

## **4.0 Introduction**

This Chapter consists of analysis and interpretation of the collected data objective wise through questionnaires, checklist, online test, reaction scale, interview, focused group discussion, observation schedule and inventory.

### **4.1 Data Analysis and Interpretation of Objective 1**

Out of 19 schools, 13 schools replied for objective 01.

**Objective:** To study the present status of Don Bosco's schools in the Western region of India in terms of:

#### **4.1.1 Punishments by Educative Community/Management In Holistic Development of Students.**

##### **Management**

- 4.1.1.1. When asked if they believed in punishments, 37.50% replied positively, 62.50% replied negatively.
- 4.1.1.2. As to what their idea of punishment was, 5 said that there was no punishment at all, 1 said that it meant corrective measures in extreme situation, 1 said it meant inculcating better behavior, 2 said that it was that which made a person aware that one had done wrong, 2 said that punishment was not needed, 1 said it meant correction in order to help, 3 felt it was for the good of the students, 1 believed that it was to mould the behavior of the child and 2 did not answer.
- 4.1.1.3. As to what role punishment played in their school, 2 said it was for seeking the students growth, 4 said it was for the students need to improve, 1 said it was used when necessary, 1 said that it was constructive, 3 said it meant taking away rewards, 1 said that it was detachment from negative behavior, 2 said that it was rarely done, 4 felt that there was no punishment at all, for 1 it meant to correct the child and for 1 to detain the child and 1 did not answer.
- 4.1.1.4. When asked if they had a punishment policy, 15 replied positively and 1 replied negatively.
- 4.1.1.5. When asked what type of punishments they gave, 2 said suspension if physically or morally harmful to others, 1 said non corporal, 1 said

reprimand, 5 said remarks in handbook, 1 said imposition, 1 said staying back at school, 1 said asking parent to sit with the pupil in school, 1 said call parents, 1 said no rewards, 1 said make to sit on the floor, 3 said extra study during regular time, 1 said exclude the students from privileges, 1 said give a warning card, 1 said give something tiring or painful which they would not like to do again and 2 didn't answer.

- 4.1.1.6. When asked if they punished in such a way that the students had a remarkable hope of pardon, 12- replied positively, 2 replied negatively and 1 replied sometimes.
- 4.1.1.7. As to whether they made the students understand that the punishment given was out of duty not out of revenge, 15 replied positively and 1 sometimes.
- 4.1.1.8. When asked if they punished students only when they felt that the punishment was absolutely necessary /when did they feel that punishment was necessary, 5 didn't answer and 11 replied positively. 1- when the child was very stubborn and rebellious, 3-when s/he crossed the limit in spite of warning, 1- when the students conduct was physically or morally harmful to others, 1- when the teaching was disrupted, 1 in extreme cases, 1 after repeated reminders and 1 in the beginning, to set a precedent.
- 4.1.1.9. As to whether they punished the whole class or only the particular defaulter, 15 replied the particular defaulter and 1 said whichever was necessary.
- 4.1.1.10. When asked if they made sure that any punishment given was of short duration, 13 replied positively and 3 negatively.
- 4.1.1.11. As to whether they took care to see that the punishment given was proportionate to the fault committed, 14 replied positively and 2 replied sometimes.
- 4.1.1.12. When asked if they withheld for some time giving a responsible position to the offender as punishment, 11 replied positively, 2 replied negatively, 1 replied sometimes and 2 didn't answer.
- 4.1.1.13. As to whether they avoided disrespectful punishments of the following kinds:
  - a. Making the pupil kneel in a painful position- 16 replied positively.
  - b. Pulling the pupil's ears – 16 replied positively.

- 4.1.1.14. When asked if they humiliated the students in public by humiliating punishments or remarks, 3 replied positively, 11 replied negatively and 2 didn't answer.
- 4.1.1.15. As to whether they punished severely, slight faults, 1 replied positively and 15 replied negatively.
- 4.1.1.16. As to whether they punished the students without reason, 4 replied positively and 12 replied negatively.
- 4.1.1.17. When asked if they physically punished the students, 1 replied positively in rarest of rare cases, 14 replied negatively and 1 didn't answer.
- 4.1.1.18. As to whether they believed in the principle, "spare the rod and spoil the child," 6 replied positively, 8 replied negatively and 2 didn't answer.
- 4.1.1.19. When asked if they punished for the sake of punishing, 1 replied positively and 15 replied negatively.
- 4.1.1.20. As to whether the students would go out of hand if they didn't punish, 4 replied positively and 15 replied negatively.

### **Teachers**

- 4.1.1.21. In response to the question related to believing in punishment, 7 teachers replied positively, 31 replied negatively, 8 teachers replied sometimes, while 19 teachers didn't reply to the question.
- 4.1.1.22. When asked about their idea of punishment, 5 teachers replied that there was no physical punishment, 6 said that it was important for discipline, 4 replied that it meant to understand the students, 7 teachers considered it as personal advice, 6 said it meant stopping of favours given to them, 6 said it meant positive correction, 5 teachers said that loving kindness was more powerful than punishments, 1 teacher said it meant light punishment, 4 said that it was that which was given out of duty, 4 replied that they did not believe in punishment at all, 1 said it meant bringing about a change for betterment, while 15 teachers didn't reply,
- 4.1.1.23. As to what role punishment played in their schools, 5 teachers replied that there was a ban on physical punishment, 6 said that there was no physical and mental punishment, 6 replied that there was no need of punishment, 7 replied that punishment was not proper, 8 said it was to correct students, 8 said it was about giving creative punishment, 1 said it

was to make them better human beings, 3 suggested it was better to warn first and then to give cards, 5 said it was to help the child and 16 teachers didn't reply.

4.1.1.24. When asked if they had a punishment policy, 10 teachers replied positively, 34 replied negatively and 21 teachers didn't reply.

4.1.1.25. As to whether they punished in such a way that the students had a hope of pardon, 40 teachers replied positively and 25 teachers didn't answer.

4.1.1.26. When asked if they made the students understand that punishment was given out of duty and not out of revenge, 35 teachers replied positively, 10 replied negatively and 20 teachers didn't answer the question.

4.1.1.27. In response to the question about punishing only when necessary, 26 teachers replied positively, 20 teachers said that there should be no punishment at all while 19 teachers didn't answer.

4.1.1.28. In response to the question about punishing the whole class or the particular defaulter, 33 teachers replied the particular defaulter, 15 replied the whole class, 1 said that there should be no punishment at all, 1 said that it depended on the situation and 15 didn't reply,

4.1.1.29. When asked if they made sure that any punishment given was of short duration, 48 replied positively and 17 replied negatively.

4.1.1.30. When asked if they took care to see that the punishment given was proportionate to the fault committed, 47 replied positively while 18 replied negatively.

4.1.1.31. As to whether they withheld for some time giving a responsible position to the offender as punishment, 30 teachers replied positively, 6 replied negatively, 5 said that it depended on the situation and 24 didn't answer.

4.1.1.32. When asked if they avoided disrespectful punishments of the following kinds:

a. Making the student kneel down in a painful position, 36 teachers replied positively, 19 teachers replied negatively and 10 teachers didn't answer.

b. Pulling the student's ears, 20 teachers replied positively, 22 teachers replied negatively, 1 teacher considered it very bad and 22 teachers didn't answer.

- 4.1.1.33. When asked if they humiliated the students in public by humiliating punishments or remarks, 3 replied positively, 11 replied negatively and 2 didn't answer.
- 4.1.1.34. As to whether they punished severely slight faults, 10 teachers replied positively, 35 replied negatively while 20 didn't answer.
- 4.1.1.35. When asked if they punished the student without reasons, 10 teachers replied positively, 40 teachers replied negatively while 15 teachers didn't reply.
- 4.1.1.36. In response to the question about physically punishing the students, 10 replied positively, 38 replied negatively, while 17 didn't reply.
- 4.1.1.37. When asked if they believed in the principle about sparing the rod and spoiling the child, 8 teachers replied positively, 40 teachers replied negatively, while 17 didn't reply.
- 4.1.1.38. As to whether they punished for the sake of punishment, 6 replied positively, 20 replied negatively while 39 didn't reply.
- 4.1.1.39. As to whether the students would go out of hand if they didn't punish, 4 teachers replied positively, 57 teachers replied negatively while 4 didn't reply.

#### **4.1.2 Role of PTA In Curriculum Transaction**

- 4.1.2.1. When asked why they chose this school for their child, they replied as follows: 3- best school, 6- name and education, 3-quality education, 9 - extracurricular activities, 3 - reputation, 16 - good and better education, 8 - sports activities, 6- its aims and objectives, 7 - discipline, 1 - catechism, 11 - overall development, 1-education system, 7 -good school, 6 -close to residence, 1 -past pupils and parents,1- gave importance to all subject and, 7 didn't reply.
- 4.1.2.2. In response to the question about what the vision of the school was, 12 replied to form good citizens,13 replied overall development, 7 replied to prepare for future career,6 replied to build God's kingdom, 1 replied to transfer them to a new world, 4 replied to educate, 6 replied development of school, country and society, 1 replied keep busy keep cheerful, 6 replied to create leaders, 6 replied to foster human and spiritual value, 1

- replied to maintain a good standard, 1 replied to make it the top school in the future, 6 replied overall discipline, 6 replied to foster virtues/ values, 6 replied to impart quality education, 1 replied to conduct activities with the help of teachers, 1 replied to impart good education, 1 replied service , love, values and dedicated teachers and 9 didn't reply,
- 4.1.2.3. As to whether they had an idea about the rules of the institution,41-replied positively and 10 didn't reply.
- 4.1.2.4. When asked if they had seen the school calendar, 38 replied positively, 5 replied negatively and 8 didn't answer.
- 4.1.2.5. In response to the question about whether and how they felt part of the school,37 replied positively, 10replied- by being present for the PTA meeting, 1- for Open day, 6- school activities, 1 - for discussions, 1 - by getting education, 1 - by giving them importance, 1 -by maintaining close relationship, 6 replied negatively and 12 didn't reply.
- 4.1.2.6. As to whether they were involved in the planning and decision making of the school, 29 replied positively, 20 replied negatively and 10 didn't answer.
- 4.1.2.7. When asked if they were happy with the standard of education of the school,41 replied positively, 5 replied negatively and 5 didn't answer.
- 4.1.2.8. In response to the question about whether they were aware of the syllabus,41 replied positively, 15 replied negatively, and 6 didn't answer.
- 4.1.2.9. In response to the question about being happy with the mode of teaching, 45 replied positively, 3replied negatively, and 7 didn't answer.
- 4.1.2.10. In response to the question about whether the school gave importance to co-curricular activities and which, 40 replied positively, 8 replied- elocution, 3 - essay, 2 - science fair, 1 - unit test,1-projects, 16 - games, 1- festivals, 1 - mimicry,1 - mock parliament,5-drawing,5- talent day,1- assembly,1 - IT, 1 - yoga,1 - music, 4 replied negatively, and 8 didn't answer.
- 4.1.2.11. As to whether the school gave importance to extra-curricular activities and which, 36 replied positively,2 replied- science fair, 1 - essay, 8 - sports, 2 - music, 7 - drama, 6 - independence day, 5 - republic day, 5 - dance, 1 - elocution, 1 - various competitions, 2 - school cleanliness, 1 - tree

- planting, 1 - singing, 1 – general knowledge test, 1-rangoli, 1-celebration of festivals, 1 replied negatively and 3 didn't answer.
- 4.1.2.12. In response to the question about whether the focus of the school was the student and if not what, 41 replied positively, 1 replied negatively, and 1 didn't answer.
- 4.1.2.13. As to whether the school gave importance to religion in general, 34 replied positively, 6 replied negatively, and 1 didn't answer.
- 4.1.2.14. When asked whether and how the school gave importance to value education, 39 replied positively, 1 replied by giving respect, 1-through self development, 3-through assemblies, 1-by teaching weak students through regular classes, 1 - through character formation, 1- through projects, 1 – through charts, 2 –through morning talks, 1-through social exposure, 1-through tests, 3-through value education classes and 1 didn't answer.
- 4.1.2.15. In response to the question about whether the school catered to the overall development of the students and how 38 replied positively, 1 replied through- betterment of the students, 2-by performing co-curricular activities, 1by- giving special attention, 8–by conducting indoor and outdoor activities, 1-through physical and mental development, 1–in many ways, 1-through living by objective programme, 1- by giving encouragement, 1-by giving whatever required, 1 - by being friendly, 1-through extra class, 1 -through sports, 1 -through tour/ visit, 1 – through holistic development. 2 didn't reply and 3 didn't answer.
- 4.1.2.16. As to whether the staff reasoned out with the students, 40 replied positively and 1 said on one to one basis.
- 4.1.2.17. When asked if the students were loved by the staff and management, 42 replied positively, 1 said for sure, 1 did not reply.
- 4.1.2.18. As to whether their sons and daughters felt loved by the staff and management, 42 replied positively, 1 said absolutely and 2 did not reply,
- 4.1.2.19. In response to the question if their child was being prepared for life, 30 replied positively, 1 said home work and 6 did not reply.
- 4.1.2.20. When asked to name five things that they were happy about the school, 6 replied- sports, 1-annual day, 1-reading, 1- English needs more attention, 1- picnics, 1- celebrations, 8-discipline, 6-good teachers and

staff,4- activities,1- first Friday masses ,4-big playground, school campus and premises,7-education,3-concern,3- cleanliness, 1- aims and objectives, 1-dedication,1-preventive method,1protection,1-values,2-special attention,1- decoration during festivals,1-hall,2-competitions,1-a friendly atmosphere,1-child-centred,2-homeworks,1-classrooms,1-holistic development,1- science exhibition,1-exams,1-maintainance of school,1-informing parents about irregularities,2 replied negatively,1 said none and 12 didn't reply.

4.1.2.21. When asked to name five things that they were not happy about the school, 16 replied positively, 2 replied -canteen facility,1- midday outdoor sports,1-group projects, 1-computer facilities, 1-height of benches and desks,1- heavy school bags, 1-timing,1-lunch arrangements,1-online education, 1-lack of fans, 2- cleanliness, 2-, lockers should be provided, 1- Saturday should be a holiday and 17 did not reply

4.1.2.22. As to whether the teachers were well trained,36 replied positively, 2 replied partly and 5 did not reply.

4.1.2.23. When asked if the teachers were dedicated, 42 replied positively and 1 did not reply.

4.1.2.24. As to whether the teachers were well versed with their subject, 41 replied positively, 1- not at all and 1 did not reply.

