31	22.6	77.4	0.29	5.46	6.04
61	Freedom from biases and past impressions in present interactions with teachers	5.74	6	6	10	2	1	1	1.84	31	25.8	74.2	0.33	5.41	6.07
62	Quality of the workshops, seminars conducted in the school for teachers	5.70	6	6	10	4	2	11	1.81	31	12.9	87.1	0.33	5.38	6.03
63	Keeping parents posted about ...	5.52	6	6	10	2	1	1	1.78	31	32.3	67.7	0.32	5.20	5.84
64	Ability to discuss with children issues causing disciplinary problems	5.50	6	6	8	2	5	2	1.69	31	9.7	90.3	0.30	5.20	5.80
65	Adequacy of existing communication channels	5.47	6	6	8	2	6	3	1.81	31	3.2	96.8	0.33	5.14	5.79
66	Hair cutting services	5.45	6	6	8	2	4	1	1.65	31	29.0	71.0	0.30	5.16	5.75
67	Ability to resolve conflicts amongst students	5.04	6	6	8	2	3	3	1.70	31	12.9	87.1	0.30	4.73	5.34
68	Taking follow up action based on class review meetings	4.85	4	4	8	2	3	3	1.71	31	16.1	83.9	0.31	4.54	5.15
69	Ability to take up collective work at a faculty level	4.79	4	6	8	2	2	4	1.66	31	9.7	90.3	0.30	4.49	5.08
70	Food provided by dining hall	4.77	4	4	8	2	4	5	1.84	31	0.0	100.0	0.33	4.44	5.10
71	Ability to take follow up action based on staff meetings	4.76	4	4	8	2	2	3	1.55	31	6.5	93.5	0.28	4.48	5.04

#	Item													
72	Ability to deal with children who use foul language	4.74	4	4	8	2	3	4	1.77	31	12.9	87.1	0.32	4.42	5.06
73	Counseling adolescent students on boy-girl relationships	4.72	4	4	10	2	1	3	1.72	31	19.4	80.6	0.31	4.41	5.03
74	Ability to deal with an issue like 'restlessness in children'	4.67	4	4	8	2	3	5	1.84	31	12.9	87.1	0.33	4.34	5.00
75	Ability to provide extra academic support to weak students	4.62	4	4	8	2	2	4	1.61	31	6.5	93.5	0.29	4.33	4.91
76	Ability to take group tasks at faculty level to their logical end	4.60	4	4	6	2	8	2	1.31	31	35.5	64.5	0.24	4.36	4.84
77	Dealing with children involved in boy-girl relationships	4.56	4	6	6	2	11	4	1.47	31	19.4	80.6	0.26	4.30	4.82
78	Handling students who are irregular in their work	4.55	4	4	8	2	1	4	1.50	31	6.5	93.5	0.27	4.28	4.82
79	Ability to improve orderliness and effectiveness in prep classes	4.52	4	4	6	2	9	3	1.38	31	25.8	74.2	0.25	4.27	4.77
80	Leisure available to you while the term is on	4.52	4	4	8	2	3	6	1.79	31	0.0	100.0	0.32	4.20	4.84
81	Ability to address DH related issues	4.48	4	4	8	2	1	5	1.57	31	6.5	93.5	0.28	4.20	4.77
82	Ability to deal with individuals who misuse 'freedom'	4.33	4	4	8	2	1	5	1.63	31	22.6	77.4	0.29	4.04	4.63
83	Ability to improve punctuality in children for classes, assembly etc.	4.31	4	4	8	2	2	5	1.67	31	16.1	83.9	0.30	4.01	4.61
84	Ability to sustain projects undertaken at faculty level	4.26	4	4	8	2	1	5	1.63	31	25.8	74.2	0.29	3.97	4.55
85	Environment of dining hall	4.20	4	4	6	2	10	7	1.52	31	3.2	96.8	0.27	3.93	4.47
86	Ability to improve involvement of students in house upkeep	4.19	4	4	8	2	1	5	1.66	31	32.3	67.7	0.30	3.89	4.49
87	Ability to improve timeliness in children in assignments	4.18	4	4	8	2	1	3	1.37	31	29.0	71.0	0.25	3.94	4.43
88	Tailoring services	4.16	4	4	8	2	2	7	1.82	31	19.4	80.6	0.33	3.83	4.49
89	Ability to resolve conflicts amongst teachers	4.09	4	4	6	2	7	6	1.57	31	29.0	71.0	0.28	3.81	4.37
90	Ability to deal with students who misuse 'freedom'	4.00	4	4	6	2	6	6	1.36	31	12.9	87.1	0.24	3.76	4.24
91	Ability to improve involvement of students in PT and games	3.93	4	2	6	2	9	10	1.68	31	9.7	90.3	0.30	3.63	4.23