4.1.2.25. In response to whether the teachers were kind and loving, 42 replied positively and 1 did not reply.

4.1.2.26. When asked if the students were given an opportunity to be creative, 11 replied positively, 29 replied good and 3 did not reply.

4.1.2.27. When asked to comment about the standard of discipline,23 replied - good,3-high,2-excellent,1-verygood, 2-proper,1-simple punishment are given , 5 replied negatively and 3 did not reply.

4.1.2.28. As to whether the students were punished in the school, 16 replied positively, 11 replied negatively and,7 did not reply .

4.1.2.29. When asked what kind of punishments were given, 21 replied positively, 1 replied negatively,6 did not reply, 1-disciplinary forms filled by teachers, 5-remarks in calendar,1- no punishment,2-standing out,2- suspension for a week, 1- depend on circumstances, 2- parents are called, 1- not physical.



- 4.1.2.30. As to whether the teachers gave time for weak students, 35 replied positively, 1 did not reply.
- 4.1.2.31. When asked if there was a spirit of joy and optimism in the school, 27 replied positively, 1 replied negatively and 6 did not reply.
- 4.1.2.32. When asked what could be done to improve the PTA, 10 suggested- to include other parents in the PTA, 20- have more meetings, 13- better coordination and 2 did not reply.
- 4.1.2.33. In response to whether they were satisfied with the way the school was run by the management, 34 replied positively, 8 replied negatively, 1 did not reply.
- 4.1.2.34. When asked if the number of meetings were sufficient, 34 replied positively, 7 replied negatively and didn't answer.

#### **4.1.3. Role of the Past Pupils In Curriculum Transaction**

- 4.1.3.1. When asked if they were proud to be past pupils of the school, 40 replied positively, 10 replied negatively and 16 didn't reply.
- 4.1.3.2. As to whether they had a past pupils association in the school, 45 replied positively, 8 replied negatively and 12 didn't reply.
- 4.1.3.3. In response to the question whether they were members of the past pupils association, 47 replied positively, 17 replied negatively and 1 didn't reply.
- 4.1.3.4. When asked what kind of memories they had about their school, 1 replied good memories, 7 replied joyful memories, 1 said was missing school days, 1 remembered the way of teaching, 1 replied the care of weak students, 1 replied equality, 1 remembered punishment, 1 replied cherish able, 3 replied teachers and support of the staff, 3 replied scouting, 3 replied co curricular activities, 3 replied picnics, 2 replied games, 1 replied grateful, 1 replied waiting for marks, 1 replied keeping quiet when the principal came, 1 -hiding behind friends when teacher asked questions, 1 replied friends, 3 replied events, 1 replied punctuality, 1 replied cleanliness, 1 replied quality of good citizenship, 3 replied pleasant and 7 didn't answer.

- 4.1.3.5. When asked about what type of education they had received, 1 replied cultural , 1 replied moral, 6 replied all round development, 5 replied good, 1 replied quality, 1 replied basics, 1 replied curriculum, 1 replied discipline, 1 replied punctuality, 3 replied value, 1 replied cleanliness, 1 replied good education from experienced teachers, 5 replied activities, 1 replied that which made them good citizens, 3 replied life oriented, 1 replied useful teaching, 2 replied repressive, 1 replied expressive, 1 replied preventive, 2 replied truthful, 1 replied that which helped to achieve their aim, 1 replied success oriented teaching and 10 didn't reply.
- 4.1.3.6. In response to the question about the contribution of school towards their life, 1 replied education, 9 replied made them responsible citizens, 1 replied improved their personality, 8 replied gave them value, 2 replied positivity, 1 replied taught them extracurricular activities, 1 replied gave them a qualified balance between sport and academics, , 1 replied good qualities, 1 replied it helped them to achieve success, 2 replied gave them character formation, 2 replied camps, 2 replied games, 1 replied witness of truth as a teacher, 5 replied strong foundation, 1 replied improved social life, 1 replied prepared them for the future, 1 replied made more responsible, 1 replied helped gain self confidence and 3 didn't answer.
- 4.1.3.7. In response to the question about what system was followed in their school, 14 replied preventive system, 6 replied expressive system, 2 replied repressive system, 1 replied state board, 1 replied equality, 1 replied purposeful teaching, 1 replied all, 1 replied the system of following rules, 6 replied discipline and faithfulness, 2 replied run, jump, play but do not sin, 1 replied Don Bosco's educational system, 2 replied keep busy keep cheerful, 2 replied e-class and 10 didn't reply.
- 4.1.3.8. When asked what the pillars of Don Bosco's education system was, 1 replied union, 1 replied discipline, 2 replied punctuality, , 3 replied love peace and joy, 4 replied faith in Don Bosco, 5 replied loving kindness, 1 replied staff and students, 1 replied run, jump, play but don't sin, 1 replied reason, 2 replied good staff, 1 replied different activities, 2 replied education, 2 replied sports, 1 replied commitment, 1 replied results, 4 replied values, 1 replied personality development and 15 didn't reply.

- 4.1.3.9. As to whether the school curriculum tended to overall development, 39 replied positively and 6 replied negatively.
- 4.1.3.10. In response to the question about whether the school created an atmosphere in which the students learnt to think critically and constructively, 39 replied positively and 6 replied negatively.
- 4.1.3.11. When asked if their school created an atmosphere to seek truth and problem solving., 39 replied positively and 6 replied negatively
- 4.1.3.12. In response to the question about whether the school helped the students in establishing values, 39 replied positively and 6 replied negatively.
- 4.1.3.13. When asked if the school curriculum developed their character, integrity, judgment, co-operation and good will, 40 replied positively , 3 – negatively and 2 didn't answer.
- 4.1.3.14. As to whether the school curriculum prepared them to be good citizens, 38 replied positively, 4-negatively and 1 didn't answer.
- 4.1.3.15. When asked whether the school curriculum met the needs of student with a wide range of ability, aptitudes and interest, 38 replied positively, 5 – negatively and 2 didn't answer.
- 4.1.3.16. As to whether the curriculum was child centered,43 replied positively and 2 -negatively
- 4.1.3.17. In response to the question whether the curriculum was related to life and how, 34 replied positively, 1 replied- through values, 1-personality, 3-responsibility, 2 - talents, 1-assembly, 1 - education, 1-hard work, 1- life related activities ,1 – following of rules, 1–science and technology, 1- getting a job, 4- information about sickness, 1- everything at school, 3 - physical education along with moral education, 1- scouting, 2 - personality development, 1-life skills, 1 social activities. 13 replied negatively and 2 didn't reply.
- 4.1.3.18. In response to the question about relationship between management and staff, 8 replied good, 2 replied cooperative,3 replied family, 5 replied systematic, 7 replied well- coordinated, 3 replied very good, 1 replied guiding, 1 replied fearless, 2 replied healthy, 3 replied friendly, 1 replied responsible, 2 replied friendly and open, 1 replied ok and 2 didn't answer.

- 4.1.3.19. In response to the question about relationship between teachers and past pupils, 6 replied good, 10 replied friendly, 8 replied respectful, 12 replied loving, 5 replied understanding, 5 replied fun loving, 5 replied kind, 2 replied guru and friend, 1 replied guru and disciple, 4 replied caring, 2 replied healthy, 1 replied forgiving, 1 replied family and 1 didn't reply.
- 4.1.3.20. When asked what type of atmosphere prevailed in their school, 2 replied positive climate, 1 replied no ragging, 2 replied healthy and friendly, 2 replied active and co-operative, 7 replied happy, 1 replied felt like studying, 5 replied peaceful, 5 replied exciting and joyful, 5 replied fun loving, 4 replied loving and caring, 3 replied fearless, 3 replied enthusiastic, 1 replied fearful, 2 replied good contact, 1 replied warm, 1 replied disciplined, , 1 replied good, 1 replied very good and 1 didn't reply.
- 4.1.3.21. When asked to rate the standard of teaching, 1 replied quite good, 18 replied very good, 1 replied 100%, 5 replied senior teachers were very good, 7 replied good, 3 replied outstanding and 3 didn't reply.
- 4.1.3.22. As to whether the staff gave extra time to the weak students, 40 replied positively and 5 replied negatively.
- 4.1.3.23. In response to the question whether the school was only academic oriented, 8 replied positively, 33 replied negatively and 4 didn't answer.
- 4.1.3.24. In response to the question about what was the role of curricular activities, 2 replied to find hidden talents, 1 replied to develop skills, 1 replied to develop educational skills, 1 replied to improve the educational system, 1 replied to develop good qualities, 2 replied to learn something new, 1 replied to increase stage power, 1 replied to connect to the realistic world, 1-replied to foster good education, 7-replied to develop our personality, 5 replied to make us active, 5 replied to mould us well, 1 replied to foster personal, social and academic growth, 1 replied to develop leadership quality and self confidence and. 4 didn't answer,
- 4.1.3.25. In response to the question about what the role of co-curricular activities was, 5 replied-to enhance singing, 5-dancing, 5-drama, 5-self-confidence, 3-overall development, 1 - recreational development, 1-cultural development, 1-social value, 1-civil value, 1-creative thinking, 1-critical thinking, 1-decision making, 2-physical stability and growth, 2-

students related activities, 1 replied good activity, 1-replied show case talent, 1 –the present state, 1-learning forever, 5-talents , 3 replied good and 7 didn't reply.

4.1.3.26. In response to the question about their present role in the school development, 1 replied- part of the same institute, 2 replied-were junior college students, 3 replied- were past pupils, 1 replied- helped improve current situation, 1 replied-was a pta member, 1 replied- nothing official, 1 replied -helped to make school more famous, 1 replied- did something and showed,1 replied- helped present students, 1 replied by serving , 1 replied by keeping rules and regulation, 1 replied- by representing the school for different activities, 1 replied- by following and telling others to follow, 1- catering to overall development of children, 10 replied not active and 10 didn't reply.

4.1.3.27. When asked if they had any say in the running of the school? 2 replied positively, 13 replied negatively, 5 - helped in the smooth running, 1- helped in activities, and 12 didn't reply.

4.1.3.28. In response to the question about if they had any say in the curriculum transaction, 11 replied positively, 11 replied negatively, 14 didn't reply,

4.1.3.29. In response to the question about whether the school had prepared them for life, and how, 35 replied positively, 4 replied- by making them more responsible and better persons, 1-enhancing their self confidence, 1 - through leadership, 1 -communication skills, 2 making them more independent, 1 replied good response to the real world, 1 replied by feeling strong, 1 replied – through the never give up attitude, 2- showing the way to live life. 1 replied negatively and 9 didn't reply.

4.1.3.30. In response to the question about how often they visited the school,9 replied everyday,2-once a week,5-frequently,3-once/twice a year,1-four time in a year,1- twice in 6 months,3-once in 3 months,1-sometimes,1- for work,1- when help needed, 1- whenever free,1- when opportunity,1- when s/he remembered, 6- not often and 5 didn't answer.

4.1.3.31. As to how often they visited their teachers,1 replied regularly,6- very often, 1-once a week,2- sometimes,3- once in three months,6- during functions 6-everyday, 2- once a month,1- three-four times a year,1-

once/twice,1- when got time,1- not regularly,7- rarely and 6 didn't answer.

4.1.3.32. When asked what the present status was their school, 2 replied best in the locality,12-very good,3-quite good, 4-developed,2-good,3-progressive,1-better than before,5-doing well,1-less discipline,1- irregularities,1- couldn't say and 10- didn't answer.

4.1.3.33. When asked if the spirit of Don Bosco was still prevalent, 40 replied positively and 5 didn't answer.

#### **4.1.4 Role of Curricular and Co-Curricular Activities In Holistic Development Of Students**

##### **➤ Management**

4.1.4.1. When asked if they had co-curricular activities in the school, 16 replied positively.

4.1.4.2. As to whether the co-curricular activities were an integral part of the school programme, 15 replied positively and 1 didn't answer.

4.1.4.3. When asked what according to them the importance of co-curricular activities was, 14 replied all round development, 1- discovery and development of potential, 1- that it formed the child.

4.1.4.4. When asked to name 5 curricular activities conducted in their school, 3 answered, elocution,3- essay, 2-quiz, 2- eco activities, 2- competitions, 2- coaching, 2- sports day, 4- debates, 4- annual day , 2- questionnaires, 5- co curricular activities, 5- poetry, 2- speech, 2 -literary fest, 1-dance, 2-drama, 2- project work, 1- field trips, 1- science fair, 1- talent day,1- handwriting, 1- art and craft,1- work experience, 1- computer, 1- academics and 3 didn't answer.

4.1.4.5. When asked to name 5 co-curricular activities conducted in their school, 4 replied sports,4- scouting,4- singing,4- dancing, 2-music,2-drama, 2-cultural fest,3- yoga, 3-elocution, 3-skating,1- inter house activities,1- environmental programme ,1- festivals, 1-competitions,1- annual day, 1-, games, and 1 didn't reply.

4.1.4.6. As to how the school catered to the physical development- sports, gym, and athletics, 4-answered mass drill, 4-jungle gym, 4-District and State level tournaments, 4-PT, 4-gym, 5-athletics,4-sports,4-specialized

coaching in sports, gym and athletics, 1-good coaching facilities, 1-dedicated coaches and teachers, 1-spacious playgrounds, 1- sports equipments and 4 didn't answer..

4.1.4.7. As to how the school catered to the emotional development-outlet through activities, 1 replied special coaching in arts, i.t, sports, nature and culture, 4-value education classes,2-meditation,2-counseling,1-magazines,2-seminars,1-activities, 1- life skill development, 1- stage plays, 1- activities and competitions and 3 didn't answer.

4.1.4.8. When asked how the school catered to the social development- 1 replied social service activities ,1- buddy system, 10-scouting, 6-first aid,7-shramdan, 1- through clubs and lunch time activities,1- cleanliness drives and 3 didn't answer.

4.1.4.9. As to in what manner did the school cater to the moral development-sportsmanship, leadership,4-replied leadership camps,1- sports coaching,1- participation in inter and intra school events ,1- counseling,1-strong leaders council, 4-sports day, 2-scouting, 1-parliament, 1-value education,2 -sportmanship,1- moral science,1-religion, 1- retreats, 1- recollection, 1- class, 1- assembly,1- awards, 1- appreciation certificates, 1-house competitions,1-points system,1-interschool tournaments and 4 didn't answer.

4.1.4.10. When asked how the school catered to the academic development, 1 replied- by enriching and widening bookish knowledge, 4- equipping the school with technological and other aids,1- teacher training,1-subscribing to magazines related to educational innovation,2 –allotting library period, 1- essay writing, 1- speech competitions, 1- clubs, 1-exams and tests,1- reading room,1- book club,1-regular follow up of the study,1-value based education,1- quiz competition and 4 didn't reply

4.1.4.11. As to how the school catered to the cultural development- drama , folk dance and folk music: 1- through assembly presentation, 2-celebration of national festivals, 2-cultural fests, 3- celebration of festivals, 1- showcasing talents, 1 -celebrating feasts, 3-folk dance,3-folk music, 1 -Bosco kala- -utsav,3- dramatics, 1- Christmas panorama, 1-annual day,1- competitions, 1- foster tradition and cultural activities, and 3 didn't answer.

- 4.1.4.12. When asked how the School catered to the aesthetic development- drawing, painting, fancy-dress,1-encouraging art activities,1- inter intra school competitions, - inter house competitions in 6- drawing, 6- painting and 6- fancy dress,2- 1-extra classes,1- competitions inside and outside, 1- encouraging creativity and 3 didn't answer.
- 4.1.4.13. As to how often was the library frequented, 5 replied- compulsorily once a week, 4-very often, 3- not very often, 1- regularly, 1- twice a week, 3-during recesses and 1- seldom.
- 4.1.4.14. When asked if the students were encouraged to read, 14 replied positively, 1- efforts had to be made and 1- seldom.
- 4.1.4.15. When asked if the school trained the students for leadership and how,16 replied positively: 1- through student counseling, 1- orientation programmes,3- seminars and in house training,1- meetings,1- leader training and 1-by providing reading material.
- 4.1.4.16. Does the school teach you to make proper use of leisure time? 1-No answer, 12- yes, 1- holiday activities and courses,1- invite students to be productive , 1- no.
- 4.1.4.17. As to whether the school catered to the discipline value e.g. To act according to the rules, self-imposed discipline,16 replied positively,1- through correction classes and 1- by focusing on students rights and responsibilities.
- 4.1.4.18. When asked if the co-curricular activities dominated the academic activities, 10 replied negatively, 2 said at times, 2 replied positively, and 3 said that there was a healthy balance.
- 4.1.4.19. As to how much importance was given to curricular and co-curricular activities,1replied a fair importance, 1 said much, 1 said ion a good measure, 5 said equal, 6 said balanced and 1 didn't reply.
- 4.1.4.20. When asked how often they had co-curricular activities,7 replied once a week, 5- every fortnight, 1- very regularly,1- throughout the year,1- well spaced out and 1- twice in a year.
- 4.1.4.21. As to whether the students were involved in the planning of the co-curricular activities, 9 replied positively, 5 replied negatively and 1 didn't answer.
- 4.1.4.22. When asked if the school conducted assemblies. 16 replied positively.



4.1.4.23. When asked who conducted the assemblies, 2 replied principal/ students, 6- students, 5- teachers, 1- fathers/ brothers, 6- class wise and, 1- house wise.

4.1.4.24. As to whether the presence of co-curricular activities had a positive effect on the students and if no, specify, 16 replied positively, 1 said it made them more friendly and 1 said that it helped them to come on stage and perform.

➤ **Teachers**

4.1.4.25. In response to the question about what role curricular activities played in their school, , 3 replied it helped - to gain knowledge, 5 – to develop students and teachers, 3- to improve academic skills, 5 - to develop abilities/ potentialities of the students, 1 - to imbibe confidence in students, 6 – to form overall development, 3 - to face challenges, 5 -to develop skills of the students, 1 - to encourage and develop their talents, 1 -to encourage the growth of the students, 1 - to make the teaching method interesting, 1 - to speed up the learning process, 1 to foster team spirit, 1 to foster self esteem, 1 – to foster enthusiasm, 1 – to foster creativity, 1 – to foster academic growth, 1 – to provide activities, 1 - provide enjoyment, 1 – to conduct timely activities, 1 – to give special attention to project work, 1 teacher replied quite a lot and 16 didn't reply.

4.1.4.26. In response to the question about what role co-curricular activities played in the school , 1 teacher replied it- provided happy teaching, 1 - helped learning, 1 - gave every activity importance, 11- catered to all round development, 3 – gave an opportunity to showcase talents, 1 - fostered team spirit, 2 - brought out their potential, 1 - helped to bring confidence, 5 - fostered the physical and mental development of the students, 1 -gave priority to activity, 2 - fostered confidence, 5 – fostered the development of teacher and student, 3 - helped improving academic skills, 5 - gave more importance, 3 - developed art and skills, 1 teacher replied quite a lot and 17 didn't reply.

**4.1.5 Method of Teaching and Presence Of Teacher In Students' Holistic Development.**

➤ **Management**

- 4.1.5.1. When asked if the teachers came regularly to school, 16 replied positively.
- 4.1.5.2. To the question if the teachers came in time, 15 replied positively and 1 mostly.
- 4.1.5.3. When asked if the teachers were in the class before the students to welcome them, 10 replied positively, 4 replied negatively, 1 replied sometimes and 1 mostly.
- 4.1.5.4. As to whether the teachers mixed about freely with the students, 13 replied positively, 1 replied 80 % 1 replied negatively and 1 replied some mix.
- 4.1.5.5. To the question whether the teachers knew their students well (family background etc.), 9 replied positively, 1 replied more or less, 4 replied negatively and 2 replied some teachers knew.
- 4.1.5.6. When asked if the teachers mixed with the students during breaks, 11 replied positively, 1 replied seldom, 1 replied not often and 3 replied negatively.
- 4.1.5.7. As to whether the teachers were concerned about the cleanliness of the students, 13 replied positively, 1 replied negatively and 1 said that not all were concerned.
- 4.1.5.8. When asked if the teachers checked the personal cleanliness of the students (hair, nails, uniform), 13 replied positively, 2 replied negatively and 1 said that some teachers checked.
- 4.1.5.9. As to whether the teachers were in touch with the parents of the students, 14 replied positively and 2 replied negatively.
- 4.1.5.10. When asked if the teachers prepare their classes well, 14 replied positively, 1 replied negatively and 1 said that they often prepare.
- 4.1.5.11. As to if the teachers prepare teaching aids, 6 replied positively, 1 said often, 7 replied negatively and 2 didn't answer.
- 4.1.5.12. When asked if the teachers gave extra time for the slow learners, 11 replied positively, 1 replied sometimes and 4 replied negatively.
- 4.1.5.13. As to whether the teachers were role models for their students, 15 replied positively and 1 said often.

- 4.1.5.14. When asked which methods the teachers adopted (chalk-talk, ICT, TLM), 10 replied all the above methods, 5 replied chalk-talk and 1 didn't answer.
- 4.1.5.15. As to whether the teachers encouraged the students to read, 10 replied positively, 1 said often, 4 replied negatively and 1 didn't answer. Yes.
- 4.1.5.16. When asked if the teachers gave equal attention to all the types of students (gifted, average, slow learners), 11 replied positively, 1 replied sometimes, 1 replied often, 2 replied negatively and 1 replied all the teachers did not give.
- 4.1.5.17. As to whether the child was the center of the class, 14 replied positively, 1 replied theoretically yes and 1 replied that he didn't know.
- 4.1.5.18. When asked if the teachers conducted curricular activities and which, 15 replied positively : 2- poetry, 1-essay, 2-debate, 2-speech, 2-competition, 1-field trips, 1-projects, 1- subject related activity, 1- as planned in the year, 1- dance, 1- drama, 1-, to enhance talents and 1 replied negatively.
- 4.1.5.19. As to whether other human resources were utilized and which, 11 replied positively : 1- guest lecturers, 1-life skills, 1-supervisors skills, 1-NGOs, 3-parents, 2-past pupils, 1-parishioners, 2-professionals, 1 said that the question was not clear, 2 said that they were not sure, 1 replied negatively and 1 didn't answer.
- 4.1.5.20. When asked if the teachers inculcated good values in the students and how, 15 replied positively: 6-value education, 3-morning assembly, 1-good attitudes, 2- lessons, 4- good morning talks, 1- good example, 1-o period, 1- role models, 1- religious instructions and 1 didn't answer.

#### **4.1.6 Role of Various Clubs Run In The Schools For The Holistic Development Of Students.**

##### **➤ Management**

- 4.1.6.1. When asked if and how clubs catered to the holistic development of the students, 11 replied positively and 5 didn't answer. 1-by offering

programmes according to their ability, 1- by giving importance to mind heart body spirit, 1- through personal follow up, 2- through co curricular activities, 1- through prayer services, 1- through sports, 1- through cultural and other religious feasts 3- through value education classes , 1 through a variety of activities that catered to the different interests and ability, 1 through scouting and eco club and 4 didn't answer.

4.1.6.2. When asked if clubs featured as part of the holistic development programme, 14 replied positively and 2 didn't reply.

4.1.6.3. When asked why clubs? ,2 replied -it refreshed the students ,2 – it enhanced overall development of the students, 1- it gave like minded students an opportunity to experiment in the field of their interest , a platform and encouragement is given, 1- it emphasized team spirit, 1- it was a more informal setting, 1- it enhanced social development and personal fulfillment, 1- it taught them how to be united and positive, 1 – it developed interest of the students in subjects according to their interest, 1- learning was supplemented or complemented by other members, 1- it created togetherness, 1- it enhanced a lot of research work, 1- it enhanced the talented students, 1- it catered to holistic development and 3 didn't answer.

4.1.6.4. When asked what effect the clubs had on the students, 1 replied- they felt important, 2- it gave them an eagerness to learn something new, 1- it had a unifying effect, 1- it satisfied various issues, 1- it had a good effect, 1- it gave them a practical sense of living, 1- it increased their interest, 1- there was a purpose and unity in activity, 1- it helped students to explore and develop their talents and interests and put them to practice, 1- it enhanced overall development and helped showcase their talents, 1- it improved their level of confidence, 1- gave them a maturity to deliver and 3 didn't answer.

4.1.6.5. When asked what types of clubs they had and how many, 7 replied – eco clubs, 5- scout troops, 4- science clubs , 2- literary clubs , 1 house system, 3- sports clubs, 1- cultural club, 1- nature club, 3 – language clubs, 1- NCC troops, 2- RSP troops, 1- math's club, 2 social service groups, 2 – art clubs, 1- assignment club and 3 didn't answer.

4.1.6.6. When asked what the aims and objectives of the clubs were, 1 replied- it gave the students an opportunity to step in the area of their interest and develop their personality, 2- it sensitized the students on eco issues, 1- it formed the students and past pupils, 2- it catered to the all round development, 1- it added another dimension to the personality of the pupil, 1- it gave an opportunity to grow and research more in the subjects of their

interest,1- it enhanced team work, discipline and responsibility,1 it fostered greater sensitivity towards the environment, 1- it made them aware of a particular subject, 1- it enabled them to excel in a particular field and 5 didn't answer.

- 4.1.6.7. When asked what the criterion for membership of the clubs was, 1 replied- some clubs were reserved for the day scholars, some were reserved for the boarders and some for the girls only, 1-it was purely voluntary, ,3- must have interest,2- it was open to all,1- by choice, 1- had to pass a written entrance test,1 – needed to have willingness and enthusiasm, 1- needed to have a pure interest in the environment and willingness to work for its concern, 1- regular attendance and 4 didn't answer.
- 4.1.6.8. As to who was in charge of the clubs,2 replied-teachers and brothers, 1- the principal and teachers , 1- those appointed by management, 1- a salesian,1- the principal along with the PTA members,6- teachers,1- senior subject teachers, 1- leaders and 2 didn't answer.
- 4.1.6.9. When asked what the mode of selection of the club in-charge was,2 replied- interest, 1- their affinity to the field, 1- the decision of the manager,1- one's desire,3- according to their ability, 1- for school students,1- aptitude of the student,1- reporting and leadership quality,1 written application and ability to command discipline, 1- by appointment , 1- according to their performance and 2 didn't reply.
- 4.1.6.10. As to how often the members met to plan and evaluate, 5 -once a month, 1- once in fortnight, , 1- never, 2- on a weekly basis,2- twice or thrice in a month, 1- whenever an event was announced, 1-once or twice a month,1 replied-seldom and 2 didn't answer.
- 4.1.6.11. When asked how many activities the clubs undertook, 1 replied-at least one a year ,2- one activity every three months, 1- four a year,1- a lot of activities,1 -three to four a year, 1- at least four in a year,1- minimum three a year,1- as many as assigned, 1 – twelve to fifteen in a year, 1- at least two-three in a month, 1 many , 1- two-three a year and 3 didn't answer.
- 4.1.6.12. As to what the role of the management was in the running of the clubs, 1 replied- provided time and opportunity for the activities, 9- supported in all ways,2- gave guidance,1- involvement,1- planning, execution and evaluation, 2- direction, 1- follow up , 1 encouragement and 5 didn't answer.
- 4.1.6.13. As to what the role of the staff was in the running of the clubs, 1 replied- external support, 3-support,2- follow up,1 - involvement,1- animation,1-

encouragement, 1- supervision, 1- enthuse the students,1- execution. 5 didn't answer.

4.1.6.14. As to what the role of the PTA was in the running of the clubs, 1 replied – they extended external support,1- they were very effective,2- they were very supportive and concerned,1- they were fully involved, 3- they were not involved, 1- they were hardly involved , 1- they extended financial support, 1- they helped and guided. 5 didn't answer.

4.1.6.15. As to what the role of the past pupils was in the running of the clubs, 3 replied- none,1- very helpful,1- involved,4- no involvement, 1- they were yet to be organized. 6 didn't answer.

4.1.6.16. As to what the role of the parents was in the running of the clubs, 2 replied- external support, 1- no support,1- good , 1- involved, 1- accompanied them for long camps, 3- no special involvement and 1- financial. 6 didn't reply.