APPENDIX III
PARENTS' QUESTIONNAIRE VARIABLE NAME TO SPSS VARIABLE NUMBER LINKAGE

Sl	Questionnaire Variable Name	SPSS Variable Number
01	Hostel Facilities	01
02	School Facilities	02
03	Academic Inputs	03
04	Games/sports opportunities	04
05	Scope to learn music/dance	05
06	Library Facilities	06
07	Laboratory Facilities	07
08	Accessibility of teachers	08
09	Accessibility of house parents	09
10	Scope to identify talents	10
11	Accessibility of management	11
12	Food provided by dining hall	12
13	Environment of dining hall	13
14	Campus layout and pathways	14
15	Scope for personality growth	15
16	'Human goodness' conveyed	16
17	Emphasis on human values	17
18	Cleanliness of campus	18
19	Guest House Facilities	19
20	Care while child is sick	20
21	Scope to learn arts and crafts	21
22	Laundry service	22
23	Medical attention	23
24	Tuck shop facility	24
25	Assistance from school office	25
26	Scope to widen intellectual horizons	26
27	Types/quality of assemblies	27
28	Workshops, concerts etc.	28
29	Sensitiveness of school in dealing students' problems	29
30	Psychological support provided to handle difficult situations	30
31	Freedom/space to students	31
32	Guidance for competitive, entrance exams	32

PARENTS' QUESTIONNAIRE VARIABLE NAME TO SPSS VARIABLE NUMBER LINKAGE

Sl	Questionnaire Variable Name	SPSS Variable Number
01	Dislikes, prejudices	01
02	Fear of teachers	02
03	Care of belongings	03
04	Tendency to dominate	04
05	Ability to consider different perspectives	05
06	Ability to express freely, forthrightly	06
07	Taking a balanced view while deciding	07
08	Sensitivity towards other people	08
09	Overall sense of responsibility	09
10	Range of interests	10
11	Aesthetic sense	11
12	Orderliness	12
13	Sensitivity towards nature	13
14	Ability in sports, games	14
15	Sense of relatedness to the people around	15
16	Urge to do better	16
17	Sense of listening and observation	17
18	Environmental awareness	18
19	Self confidence	19
20	Self motivation	20
21	Academic ability	21
22	Ability to draw right lessons from failures	22
23	Adaptability	23
24	Ability in arts/crafts	24
25	Emotional upsets	25
26	Interpersonal relationships	26
27	Ability in music/dance	27