4.1.6.17. When asked if their clubs were only academically oriented, 4 replied positively, 7 replied negatively and 5 didn't reply.

4.1.6.18. When asked if the activities were conducted only during the school hours, or if not then when, 4 replied positively, 2 replied negatively, 2- some during school hours and others after school hours, 3-sometimes also after the school hours, 3- during school hours, 1- if there was a camp then on holidays, 2- on Saturdays after school, .1- outside school hours and 2 didn't reply.

#### **4.1.7 Functioning, Challenges and Opportunities For Students And Teachers In Employing Don Bosco's Educational Approach.**

##### **➤ Functioning and Challenges**

##### **➤ Management**

4.1.7.1. When asked what the vision of their school was, they replied as follows:1-“Reach out to as many as possible and make them good citizens”, 1- “inserted in the church with the spirit of educative system of Don Bosco”,2- “to make them good citizens and prepare them for their future career, 1-“ according to the charism and spirit of Don Bosco, we commit ourselves to make youngsters responsible, God loving and productive citizens so as to enable them to earn their livelihood with honesty and dignity”, 1-“educating children to human values and develop personality to the full through which they will

realize their human potential and find fulfilling place in society”,3-“ holistic and integral development of students” 1-“ preparing students for success in life with quality education, to be God fearing individuals and good citizens is the fundamental goal of the school”,2- vision 2020 “stress for education, quality education to the disadvantaged”, 1- “a dynamic Salesian school that encourages holistic lifelong learning, integrity and success for all” and 3 didn’t answer.

4.1.7.2. When asked what the mission statement of their school was, they replied as follows: 3- “fostering spirit, loving kindness, creativity and physical fitness”, 1-“ we are committed to working together each part a sum of the whole all contributors to the final outcome and that outcome is to create well balanced citizens who reach out in selfless service”,2- “quality education for the underprivileged”,1-“ to ensure quality training industry relevant , foster leadership and team work, learning by doing with values through Don Bosco’s educative system”,1-“ to provide quality education through effective teaching and learning by engaging , empowering and valuing students as learners”, ”fostering productive partnerships between parents, students and teachers”,” team work , communication and mutual respect, continuous improvement in everything we undertake as a school community”, 1-“values and action plans spelt out for a cleaner, better and safer environment”,1-”to impact world class education”, 1-“empower the young to do highest good” and 5 didn’t answer.

4.1.7.3. When asked which system the Management followed and how, 7 replied preventive system by relying on reason, religion and loving kindness, 3 replied as in the Don Bosco’s preventive system by loving everyone. And 6 didn’t answer.

4.1.7.4. As to whether the Management had an admission policy and what it was, 13 replied positively and 3 didn’t answer. As for the policy, 1 replied- 90% seats were reserved for the students of their village education project classes, and remaining seats for deserving students,1- all Catholics to be admitted, 2- points system developed

and preference given to siblings, alumni, benefactors, area of residence by proximity to the school, educational qualifications of parents and 25% for reserved and economically challenged, 1- first Christians and then students of the vicinity, 1- only in kg – first Christians, 10% for underprivileged and others through draw system and for higher classes they followed the departmental rules and regulations.

- 4.1.7.5. As to whether the Management had a policy for appointment of teachers, and what it was, 14 replied yes and 2 didn't answer and as to what it was, 3 said preference for fully qualified Catholics and those who had an affinity to the preventive system, 1-preference for those who had a good command in English and 2- according to the rules of the education department. 10 yes,
- 4.1.7.6. When asked if the Management had the necessary infrastructure, 12 replied positively, 1 said it was more than adequate and 3 didn't answer.
- 4.1.7.7. As to how the Management framed the policies for the running of the school, 2 replied in keeping with the society of Don Bosco's principles, 1-as mentioned in the handbook provided to each student, 2- based on Don Bosco's system, 1 based on province guidelines, 2 after consulting parents and management, 3- based on the rules of the education department and 3 didn't answer.
- 4.1.7.8. When asked how often the Management met to plan and evaluate, 1 replied at least once a month, 11- once in a month, -1 at the beginning and end of a term, 1- every last day of the month and 2 didn't answer.
- 4.1.7.9. As to how the relationship between the Management and the teachers was, 1 replied very cordial, 6- good, 3- cordial, 1- very good, 1- collaborative and 4 didn't answer.
- 4.1.7.10. When asked about the relationship between the Management and education authorities, 9 replied good, 3- cordial, 1 very cordial, 1 administrative and 3 didn't answer.



- 4.1.7.11. As to describing the relationship between the management and neighboring schools, 1 replied very co operative and cordial, 7- good, 3- cordial, 1- friendly, 1- not tested, 1 –congenial ad 2 didn't answer.
- 4.1.7.12. As regards the relationship between the management and the other NGOs, 8 replied that it was good, 3- cordial, 1- congenial, 2 said that there was much interaction and 2 didn't answer.
- 4.1.7.13. When asked if the management sent the teachers for in service training, 14 replied positively and 2 didn't answer.
- 4.1.7.14. As to whether the management sent the teachers for other orientation courses and which, 4 replied on the preventive system and other courses organized by the government, 8-counseling, 1-group building, personality development, master mind,1 normally not so,1- seminars and orientations, 1-- gender sensitization,1 regularly for grant in aid and rarely for non grant-in-aid and 3 didn't reply.
- 4.1.7.15. As to how Don Bosco's educational approach was carried out with respect to the students, , 2 replied through value education and seminars, 1 through reason and dialogues, 1 by implementing the educational pastoral plan and behavior and discipline policies,1through extracurricular activities, 1- by making it known to them and then following it up in a way by organizing our time table, presence of the teachers and activities . 1 by following the preventive system, 1 through reason, religion, loving kindness, 1 by following Don Bosco's way,1 by initiating the teachers into the Don Bosco pedagogy , 2 through value education and seminars, 1 through reason and dialogues, 1 by implementing the educational pastoral plan and behavior and discipline policy,1 extracurricular activities and 3 didn't answer..
- 4.1.7.16. When asked how Don Bosco's educational approach was carried out with respect to the Past pupils, 2 replied by meeting once a year officially,2 through regular meetings,1 through the Past Pupils association,2 by welcoming them for all the school programmes, 1 by encouraging their involvement and assistance in school programmes, 4 said it was good and 4 didn't answer.

- 4.1.7.17. As to how Don Bosco's educational approach was carried out with respect to the parents, 2 replied that the parents were told about the system of Don Bosco, 3 said it was good, 1, 1 felt it was very well, 1 through contacts, 2 through PTA interactions, 2 through very good relation with parents, 1 always listened to their problems, 1-orientation of stake holders and 1 through collaboration and 3 didn't answer.
- 4.1.7.18. When asked how Don Bosco's educational approach was carried out with respect to the Staff, 2 said they were eager in putting the preventive system into practice, 3 said it was good, 2 through seminars and meetings, 1 said it was well, 2-said through seminars on the preventive system, 1-through a very good approach with the staff, 1 by briefing the staff on the educational pastoral plan and behavior and discipline policy, 1 said it was very cordial, 1 through the talk by the rector and 3 did not answer,
- 4.1.7.19. As to if the school was financially viable, 10 replied positively, 1 said not entirely, 2- sufficient for now, 1 replied negatively and 3 did not answer.
- 4.1.7.20. When asked from where the management got the funds, 1 replied from the Salesian society, 9 from fees, 1 from the province, 1 from the Government, 1 through funds raised, 2 said no special funds, 1 through self generating funds, 1 by using resources, 1 through savings, 1 through voluntary donations from benefactors and 2 didn't answer.
- 4.1.7.21. As to whether the management encouraged leadership in the school and how, 15 replied yes and 1 very much. 1 replied by having a leadership structure for the staff and students in place, 1 through the house system, 5 through the student council, 3 through various groups and movements and 3- training for activity heads, school leaders and staff faculty heads.
- 4.1.7.22. When asked if the rules set down in the calendar were followed, 15 replied positively and 1 didn't answer.
- 4.1.7.23. As to what steps were taken to enforce the following of the rules, 1 replied through periodic checks, 3- through meetings and evaluation,

1- by making the rules known through “YOKIBU”, 3- by informing parents through remarks in calendar, 2- through regular reminders, 1- through bio metric attendance, 1- through warning to late comers, 1- by monitoring performance and movements, by installing CCTV cameras, 1 -through correction of minor violations by class teachers, and major violations by management, 4 didn’t answer.

4.1.7.24. When asked if the staff was aware of Don Bosco’s system, 16 replied positively.

4.1.7.25. When asked what orientation was given to the teachers, 3 replied courses were conducted regarding their education system from time to time, 6-said through seminars and talks, 6 replied through conferences by the rector and 1 said through a course on holistic development.

4.1.7.26. As to whether the teachers were familiar with the students, 14 replied positively, 1 said not at all and 1 not all was familiar.

4.1.7.27. When asked if they were satisfied with the presence of the teachers, 14 replied positively, 1 said satisfactory and 1 said that it was improving.

4.1.7.28. As to whether the teachers were patient enough to reason out with the students, 13 replied positively, 1 said most of the time and 2 didn’t answer.

4.1.7.29. As to what significance was given to religion in the school, 3 replied classes were held twice a week, 3 said quite a bit, 3 said a lot, 1 said that it played an integral part, 3 said that all religions and celebration of all festivals were given importance, 1 replied that primary importance was given to Catholics, 1 said that they followed a secular approach and 1 said through first Friday masses.

4.1.7.30. When asked if their religion was given due significance being a minority, 16 replied positively.

4.1.7.31. As to how the local schools looked at them, 1 replied so far with cordiality, 1- with reverence, 1- as different, 1- as having a high regard for, 1- with admiration, 1- with awe and admiration, 1- as providing opportunities for the overall development of the child, 1- as a good missionary school, 1- as a school providing quality

education, having good discipline, able to provide a high standard of education, 1- as a leader in education,1-with respect and 4 didn't answer.

- 4.1.7.32. When asked if they faced any opposition from other religious bodies, 15 replied negatively and 1 said not so far.
- 4.1.7.33. As to whether they faced with any opposition from political bodies, 15 replied negatively and 1 said not so far.
- 4.1.7.34. When asked if they faced with any opposition from educational bodies, 12 replied negatively and 4 didn't answer.
- 4.1.7.35. As to whether they faced with any opposition from the educational department, 9replied negatively, 1 said occasionally, 1 replied not so far, 2 said yes at admissions and 3 didn't answer.
- 4.1.7.36. When asked if they faced with any opposition from other NGOs, 12 replied negatively and 4 didn't answer.
- 4.1.7.37. When asked what steps were taken against erring teachers, 1 replied that they did not have many such incidents in the recent past, 1 said that constructive feedback was given, 1said that appropriate action was taken, 1- oral warning was given, 4-verbal warning was given , 1 said decision was taken as the case arose ,3 through memos by the management and , 4 didn't answer.
- 4.1.7.38. When asked what steps were taken against teachers who inflicted punishments on the students, 1-replied through cautioning and counseling, 2- through memos,4- through corrections and warnings,1-by reminding them about the ill effects of corporal punishments,2 through verbal warning,6 through appropriate action and suspension till inquiry.

➤ **Opportunities (Teachers)**

- 4.1.7.39. When asked how long s/he was teaching in the school, 4 teachers replied -one year, 3 -two years, 3 -three years , 2-one to three ,years,3- two to four years, 2 - four years, 1-five years, 3-five to seven years, 2- six to eight years, 2- seven years, 1 - eight years, 2- nine years, 5-ten years, 3-thirteen years, 1-fourteen years, 1-fifteen years, 2-sixteen years, 2 - seventeen years, 1 - nineteen years, 1 - twenty years, 2 - twenty one years, 1-twenty two years, 1 -twenty

eight years, 1- thirty four years, 1– thirty six years and 15 teachers didn't reply.

- 4.1.7.40. As to why they chose that school, 1 replied -because of the environment, 1- because of the method of education, 1 because of being associated with the school, 1 because it was convenient, 1 because of its philosophy, 4 because of proximity, 3 because of the educational approach of Don Bosco, 1 because it was aided, 1 because of the institute, 1 because of the good things of the school, 1 because of his/her association with the Salesians, because of being in the boarding for 6 years, 1 because of being an ex-student, 1 because s/he liked the educative method, 1 because s/he liked working with the poor, 1 because of his/ her job, 1 because of his /her love for Don Bosco, 11 because of the reputation of the school, 1 because of working for the learning disabled, 1 because of the name and fame of the institution, 1 because the family members studied in the same school, 1 because of the holistic education, 1 because of the educative method, 5 because of good teaching experience, 2 because part of the Salesian parish, 2 because of family environment and 15 teachers didn't reply
- 4.1.7.41. In response to the question about what type of school it was, 42 replied minorities, 11 replied granted, 1 replied aided while 10 didn't reply.
- 4.1.7.42. In response to the question about who was the founder of the school/ institute, 25 replied Don Bosco, 2 replied Fr. Byron, 5 replied Salesians, 3 replied fathers of the Salesian society, 1 replied Fr. Rego, 3 replied Fr. Maschio, 1 replied Don Bosco Trust, 1 replied Piloo Modi and 22 didn't reply.
- 4.1.7.43. In response to the question about who ran the school, 31 replied the Salesians, 1 replied Don Bosco, 17 replied the management, 1 replied the missionaries, 1 replied the institute and 14 didn't answer,
- 4.1.7.44. When asked what system was followed by the school, 29 replied preventive system, 6 replied reason, religion and loving-kindness, 4 replied the expressive system, 3 replied all round development

education, 1 replied loving kindness, 1 replied corrective system and 19 didn't reply.

4.1.7.45. In response to the question about what were the main pillars of the preventive system, 23 replied reason, religion, loving kindness, 1 replied concern for the student, 1 replied good citizens, 1 replied rote learning, 1 replied prevention, 1 replied student centered education, 5 replied preventive and expressive, 1 replied correcting students if wrong, 2 replied option for the poor, 2 replied reason out of love and 20 teachers didn't reply.

4.1.7.46. As to what was the vision of the school, 18 teachers replied students' all round development, 1 replied internal development, 10 replied quality of education, 1 replied reason, religion and kindness, 5 replied excelling in all the fields, 5 replied the development of the child, 5 replied development of good citizens, 3 replied creating leaders, 1 replied empowering to soar high, 1 replied contributing to society, 1 replied run, play but do not sin, 1 replied good education, 1 replied all study, all go ahead, 1 replied work with youth, 1 replied development, 1 replied helping tribal children and 18 didn't reply.