STUDENTS' QUESTIONNAIRE VARIABLE NAME TO SPSS VARIABLE NUMBER LINKAGE

Sl	Questionnaire Variable Name	SPSS Variable Number
01	Hostel Facilities	01
02	School Facilities	02
03	Academic Inputs	03
04	Games/sports opportunities	04
05	Scope to learn music	05
06	Library Facilities	06
07	Laboratory Facilities	07
08	Accessibility of teachers	08
09	Accessibility of house parent	09
10	Scope to identify talents and potential	10
11	Accessibility of management	11
12	Food provided by dining hall	12
13	Environment of dining hall	13
14	Scope for personality development	14
15	Scope for widening intellectual horizons	15
16	Psychological support provided to handle difficult problems	16
17	Guidance provided for competitive, entrance examinations	17
18	Types/quality of assemblies	18
19	Sensitivity displayed in dealing with individual problems of students	19
20	'Human goodness' conveyed by teachers	20
21	Care while you are sick	21
22	Scope to learn arts and crafts	22
23	Laundry services	23
24	Campus medical attention	24
25	Tuck shop services	25
26	Assistance from school office	26
27	Workshops/concerts by visitors	27
28	Sensitiveness of school while providing critical feedback to students	28
29	Emphasis on human values	29
30	Freedom/space available for students to learn and grow	30
31	Scope to learn or appreciate dancing	31
32	Scope to learn and work without comparison or competition	32
33	Scope to work and live without fear of teachers	33
34	Scope to work and live without fear of management	34
35	Extent to which students are kept as the focus while handling problems	35
36	Extra academic support provided to needy students	36
37	Confidentiality with which information shared with teachers is dealt	37

38	Scope for hikes, field visits, field projects, treks, camps etc.	38
39	Patience displayed by teachers towards students	40
40	Respect and politeness shown by teachers towards students	41
41	Scope provided in the school to understand what is the joy of learning	42
42	Scope provided by the school to understand what violence is	43
43	Scope provided by the school to make mistakes and learn from them	44
44	Scope for students to take initiatives and try new 'things'	45
45	Willingness of the teachers to listen to contrary views which are presented logically and after due consideration	46
46	Methods adopted by the school to explain, convince, convey issues	47
47	Extent to which teachers are free of past impressions about students in their present interactions	48

STUDENTS' QUESTIONNAIRE VARIABLE NAME TO SPSS VARIABLE NUMBER LINKAGE

Sl	Questionnaire Variable Name	SPSS Variable Number
01	Freedom from dislikes or prejudices	01
02	Freedom from fear of teachers or authorities	02
03	Freedom from tendency to dominate	03
04	Understanding one's nature	04
05	Ability to consider different perspectives	05
06	Ability to express freely, forthrightly	06
07	Capacity to take a balanced view while deciding	07
08	Ability to keep problems of others in mind while relating	08
09	Sense of responsibility	09
10	Range of interests	10
11	Environmental awareness	11
12	Abilities in sports/games	12
13	Orderliness and timeliness	13
14	Sensitivity towards nature	14
15	Academic ability	15
16	Relatedness to people	16
17	Urge to do better, improve	17
18	Ability to listen, observe	18
19	Self confidence	19
20	Self motivation	20
21	Ability to draw right lessons from failures	22
22	Flexibility in opinions	23
23	Abilities in arts and crafts	24
24	Understanding one's emotions	25
25	Quality of relationships	26
26	Abilities in music/dance	27
27	Adaptability	28
28	Intellectual width	29
29	Feeling for the deprived	30
30	Patience with friends	31
31	Ability to receive critical or adverse feedback	32
32	Joy of learning	33
33	Freedom from emotional upsets	34
34	Ability to accept one's mistakes	35
35	Ability to study for conceptual understanding, not marks	36