4.1.7.47. In response to the question about what method of teaching was employed, 1 teacher replied two way method, 3 replied related to the topic, 1 replied project, 7 replied discussion, 1 replied Don Bosco Way, 4 replied audio video, 2 replied play way, 1 replied CCE, 1 replied power point, 3 replied storytelling, 1 replied creative methods, 1 replied drama, 2 replied chalk and talk, 6 replied interactive boards, 2 replied lectures, 6 replied activity based, 1 replied every teaching method, 1 replied SCE, 5 replied preventive method, 5 replied speech, 5 replied debates, 1 replied functional method, 1 replied questioning, 1 replied real life experiences, 1 replied expression of views, 1 replied survey, 1 replied research, 2 replied other methods and 16 teachers didn't reply.

4.1.7.48. When asked if familiar with Don Bosco's method of teaching, 50 replied positively while 15 didn't reply.

- 4.1.7.49. As to whether they attended any orientation programme on the system of Don Bosco, 50 replied positively, 1 replied negatively and 14 didn't reply.
- 4.1.7.50. When asked if they were involved in the planning and evaluating of the school calendar, 28 replied positively, 1 mentioned through different criteria planning for meetings, 1 replied through discussion and staff meetings, 1 replied by deciding the syllabus, 1 replied by giving responsibilities, 2 replied through evaluation, 5 replied through basic planning, 2 replied by planning subjects for the year, 3 replied by giving suggestions about activities, 18 replied negatively and 19 didn't reply.
- 4.1.7.51. When asked about how their school was different from other schools, 1 teacher replied because of education, 3 - games, 1 - presence, 2 - lots of activities, 1 - student centered education, 2 - management and staff working together, 1 - the DB way, 1 - systematic running, 1 - child friendly, 11 - holistic education, 1 - remedial classes, 1 - good atmosphere, 3 - education for poor and needy, 1 - enthusiasm, 1 - being free and open, 2 - modern teaching, 5 - natural atmosphere and facilities available, 1 - discipline, 1 - being encouraged to play on the ground and 35 didn't answer.
- 4.1.7.52. When asked what was special about Don Bosco's approach, 1 teacher replied love and respect for the teachers, 1 replied keep busy, keep cheerful, 3 replied love for the poor, 7 replied focus on students, 5 replied being firm but friendly, 1 replied appropriate approach, 2 replied prevention, 3 replied love, 1 replied reason, religion and rapport, 2 replied being with the young, 1 replied presence, 1 replied giving freedom for the child to grow, 1 replied preparing the child to face life, 1 replied all round development of the child, 1 replied sports and co-curricular activities, 1 replied catering to the needy, 1 replied showing the students the right path, 1 replied forming best citizens, 1 replied educating with love and 29 didn't reply.

- 4.1.7.53. In response to the question about who their center of teaching was, 48 teachers replied students, 2 replied Don Bosco while 15 did not reply.
- 4.1.7.54. When asked how they instilled interest in their students, 11 replied by making it interesting, 1 replied by teaching with fun, 3 replied by teaching method, 5 replied by life skills and personal experience, 6 replied by motivation, 3 replied by creative methods, 2 replied by involving the students in discussion, 2 replied by innovative methods, 2 replied by audio visual and teaching aids, 2 replied by ppt, 2 replied by interactive methods, 2 replied by activities, 1 replied by understanding, 1 replied by giving examples, 1 replied through projects and activities, 1 replied through competitive exams, 1 replied through group work, 1 replied by being a guide and friend, 1 replied by appreciation , attention and special acts, 1 replied by connecting the students with the world, 1 replied through stories and day-to-day examples, 1 replied through video programmes, 1 replied through open ended questions, 1 teacher replied through cartoons, 1 replied through sports, 1 replied through computers, 1 replied by explaining and 15 didn't reply.
- 4.1.7.55. As to whether they employed the chalk talk method or any other, 17 teachers replied chalk talk method, 2 replied different methods, 4 replied audio visual aids, 1 replied creative methods, 1 replied research, 1-replied survey, 1 replied storytelling, 1 replied real life examples, 1-replied e-board, 10-replied other methods, 1-replied expression of views, 4 replied ppt, 1 replied acting, 1 replied computer aided, 2 replied group activities, 1 replied debate, 2 replied discussion, 1 replied you tube, 1 replied practical, 1-replied OHP, 1 replied teaching with activities, 1 replied video, 1 replied games, 1 replied e-learning and 6 didn't reply.
- 4.1.7.56. As to whether they mixed freely with the students or stayed away from them, 49 teachers replied that they mixed freely while 16 didn't reply.
- 4.1.7.57. As to whether their school was only academic oriented or not, 33 teachers replied negatively, 2 teachers replied positively, 1 replied



physical, 2 replied cultural activities, 1 teacher replied co curricular activities, 1 replied picnic and tour, 2 replied overall development, 5 replied academic and curricular activities, 8 replied sports, 1 replied extra activities, 2 replied personality development programmes, 3 replied career guidance, 2 replied academic, 3 replied spiritual, 4 replied cultural, 3 replied moral, 4 replied activity based, 7 replied co curricular activities, 4 replied activities and games, 2 replied drama, 2 replied arts and crafts, 1 replied overall, 2 replied dance, 1 replied kala utsav, 1 replied music, 1 replied science exhibition, 1 replied competitions, 1 replied elections, 1 replied extracurricular activities and 15 teachers didn't reply.

4.1.7.58. In response to the question whether they received information/guidance about the system from the management, 48 teachers replied positively, 2 replied negatively and 15 teachers didn't answer

4.1.7.59. In response to the question about what benefits they received from the institution, 12 replied positively, 7 specified personal benefits, 6- professional, 6- spiritual, 1 - freedom to teach how they wanted, 4- economical, 2 - confidence, 4 - social, 1 - emotional, 1 - planning, 1 - courage to face society, 3 replied training, 2 – guidance in counseling, 1 -talents, 1 - learnt music, 1 teacher replied writing., 2 - seminars, 1 - good experience, 1 - special classes and programmes, 1 – opportunity to celebrate occasions, 1 - picnics, 5-knowledge, 1- increment in salary, 2 – broadening of understanding, 1 - internal development. 3-replied negatively and 18 didn't reply.

4.1.7.60. In response to the question about whether the school catered to their religious development, 36 teachers replied positively, 9 replied through mass, 1 - first Friday mass, 1 - blessing of school, 1 - celebration of festivals, 1-spiritual graces, 15 - prayer services, 2 - religious classes, 1 - moral classes, 1-seminars, 4 - taking part in religious occasions, 6 teachers replied negatively, 1-teacher replied sometimes and 12 teachers didn't reply.

4.1.7.61. In response to the question about whether the school catered to their social development, 42 teachers replied positively, 1-teacher replied

through- outreach, 1 - activities, 1-being present for social occasions, 3 -regular picnics,7- get together, 1- rapport with pta and students, 1 - social guidance, 1- celebration of parents day, 1 - interaction with other Salesian schools, 1-orientation, 1-celebration of teachers day, 1-Christmas gathering, 1- opportunities of interacting with outsiders, 5 -orientation and seminars, 6- providing opportunities to show concern for the under privileged, 1 - interacting with parents and colleagues, 2 - involvement in social activities, 1 - visiting orphan age, 3 - social programmes, 4 teachers replied negatively and 18 teachers did not reply.

4.1.7.62. In response to the question about whether the school catered to their emotional development, 35 teachers replied positively, 5 teachers replied through- seminars and workshops,7 - various activities, 1 - guidance and support of priests, 1 -talks by priests, 1-timely in service training, 1-by making him/her more patient and persevering, 2 - many programmes, 3- counseling,4 teachers replied negatively, 1 replied occasionally, 1-teacher replied - in sad moments and 25 teachers didn't reply.

4.1.7.63. In response to the question about whether the school catered to their aesthetic development, 28 teachers replied positively, 1 teacher replied- by visiting places, 1 - giving tasks according to art/skill, 2 - through picnics, 5 - through physical education, 2 - by providing opportunities to train students to use talents, 1 - by grooming personality through orientation, 1 -through sports and games, 4 - by participating in activities, 3 - by conducting go green programme, 2 - by organizing trips, 1 - through arts and crafts, 3- through beauty of nature, 1 - through notice boards, charts and project work, 6 teachers replied negatively and 31 teachers didn't answer.

4.1.7.64. When asked how the school had influenced them, their ideas, thoughts and concept of education, 8 replied positively, 2 teachers replied- through organizing activities, 1—inspiring them to do something different, 5-through guidance and talks, 1 teacher replied through meeting and training, 5 replied education for everyone , showing your ideas, 1 teacher replied love for students, 1 teacher

replied freedom to do positively, 1 teacher replied seminars and workshops, 1 teacher replied don Bosco's education method of being with the young, 1 teacher replied taught me to work hard for the betterment of the students, 1-teacher replied by using it everywhere, 1 teacher replied by regular inputs, 1 teacher replied orientation programmes, 1 teacher replied DB way, 1 teacher replied by using media, 1 teacher replied by being dedicated and treating each child as special, 1 teacher replied seminars and coursed, 1 teacher replied believed and practice system of education, 1 teacher replied preventive system part of school, 1 teacher replied Salesian saints-role models, 1 teacher replied morning talks, 1 teacher replied assemblies, 1 teacher replied prayer services, 1 teacher replied seminars, 2 replied new ideas, 1 teacher replied felicitation programmes, 1 teacher replied love service and forgiveness. 22 didn't reply,

4.1.7.65. When asked if and how the Management introduced new trends in education, 41 replied positively, 3 replied- by installing software in audio visual room, 1-by updating the staff, 1-by updating the AV hall, 1-through self evaluation, 1-by being creative, 1-by introducing innovative methods, 2-by introducing new technology, 2-through seminars and training, 1-by installing projectors in all classes, 2-by installing interactive boards in classes, 1- by installing the internet, 1 - by installing e sense, 2-by updating, 1 -by helping the poor to come up in life, 1 - through information and knowledge of the system, 1-through class edge and 23 teachers didn't reply.

4.1.7.66. As to what the purpose of their teaching was, 1 teacher replied- to be among children, 4 - to mould the children to be good human beings, 3 - to impart knowledge, 1 - to guide moral, academic growth, 2 - to enhance the growth of a child, 1- to make the students feel loved, 1- to influence life positively, 1- to discover their potentials, 8- all round development, 2 - to give the best education, 2 - to develop their future, 1 -to bring them forward in society and to take responsibility, 1 - to serve society, 5 - to interact with the students and nurture their future through the present, 4 - to make them self reliant,

4 - to make them discover knowledge, 1 - to make them disciplined and self confident and 22 didn't reply.

4.1.7.67. In response to the question about the end result of their teaching, 1 teacher replied- to provide a boon to society, 1 - to see that a child follows what is taught, 2 - happiness and satisfaction, 1 – to form a happy child, 1 - to make them good and responsible, 1 – to make them grateful, 4 - overall development, 1 - to prepare well informed individuals, 2 - to widen their knowledge and ability to know more, 1 - to make them valuable human beings, 1 - to make them goal achieving, 1 - to make them honest individuals, 1 - to make them study well and get good marks, 1 - to give them activities, 5- to give them a good concept clarity, 3 - teaching them how to live life, 5 - to instill love for learning, 1 teacher- to instill qualities like good manners, loving truth, 1 - to give importance to tests and board exams, 5- to get positive responses from the students, 2- to make them good citizens, 2 - to get good results and 23 didn't reply.

4.1.7.68. In response to the question about encouragement for trying out new ways of teaching by the management, 43 replied positively, 3 replied sometimes, 1 replied negatively, 1 replied making us understand, 1 teacher replied providing teaching aids and 16 didn't reply.

4.1.7.69. When asked to name 5 extra ordinary features of this system, 5 replied - interaction, 4-religion, 6- prevention, 4- friendship, 6 - expression, 1- development of youth, 1 - self reliance, - formed good citizens, 2 – development of leadership quality , 1– importance to physically fitness through games, 4 -overall development through Don Bosco's system, 1-loving and respectful behaviour, 1-gratefulness of past pupils , 1-students different from other schools, 1-good school atmosphere, 4- confidence, 4-good education, 2 -love and care, 1-no punishments, 3-good learning abilities, 3 - new ways of learning, 6-awareness, 5-time management, 6 - creativity, 5 - competitive spirit, 5 - responsibility, 1-good direction, 1- brought out hidden talents, 1 - concern for less fortunate, 1-child centered, 1-rapport, 1 - family spirit, 1-emotional development, 1-guide and support of teachers, 1-school second home, 1-freedom to express their views, 1-exposure,

1-importance to activities, 1-exploration, 1 - standing for rights, 1-remedial classes, 3-helping poor and needy, 1 - accepting physically challenged, 30 replied classes for the poor , 1 - love , care and sharing of kindness, 1 - gentleness, 1 - devotion, 2 - reason, 1 - keep in contact, 1- job satisfaction, 1-creating moral citizens, 1 - self esteem, 1 - freedom to grow and learn from mistakes, 1 – team work, 1- respecting for team members, 2- teachers’ presence, 2 - children not afraid to talk to teachers, 1-taking care of social, religious and economic needs, 1- effective teaching method for youth, 1- happiness in life because of various activities, 1- importance to youth, 1- attention to children to study, 1 -developing personality, 1 - eco friendly, 1 – preparing students for society, 1-positive thinking, 1 - encouragement to participate, 1-helps slow learners, 1-run , jump, play but do not sin, 2-sports and 1 didn’t reply.



### **Opportunities (Students)**

- 4.1.7.70. In response to what the name of their school was, 521 replied Don Bosco, 48-Saint Dominic Savio, 47-Saint Joseph high school and 55 did not reply.
- 4.1.7.71. When asked who Don Bosco was, 100 replied-friend of youth,74-patron saint,1-poorboy,1-role model,4-shelter provider,128-founder,4-kind and loving,3- trustee of institution, 19 –lover of youth, 1-disciple of mary,1- great person,2- educationist, 19-salesian priest, 125- saint, 1- man of good deeds,20- helper of poor boys and 8-didn’t answer.
- 4.1.7.72. When asked to mention five facts that they knew of Don Bosco, 60 replied-dreamer,33-all for children, 7-honest,31-kind,26-disciplined, 51-loving, 9-thoughtful,16- respectful, 1- educator, 22- priest, 29-helpful,12-caring, 21- peace loving, 9 – hardworking, 7- dedicated, 2-faith in God, 1- friend of youth,16-guide, 1- motivator, 4- teaching method,41-provided food to the poor, 14-said, play run jump but don’t sin,37-worked for youngsters, 29- kind polite and friendly,15-true,1- made others happy, 10 education, games and activities,4-thought about youth, 5- founder, 1- hard working,54-prayerful,35-

began oratory to help boys become good, 2- father of youth and philosopher, 8-disciple, follower of Jesus Christ, 30 obedient and helpful, 8 orphan. 120 didn't reply.

4.1.7.73. As to what the name of Don Bosco's educational approach was, 217 replied-preventive system, 2-repressive, 1-play, run, jump, but don't sin, 6- don Bosco salesians, 3- Don Bosco school, 25- loving, 4- Father Donald, 23- let your light shine, 11- followers of Jesus Christ, 14- Salesian education society, 36-expressive system, 10-humble, 3- bible, 13-goal, 13-love youth, 7- to educate all, 9-help others, 9-to progress, 6- make religious, 14- to help youth, 20 sdb, 1- shelter don Bosco, 7- reason and loving kindness, 1- learning helpful, 1- don Bosco's educational approach, 9- study and enjoy, 12- John Bosco, 24- keep busy keep cheerful and 169 didn't reply.

4.1.7.74. In response to how many years they studied in that school, 79 replied- for twelve years, 31- for seven years, 4 for nine years, 14- for ten years, 39- for eleven years, 8- for fourteen years, 47- for five years, 14- for eight years, 23- for four years, 31- for three years, 39- for one year, 72- for six years, 79- for two years, 17- for one-five years, 18- for seven-ten years, 34- for two-three years, 25- for twelve-fourteen years, 2- for three –ten years and 13- didn't answer.

4.1.7.75. When asked how interested the management was in the students, 100 replied- good, 77- replied positively, 9-much, 67-interested, 10-very supportive, approaching and understanding, 41-helpful, 129-very interested, 1-90%, 1-medium level, 17-great extent, 12-less interested, 1-dont know, 3- replied negatively and 80- didn't reply.

4.1.7.76. In response to whether they felt that they were the centre of education in the school, 534- replied positively, 3-sometimes, 1-dont know, 1-undecided. 46, replied negatively and 46-didnt reply.

4.1.7.77. When asked what methods of teaching were followed in the school, 1-replied-what father thinks, 1- all methods, 5- theoretical, 13- practical, 2- innovative, 2- well developed, 2-expressive, 2-supressive, 7-oral and black board, 4-reading, writing, explanation, 3-educational trips, 64-interactive group discussions, 4-interesting educative methods, 17 activities, 7-preventive method, 16-lectures, 14-

group study, field trips, 13-various simple, sincere methods,4-textbook,27-smart class,28-e-class,24-e-sense,24-easy,26-regular,3-value based,44-project,4-dont know and 85-didnt reply.

4.1.7.78. As to whether they were happy with the existing infrastructure of the school, 550-replied positively, 44-awesome,1-partially,4-somewhat, 1-little, 3-could be updated, 55- replied negatively and 23-didnt reply.

4.1.7.79. When asked how the academic standard of the school was,27 replied-excellent,7-perfect,299-good,15-ok,8-medium,1-beautiful,24 high, 63-very well,9-average, ,39-nice, ,4-best,1-one of the best,1- up to the mark,28-very high,1-top level,1-state level,3-great,1-above average,1-accurate,2-very low, 1-not so high 3-needs to be improved 1-could be better and 10-fair.

4.1.7.80. When asked whether the school gave importance only to academics and specify if not, 88-replied positively,6-importance to everything,432-replied negatively,65-co-curricular activities,42-extracurricular activities,17-allround development,16-co-curricular activities,72-sports and games,6-stage,3-singing,4-dancing,43-competitions,10-general knowledge,1-skills,1-annual day,5-sports day, 1-discipline,3-cultural activities,1-future,2-also studies, 4-to build inner personality of the students, 1- talents, 15-studies,2-festivals,16-seminars,14-garba,13-teachers day, 9-lifeskills, 1-drawing,7- computer class, 3-arts, 2-music, 1-elocution,1-coaching,1-cricket,1-hockey,3-football, ,45-didnt reply.

4.1.7.81. When asked to name 5 co-curricular activities conducted in their school 5-replied reading,146-dancing,124-singing,147elocution,80-football,29-activities,6-picnics, 30-ecoclubs, 9-karate, 9-PT, 6-work-experience, 5-scoutingand guiding, 3-tree plantation, 3-games,6-exhibition, 5-volleyball, 1-basketball, 8-teachers day,2-independence day, 2-Hindi day, 3-computers, 3-cleanliness,2-talents,3-Diwali celebration,62-annual days, 3-cultural days, 9-weekly assemblies,20-cricket,7-yoga,17-handball,48-basket-ball,3-badminton,1-green ganesha, 3-greenline, 27-table-tennis,13-chess,2-indoor games, 4-outdoor games,3-finearts, 1-IT, 3-NCC, 1-spelling bee, 4-folk-dance,

1-patriotic songs,2-field trips, 1-summer camps, 1-helping the poor,1-talent contests,1-pyramids,3-khel mahakumbh,28-sportsdays,5-coaching,58-drawing,21-fancy dress, 8- kho-kho, 24-garba, 8-religious, 3-mahendi, 16-drama,153-sports, 8 -group singing, 15-debates, 10-dramatics, 48-quiz, 21-essay,10-writing, 35-music,9-science fair, 30-general knowledge, 10-hockey,1-childrens day,7-assembly,2-clay moulding,25-bosco kala utsav,23-christmas panorama,2-personality development,2-moral class,2-painting,2-hobax,8-one act play,1- nature club,2-social service,1- carrom,1-chess,9-scouting,1-puppet making,3-camps,6-competitions,1-fieldactivity,1-athletics,1malkham,13 environmentday,2-agricultural knowledge,3- projects, , 5- stories and 3-respect for elders and 76 didn't answer.

4.1.7.82. When asked to name 5 extra-curricular activities conducted in their school, 3-replied negatively,1- work experience,7-eco club,4-karate,7-rangoli,11-skit,63-elocution, 104-dance, 2-singing, 2-games, 4-cricket,1-volley ball, 11-basketball, 2-science pollution, 2-competition,79-annual day, 3-teachers day,2-christmas panorama,89-sports day, 26-cultural programme, 1-environment day,11-essay,2-hindi elocution, 1- science exhibition, 38-group-singing,29-quiz,1-marathi elocution,1- helping the poor,1-remedial teaching, 7-table tennis,1-running,1-javelinthrow, 1-IT, 1-indoor games, 2-finearts, 4-computers, 4-mahendi,c18-leadership,15-drawing, 3-playing musical instruments,9-science day,18-garba,10-scouting, 9-patriotic songs, 13-fancy-dress,10acting,8-picnic,73-football,8-handball,5-reenline,3-chess, 2-Friday activities, 4-quiz, 1-debate, 1-NCC, 1-RSP,1-folk dance,1-choral singing and 43-didn't reply.

4.1.7.83. As to whether the school encouraged them to participate in activities, 392 replied positively, 26 replied negatively, 1 said sometimes and 14 didn't answer.

4.1.7.84. As to whether they had a student's council,402 replied positively ,5 replied negatively,1-from this year, 2-not good at all, 1-yes, but captain underestimated the others and 39 didn't answer.

4.1.7.85. When asked if the students were given an experience of leadership, 430 replied positively, 6 replied negatively and 22 didn't answer.



4.1.7.86. When asked if they were encouraged to participate in activities outside the school and which, 511-replied positively, 21-olympiad,17-art camp,35-football,10-intermediate exam,2-green line competition, 2-NCC, 44-scouting,3- drawing competition,12-science exhibition,13-co- curricular activities,20-sports,11-music,11-quiz, 9-science fair,29-sports,5- throw ball,9-picnic and tour,6-khokho, 2-maths and science competition,11-greenline project, 1-debate, 2-chess,7-drawing,3- scholarship,22-elocution,18- skit,15- athletics,37-dancing,1-marathon,15- games, 11-basketball,2-handball,3- karate,1-green ganesha, 1 -workshop,19- interschool,1-gym,4-cricket,1-assembly,1- singing, 1-table-tennis, 1-badminton,1-boxing,1-exams, 20-football,19-hockey,1-mono acting, 1-maths exhibition, 3-swimming,1-handwriting,20-environmental class,2-youth festival, 4-poor welfare tour,5-tournaments,1-classical music,1-language,21-moral education,11-khel mahakumbh, 8-volleyball,1-cultural programme, 1PT. 16-replied negatively,1-didn't know, and 54-didnt answer,

4.1.7.87. As to whether the school gave importance to their overall development and how,574 replied positively,17-activities,9 assembly,9-eco club,2-celebratingfestivals,2- dance,2-skit,8-sports education,2-encouragement,1-studying well,2-seminars,1-elocution competition,1-AV,1-practicals,5-co-curricularactivities,1-Tata edge,1- sports day, 1-personality development,1-religion,1-moral science, 5-physical development,5 -social development,5- mental development,31- overall development,1-camps,1- using ground and premises,1 -competitions,1- proper facilities,1- maintaining load of achievements,1-quiz,4- helping the poor,1-checking handbooks,1-sessions by administrator, 1- moral education,1-learning new things,1-good manners, 5-programmes,7-replied sometimes,4-replied negatively and 40 didn't answer.

4.1.7.88. As to whether the school contributed to their physical development, 533 replied positively , 126-PT,40-yoga,20-karate,13- athletics,39-sports,3-coaching,5- football,3-games , 21-mass drill,2-classes,1-

practical,3-NCC,1-RSP,1-gym,1-football ,1- basket ball,2 Friday activities,1-sportsday. 10 no,72 no answer,

4.1.7.89. As to whether the school contributed to their social development and how,487 replied positively, 18 through- celebration of festivals, 1- cleaning environment,3- rangoli,3- mahendi,11-personality development,3- religious class,1- social development class,1- exercise,1- rally, 2-social knowledge,21-child helpline,39-overall physical development, 11-financial contribution, 7- general knowledge,5-guidance,- 7- NCC, 10- scouting, 4- assemblies,5- interacting with each other, 1-debate,1-each one teach one,1- leadership camp, 1- green line, 3- information about social work,3- social science camps,5-value education, 2-tree plantation,2- nature clubs,1- social programmes, 2- annual day, ,2-RSP,1- team building, 1- elocution,31,catering to the welfare of society, 1-fostering good manner and respect, 11- visiting the poor, 4-visiting the sick,2- helping others, 13 replied negatively and 86 didn't reply.

4.1.7.90. As to whether the school contributed to their aesthetic development, 464 replied positively, 10 through-eco clubs,14-beautifying notice boards, 2- advisements, 6- presentation of charts, 4-decoration,2- presentation of crafts, 1- class board,1- Diwali celebration, 1- Rangoli, 3- cleanliness,62- value education, 38- personality development, 4- traditional day, 16 -fancy dress, 16- garba,14- sports,7- general knowledge,2- exercise, 8- drawing, 8- drama,11- elocution, 1-different programmes, 1- scholarship, 32- maintenance of school garden, 3- activities, 7-competitions, 1-folk event, 1- festival, 3 annual day, 3 moral education, 5- nature club camps, 1- nature development team, 1- singing, 2- work education, 1 abacus class.2 replied they didn't know, 21 replied negatively and 113 didn't answer.

4.1.7.91. As to whether the school contributed to their religious development and how,517 replied positively, 93 through- religion class,80- mass,32- celebrating festivals, 4- Mother Mary's birthday, 5- personality development,91- prayer services, 90 -value education classes, 5- weekend prayers, 4- discussion on religion, 1- Sunday

mass, 17- first Friday mass, 6- prayers for Hindus, 1- visit to religious place, 5- understanding of hind Gods, 1- retreats, 2- living by objectives, 2- Bhajans, 1- faith formation, 3- assemblies, 4- cultural activities, 1- knowledge about religion, 1- respect for religion, 1-living in unity, 11 replied negatively and 84 didn't answer.

## 4.2 Analysis and Interpretation of Objective No 2

**Objective: To study the credibility of Don Bosco's schools in employing Don Bosco's educational approach.**

### Checklist for teachers

For objective no 2, the researcher collected data through checklist from teachers of 19 Don Bosco schools.

Chart 01

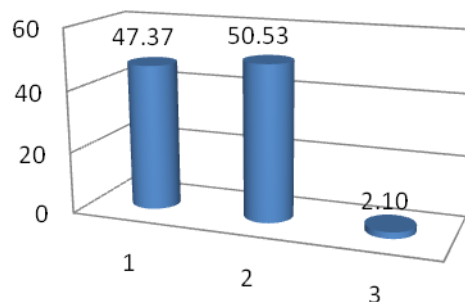
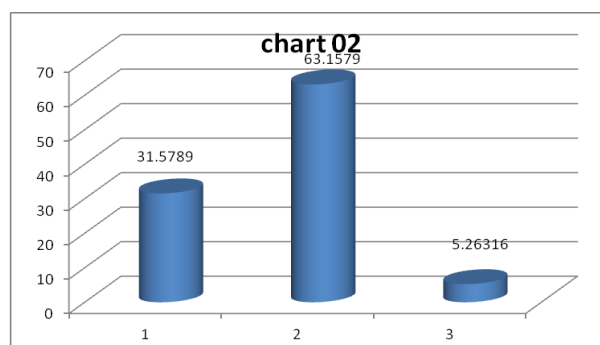


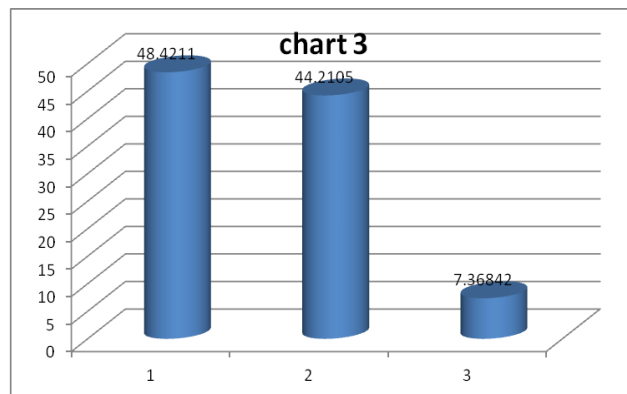
Figure 6

In response to the first statement, "I attend school every day without taking any kind of leave", out of 95 teachers 45 teachers i.e.47.37% attended school every day without taking any leave, 48 teachers i.e. 50.53%.did not attend school every day and took leaves and 2 teachers i.e. 2.10%were undecided and didn't want to reply yes or no.