EX-STUDENTS' QUESTIONNAIRE VARIABLE NAME TO SPSS VARIABLE NUMBER LINKAGE

Sl	Questionnaire Variable Name	SPSS Variable Number
01	Hostel Facilities	01
02	School Facilities	02
03	Academic Inputs	03
04	Games/sports opportunities	04
05	Scope to learn music	05
06	Library Facilities	06
07	Laboratory Facilities	07
08	Accessibility of teachers	08
09	Accessibility of house parents	09
10	Scope to identify talents and potential	10
11	Accessibility of management	11
12	Food provided by dining hall	12
13	Environment of dining hall	13
14	Scope for personality development	14
15	Scope for widening intellectual horizons	15
16	Psychological support provided to handle difficult problems	16
17	Guidance provided for competitive, entrance examinations	17
18	Types/quality of assemblies	18
19	Sensitivity displayed when dealing with students' problems	19
20	'Human goodness' conveyed	20
21	Care while you were sick	21
22	Scope to learn arts, crafts	22
23	Laundry services	23
24	Campus medical attention	24
25	Tuck shop services	25
26	Assistance from school office	26
27	Workshops/concerts	27
28	Sensitiveness of school while providing adverse or critical feedback	28
29	Emphasis on human values	29
30	Freedom/space available to learn and grow	30
31	Scope to learn dance	31

EX-STUDENTS' QUESTIONNAIRE VARIABLE NAME TO SPSS VARIABLE NUMBER LINKAGE

Sl	Questionnaire Variable Name	SPSS Variable Number
01	Freedom from dislikes or prejudices	01
02	Freedom from fear of teachers or authorities	02
03	Freedom from tendency to dominate	03
04	Understanding one's own nature	04
05	Ability to consider different perspectives	05
06	Ability to express freely, forthrightly	06
07	Capacity to take a balanced view while deciding	07
08	Sensitivity towards others	08
09	Sense of responsibility	09
10	Range of interests	10
11	Environmental awareness	11
12	Abilities in sports/games	12
13	Orderliness and timeliness	13
14	Sensitivity towards nature	14
15	Academic ability	15
16	Relatedness to people	16
17	Urge to do better, improve	17
18	Ability to listen, observe	18
19	Self confidence	19
20	Self motivation	20
21	Ability to draw right lessons from failures	21
22	Flexibility in opinions	22
23	Abilities in arts/crafts	23
24	Understanding one's own emotions	24
25	Quality of interpersonal relationships	25
26	Abilities in music/dance	26
27	Adaptability	27

TEACHERS' QUESTIONNAIRE VARIABLE NAME TO SPSS VARIABLE NUMBER LINKAGE

Sl	Questionnaire Variable Name	SPSS Variable Number
01	Scope to prepare new teaching material	01
02	Scope for growth and enrichment as teacher	02
03	Games/sports opportunities	03
04	Scope for relaxation (entertainment)	04
05	Library Facilities	05
06	Laboratory Facilities	06
07	Accessibility of management on school issues	07
08	Accessibility of management on personal issues	08
09	Food provided by dining hall	09
10	Environment of dining hall	10
11	Campus layout and pathways	11
12	Scope for mutual and/or group learning/enrichment in your faculty group	12
13	Freedom to plan and work	13
14	Freedom to choose work	14
15	Leisure available to you while the term is on	15
16	Space/scope available for experimentation and innovation	16
17	Natural setting of the school	17
18	Support received by you from management to handle problems	18
19	Adequacy of residential premises provided to you	19
20	Scope to work/live without fear of management	20
21	Laundry services	21
22	Campus medical attention	22
23	Tuck shop services	23
24	Assistance from school office	24
25	DH services (other than food)	25
26	Freedom and space available to learn and grow inwardly, psychologically	26
27	Campus, residence maintenance by school	27
28	Sensitiveness with which teachers are provided adverse feedback	28
29	Sensitiveness with which students are provided adverse feedback	29
30	Scope to appreciate music and dance	30
31	Scope to appreciate/learn arts, crafts	31
32	Tailoring services	32
33	Hair cutting services	33
34	Quality of the workshops, seminars conducted in the school for teachers	34