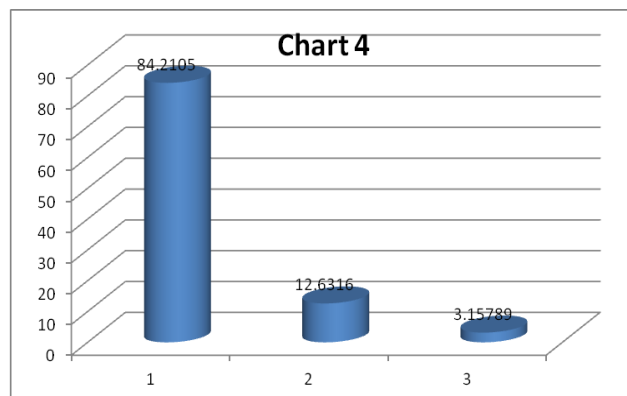
**Figure 7**

In response of the second statement, “I do not take casual leave”, out of 95 teachers 30 teachers i.e. 31.58% of teachers didn’t take casual leave, 60 teachers i.e. 63.16% of teachers took casual leave and 5 teachers i.e. 5.26% of teachers were undecided and didn’t want to reply yes or no.



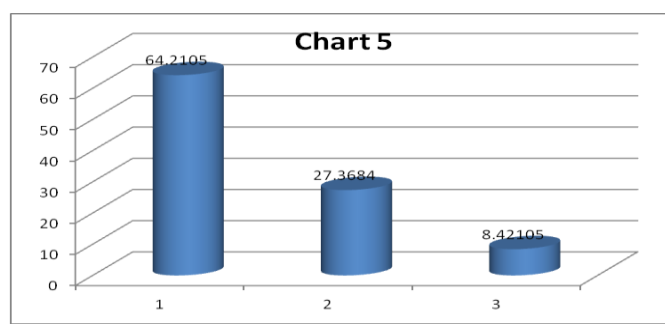
**Figure 8**

In response to the third statement, “I do not take sick leave”, out of 95 teachers 46 teachers i.e. 48.42% of teachers didn’t take sick leave, 42 teachers i.e. 44.21% of teachers took sick leave and 7 teachers i.e. 7.37% of teachers were undecided and didn’t want to reply yes or no.



**Figure 9**

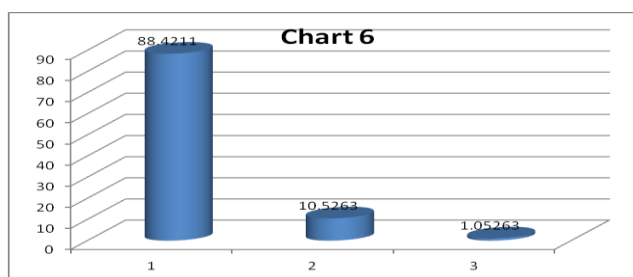
In response to the fourth statement “I take less than 10 days of casual leave”, out of 95 teachers 80 i. e. 84.21% teachers took less than 10 days of casual leave, 12 teachers i. e. 12.63% didn’t take less than casual leave i.e. they took more than 10 days of casual leave and 3 teachers i.e. 3.16% of teachers were undecided and didn’t want to reply yes or no.



3.16% were undecided and didn't want to reply yes or no.

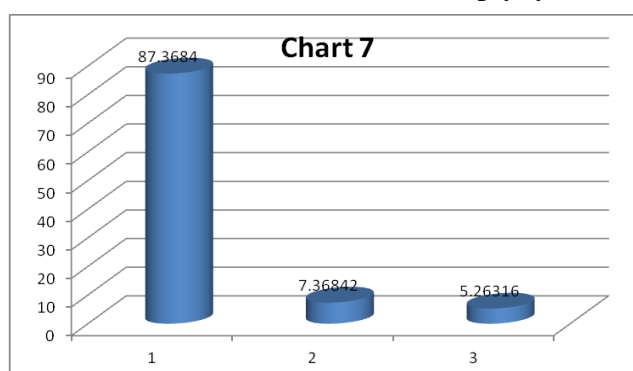
**Figure 10**

In response to the fifth statement, "I take sick leave (each leave being 3 days and less) on less than 3 occasions per year. ", out of 95 teachers 61 i.e. 64.21 % took sick leave, 26 i.e. 27.37% didn't take sick leave and 8 i.e. 8.42% were undecided and didn't want to reply yes or no.



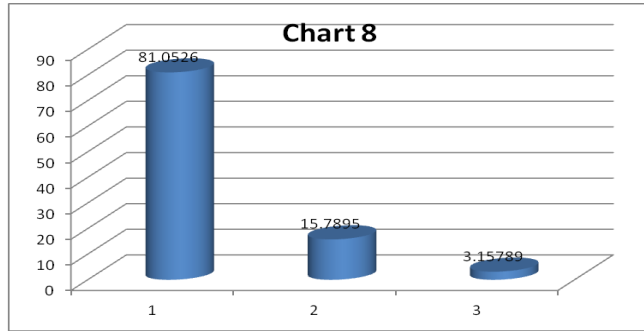
**Figure 11**

In response to the sixth statement "I reach school 10 minutes before classes start", out of 95 teachers, 84 i.e. 88.42% reached the school 10 minutes before classes started, 10 i.e. 10.53% didn't reach the school 10 minutes before classes started and 1 i.e. 1.05% was undecided and didn't want to reply yes or no.



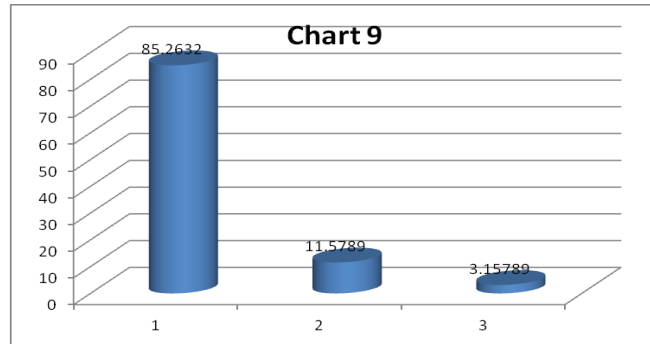
**Figure 12**

In response to the seventh statement, "I welcome students as they enter the class", out of 95 teachers, 83 i.e. 87.37 % teachers welcomed students as they entered the class, 7.37 % of teachers didn't welcome students as they entered the class while 5.26% of teachers were undecided.



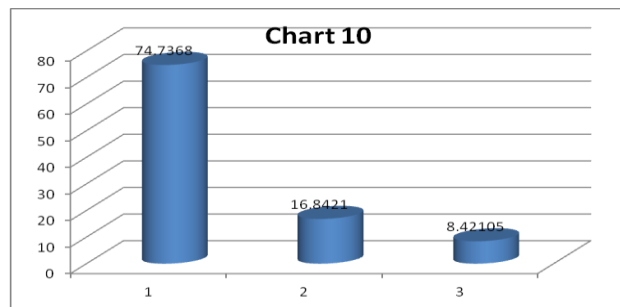
**Figure 13**

In response to the eighth statement, “I sign the muster roll 10 minutes before the final bell for the class”, out of 95 teachers 77 i.e. 81.05% signed the muster roll 10 minutes before the final bell for the class, 15 i.e. 15.79% didn’t sign muster roll 10 minutes before the final bell for the class and 3 i.e. 3.16% were undecided and didn’t want to reply yes or no.



**Figure 14**

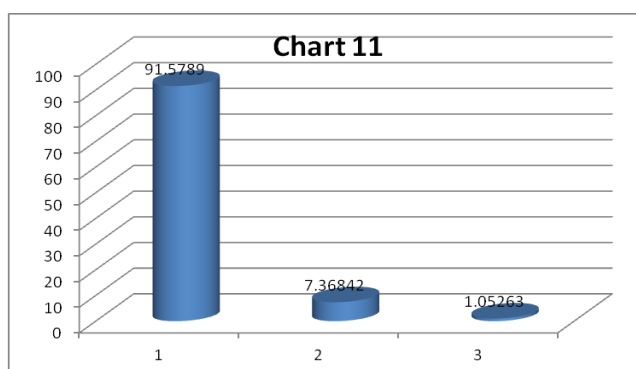
In response to the ninth statement, “I leave the school 10 minutes after the dismissal of the school”, out of 95 teachers 81 replied positively, 11 replied negatively while 3 were undecided.



**Figure 15**

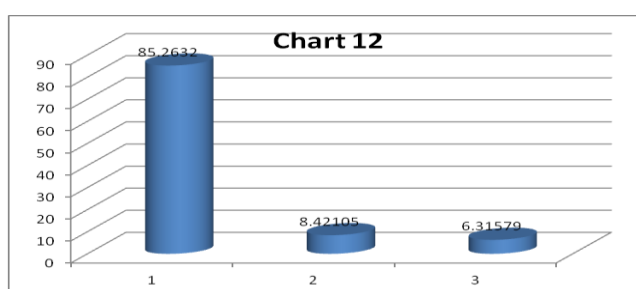
In response to the tenth statement, “I leave the school premises 10 minutes after the bell for the dismissal of the school”, out of 95 teachers 71 i.e. 74.75% left leave the school premises 10 minutes after the bell for the dismissal of the school,

16 i. e. 16.84% did not leave while 8 .42% were undecided and didn't want to reply yes or no.



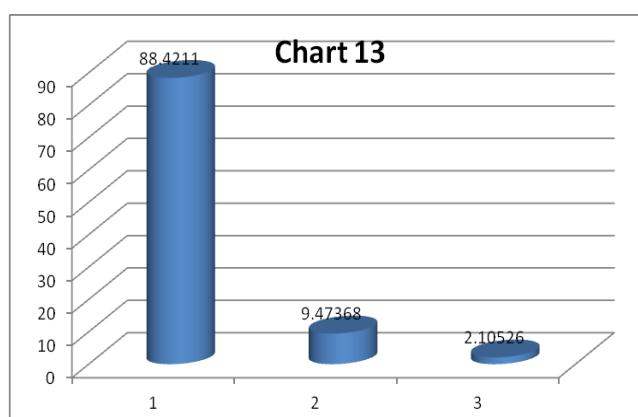
**Figure 16**

In response to the eleventh statement, “I take care to explain well the rules of the school to the students”, out of 95 teachers 87 i.e.91.56% took to explain well the rules of the school to the students, 7 i.e. 7.37% did not take care to explain well the rules of the school to the students and 1 i.e. 1.05% was undecided and didn't want to reply yes or no.



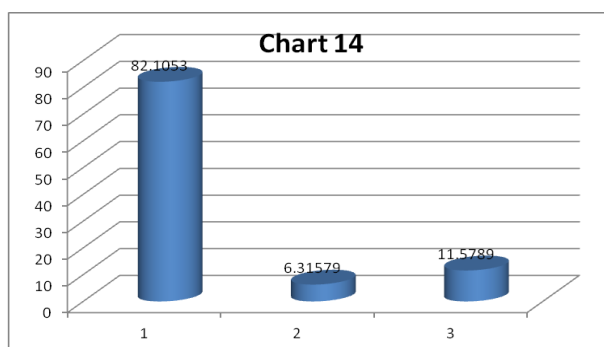
**Figure 17**

In response to the twelfth statement, “I believe that students break the rules more because of thoughtlessness rather than mere malice”, out of 95 teachers, 81 i.e. 85.26%believed that students broke the rules more because of thoughtfulness rather than mere malice, 8 i.e. 8.42% didn't believe this and 6 i.e. 6.31% were undecided and didn't want to reply yes or no.



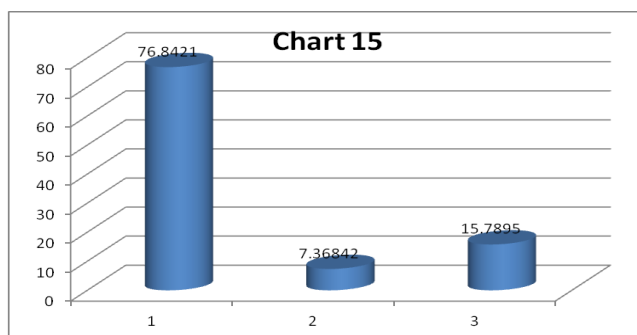
**Figure 18**

In response to the thirteenth statement, “I remind the students of the rules so that their thoughtlessness may not make them break the rules”, out of 95 teachers 84 i.e. 88.42% I reminded the students of the rules so that their thoughtlessness might not make them break the rules, 9 i.e. 9.47% didn’t remind the students of the rules so that their thoughtlessness might not make them break the rules and 2 i.e. 2.10% were undecided.



**Figure 19**

In response to the fourteenth statement, “I make only reasonable demands from the students” out of 95 teachers 78 i.e. 87.10% made only reasonable demands from the students, 6 i.e. 6.31% did not make and 11 i.e, 11.58% were undecided and didn’t want to reply yes or no.