35	Ability to provide guidance to students seeking it	35
36	Counseling individual students needing emotional/psychological support	36
37	Handling students who are irregular in their work	37
38	Ability to resolve conflicts amongst students	38
39	Ability to take up collective work at a faculty level	39
40	Ability to provide extra academic support to weak students	40
41	Ability to deal with students who misuse 'freedom'	41
42	Ability to improve involvement of students in house upkeep	42
43	Counseling adolescent students on boy-girl relationships	43
44	Dealing with children involved in boy-girl relationships	44
45	Conducting class review meetings meaningfully and comprehensively	45
46	Taking follow up action based on class review meetings	46
47	Providing extra support to new children to help them adjust to the place	47
48	Ability to conduct staff discussions on important issues related to students	48
49	Acceptance of different approaches of teachers to handle similar issues	49
50	Ability to resolve conflicts amongst teachers	50
51	Ability to handle lapses by teachers sensitively, yet adequately	51
52	Ability to sustain projects undertaken at faculty level to a logical end	52
53	Ability to deal with individuals who misuse 'freedom'	53
54	Planning and scheduling school term calendar	54
55	Quality of staff meetings regarding educational philosophy and approaches	55
56	Ability to conduct admission tests, interviews smoothly with care and fairness	56
57	Support given to teachers to enable them handle responsibilities better	57
58	Bringing about school wide awareness on important or critical matters	58
59	Keeping parents posted about sustained or gross misconduct or difficulties a child faces so that appropriate discussions could be held with parents later on	59
60	Scope, time given to teachers to build up their teaching abilities	60
61	Sensitiveness of school in assigning any extra work to teachers	61
62	Level of non interference by management in routine activities of teachers	62
63	Willingness of management to listen to contrary views of teachers	63
64	Adequacy of existing communication channels	64
65	Type of mix of formal and informal communication channels	65

	available	
66	Level of trust inspired in teachers by management	66
67	Example set by management due to their personal values	67
68	Level of fairness displayed by management in its dealings with teachers	68
69	Level of transparency shown by management while dealing with teachers	69
70	Freedom from biases and past impressions in present interactions with teachers	70
71	Ability to take well considered, sound decisions keeping students as focus	71
72	Ability to address DH related issues	72
73	Ability to improve involvement of students in PT and games	73
74	Respect with which interactions are held with teachers	74
75	Openness of management to receive feedback from teachers for improvement in the school	75
76	Encouragement/support provided to initiatives taken by teachers	76
77	Scope to work without competing, comparing	77
78	Ability to deal with an issue like 'restlessness in children'	78
79	Ability to improve timeliness in children in assignments	79
80	Ability to improve punctuality in children for classes, assembly etc.	80
81	Ability to improve orderliness and effectiveness in prep classes	81
82	Ability to deal with children who use foul language	82
83	Ability to discuss with children issues causing disciplinary problems	83
84	Patience displayed in the dealings with children	84
85	Patience displayed in the dealings with teachers	85
86	Ability to take follow up action based on staff meetings	86
87	Ability to take group tasks at faculty level to their logical end	87
88	Scope provided for participation in decision making in areas related	88
89	Ability to recognise and appreciate work of teachers in an unbiased manner	89
90	Ability to assign right work to right people	90
91	Sensitiveness with which students' individual/special problems are understood	91

TEACHERS' QUESTIONNAIRE VARIABLE NAME TO SPSS VARIABLE NUMBER LINKAGE

Sl	Questionnaire Variable Name	SPSS Variable Number
01	Freedom from dislikes or prejudices	01
02	Freedom from fear of authorities	02
03	Freedom from tendency to dominate	03
04	Understanding one's nature	04
05	Ability to appreciate and consider different perspectives	05
06	Ability to express freely, forthrightly one's views	06
07	Capacity to take a balanced view while deciding	07
08	Sensitivity towards deprived	08
09	Overall sense of responsibility	09
10	Range of interests	10
11	Environmental awareness	11
12	Sense of beauty/aesthetics	12
13	Orderliness and timeliness	13
14	Sensitivity towards nature	14
15	Appreciation of sports/games	15
16	Relatedness to people around	16
17	Urge to do better, improve	17
18	Ability to listen, observe	18
19	Self confidence	19
20	Self motivation	20
21	Academic enrichment	21
22	Ability to draw right lessons from failures	22
23	Flexibility in opinions	23
24	Appreciation of arts/crafts	24
25	Understanding one's own emotions	25
26	Quality of interpersonal relationships	26
27	Music/dance appreciation	27
28	Patience with students	28
29	Non labeling and non comparing of students	29
30	Ability to learn	30
31	Ability to teach	31
32	Ability to receive feedback from students	32
33	Ability to change teaching style and methods	33
34	Intellectual width	34

EXPLORATORY DETERMINATION
OF
CRONBACH'S COEFFICIENT ALPHA

Introduction: Conceptually, reliability is defined as 'the degree to which measures are free from error and therefore yield consistent results'.

Coefficient of alpha was developed by Cronbach (1951) as a generalized measure of the internal consistency of a multi-item scale.

It is formulated as

$$\alpha = (k/k\text{-}1)\ [1\text{-}\ \Sigma\ \sigma_i^2 / \sigma_s^2\ ]$$

Where,

k – is the number of items in the scale

σ_i - is the variance of item 'i'

σ_s - is the variance of the scale.

Coefficient of alpha has effectively become the measure of choice for estimating the reliability of multi-item scale. Indeed, alpha has become one of the foundations of measurement theory. Focusing on coefficient alpha should not detract from the generality of research, and indeed, it should improve the usefulness of the research because there is no heterogeneity in the data due to the presence of other reliability coefficients.

Deployment of Cronbach's α as a measure of the reliability[1]: This instrument was not deployed initially. The questionnaire was designed by an iterative process of collecting data from a pilot sample of respodents and studying the same. The responses were studied to ascertain how well the questions were understood by the respondents and how accurate the response was. In all the questionnaires were revised by this process over

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[1] PETERSON A. ROBERT, *A Meta-analysis of Cronbach's Co-efficient Alpha*, Journal of Consumer Research, Inc. Vol. 21, September 1994, Pp 381 to 391.

twenty times and a record of the changes made were documented along with the rationale of each of the revisions.

Based on the feedback of the external examiner the internal consistnecy of the data was checked using the Cronbach's Coefficient α. This was done on an exploratory basis presently to verify the consistency of data in a retrospective manner.

Findings of exploratory analysis:

File Name: Student Scope

	Sub-scale	Number of Items	Reliability Statistics
Student Scope	No sub scale	47	0.875968

File Name: Student Growth

	Sub-scale	Number of Items	Reliability Statistics
Student Growth	ABILITY-FUNCTIONAL GROWTH	11	0.68355
	EMOTIONAL-SOCIABILITY GROWTH	11	0.522395
	PSYCHOLOGICAL-INWARD GROWTH	13	0.649921

File Name: Student Growth

	Sub-scale	Number of Items	Reliability Statistics
Student Growth	Freedom and space to teachers	12	0.834966
	Attitude and approach towards teachers	6	0.73219
	Accessibility of management	4	0.806329
	Management values and fairness	9	0.84859
	Planning, organizing, scheduling	5	0.627235

	Sub-scale	Number of Items	Reliability Statistics
	Communications and discussions	9	0.914092
	Shared decision making	Not computed – since it is a single item measure	
	Conflict resolution and team building	5	0.46856
	Teacher development workshops	Not computed – since it is a single item measure	
	Ability to counsel and guide students	5	0.762538
	Effectiveness in improving discipline	12	0.83718
	Ability to follow up	2	0.655019
	Facilities	20	0.714453

File Name: Teacher growth

	Sub-scale	Number of Items	Reliability Statistics
Teacher growth	Analysis was not carried out – since the data contains 'a', 'b' and 'n' – the notions meanings are not given. Also some of the items are in negative range also		

Results: It is observed that the coefficient is above the initial level of 0.5 to 0.6 suggested by Cronbach except for one category in which it is 0.468.