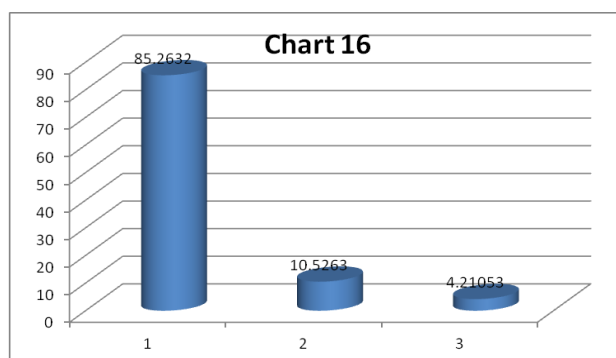


**Figure 20**

In response to the fifteenth statement, “I make demands in a request form (e.g. could you oblige or would you do me a favour or could do this for me would you object in doing this)” out of 95 teachers 73 i.e. 76.84% made demand in a request

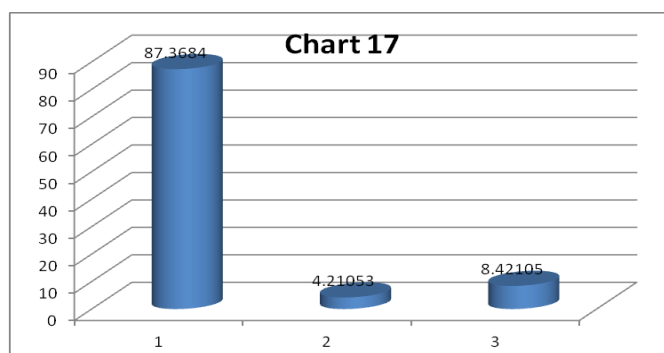


form, 7 i.e. 7.37% didn't make demands in a request form and 15 i.e. 15.79% were undecided and didn't want to reply yes or no.



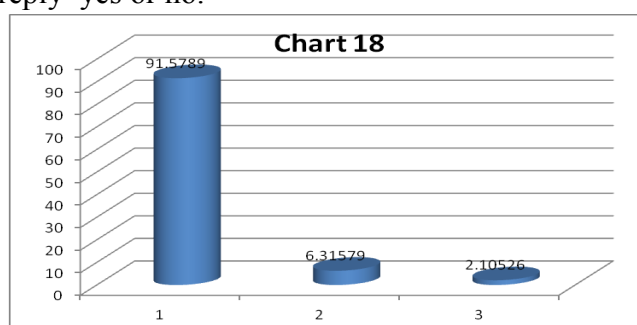
**Figure 21**

In response to the sixteenth statement, “I reprimand the student privately for his faults after he has become calm”, out of 95 teachers 81 i.e. 85.26% reprimanded the student privately for his faults after he had become calm, 10 i.e. 4.20 % didn't reprimand and 4 i.e 4.21%.were undecided and didn't want to reply yes or no.



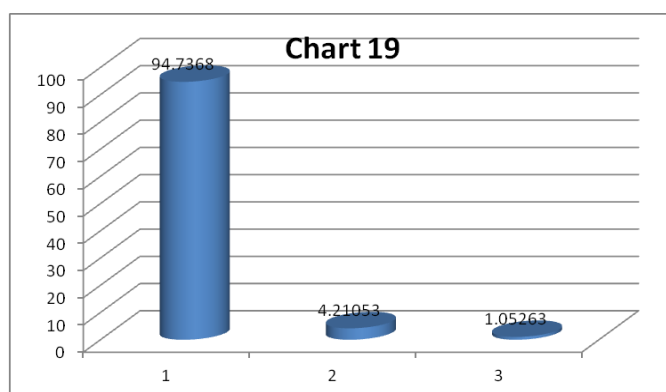
**Figure 22**

In response to the seventeenth statement, “I forgive the students for their faults once they express their sorrow for their faults” out of 95 teachers 83 i.e. 87.37% forgave the students for their faults once they expressed their sorrow for their faults, 4 i.e. 4.21% didn't forgive them and 8 i.e.8.42 % were undecided. and didn't want to reply yes or no.



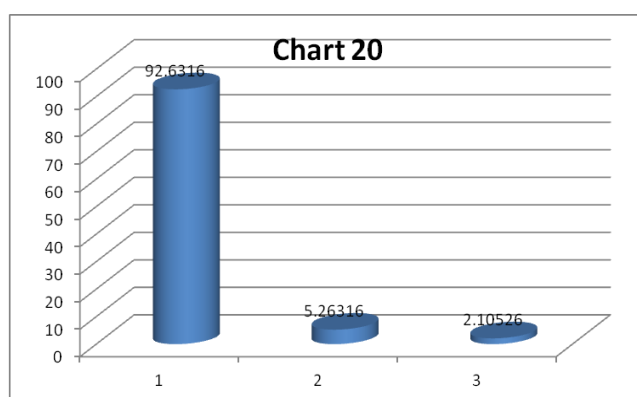
**Figure 23**

In response to the eighteenth statement ,“I do not humiliate the students in public by humiliating punishments/remarks”, out of 95 teachers 87 i.e.91.58% didn’t humiliate the students in public by humiliating punishments/remarks, 6 i.e. 6.31% humiliated the student in public by humiliating punishments/remarks, 2 i.e. 2.10 were undecided. and didn’t want to reply yes or no.



**Figure 24**

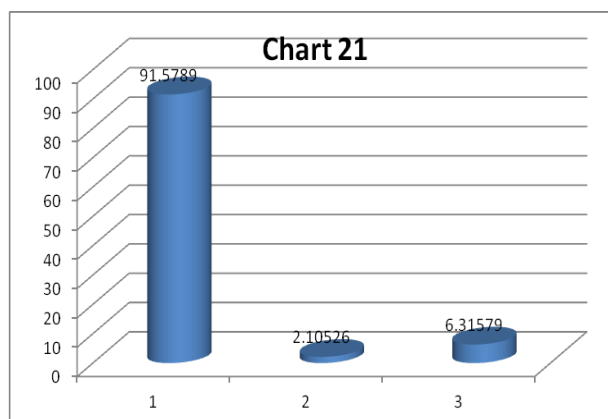
In response to the nineteenth statement, “I build up the self confidence of my students by the praise of the work well done” out of 95 teachers. 94.74%built up the self confidence of his/her students by the praise of the work well done, 4 i.e. 4.21 % didn’t build up the self confidence of their students by the praise of the work well done and 1.05% was undecided and didn’t want to reply yes or no.



**Figure 25**

In response to the twentieth statement, “I

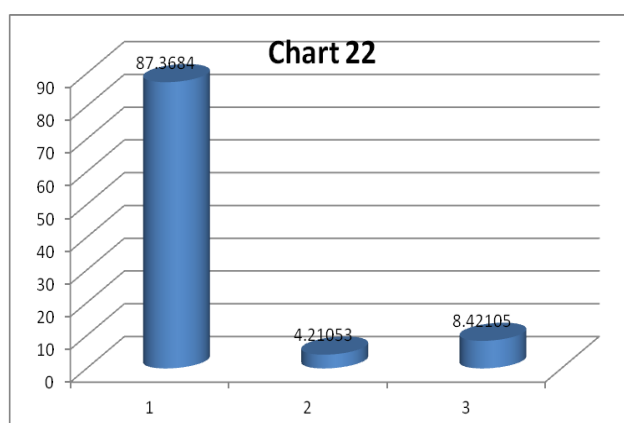
do not punish



the students without serious reason”, out of 95 teachers 88 i.e. 92.63% did not punish the students without serious reason, 5 i.e. 5.26% punished students without serious reason and 2 i.e. 2.10% were undecided.

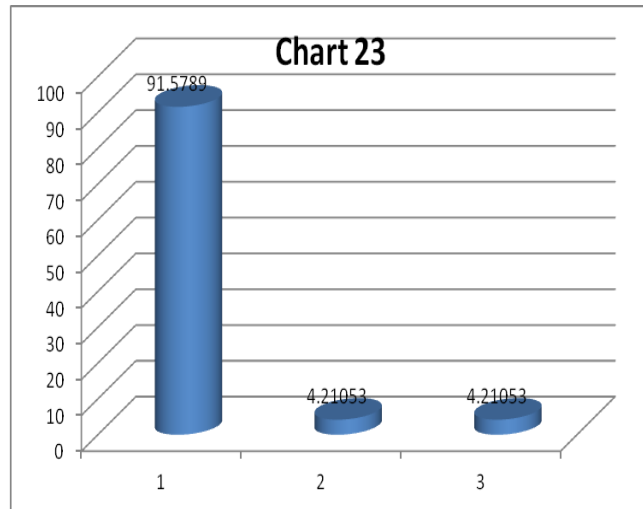
**Figure 26**

In response to the twenty first statement, “I do not punish severely slight faults,” out of 95 teachers 87 i.e. 91.58% didn't punish severely slight faults, 2 i.e. 2.10% punished severely slight faults and 6 i.e. 6.31% were undecided and didn't want to reply yes or no.



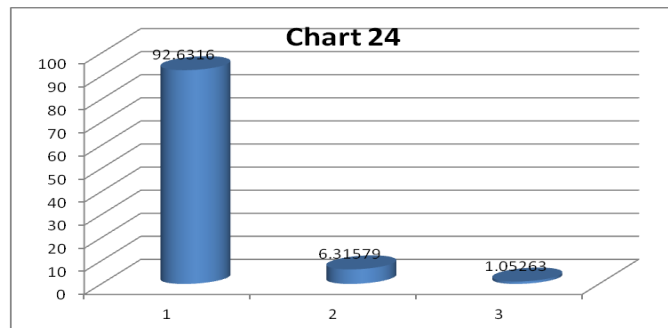
**Figure 27**

In response to the 22nd statement, “I dialogue with the students when occasion arises (sickness, death, calamities) during the explanation of the lessons or outside the class about faith in God,” out of 95 teachers 83 i.e. 87.37% dialogued with the students when occasion arose, 4 i.e. 4.21% did not dialogue with students when occasions arose and 8 i.e. 8.42% were undecided.



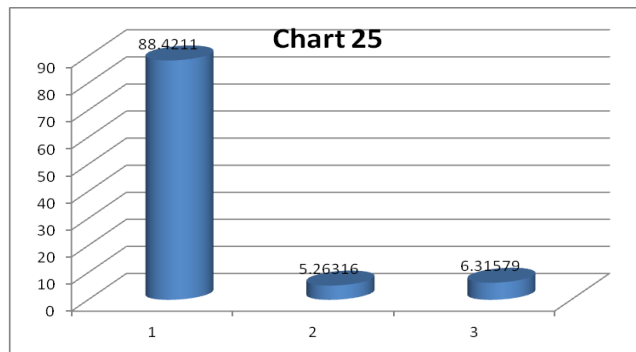
**Figure 28**

In response to the 23rd statement, “I dialogue with the students when occasion arises (sickness, death, calamities) during the explanation of the lessons or outside the class about service to fellowmen” out of 95 teachers 87 i.e. 91.58% had Service to fellowmen, 4 i.e.4.21% didn’t have Service to fellowmen and 4 i.e. 4.21% were undecided and didn’t want to reply yes or no.



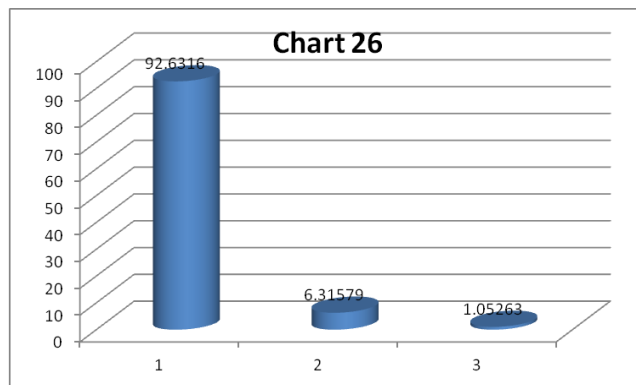
**Figure 29**

In response to the 24th statement, “I dialogue with the students when occasion arises (sickness, death, calamities) during the explanation of the lessons or outside the class about national integrity”out of 95 teachers 88 i.e. 92.63% replied positively, 6 i.e. 6.31% replied negatively and 1i.e. 1.05% was undecided and didn’t want to reply yes or no.



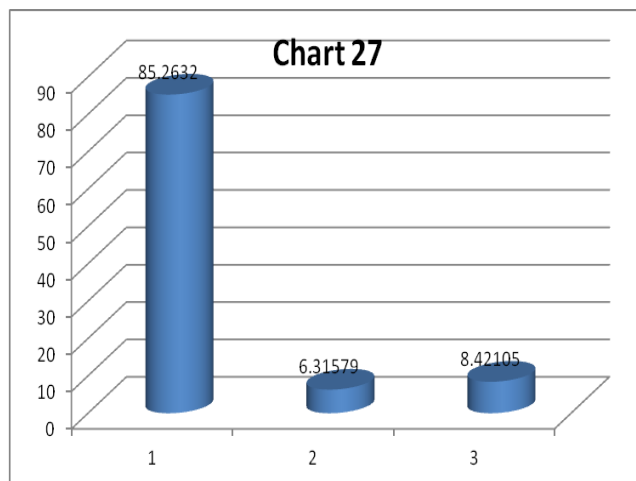
**Figure 30**

In response to the 25th statement, “My watchfulness over the conduct of the students makes them commit fewer faults” out of 95 teachers 84 i.e.88.42% replied positively, 5 i.e. 5.26%replied negatively and 6 i.e. 6.31%were undecided and didn’t want to reply yes or no.



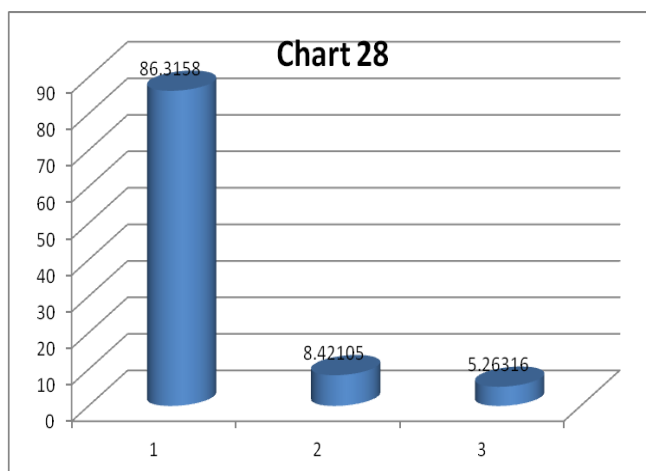
**Figure 31**

In response to the 26th statement, “I do not accept any engagement other than school work during school hours so I can be the present with the students” out of 95 teachers 88 i.e.99.63% replied positively, 6 i.e. 6.31% replied negatively and 1i.e. 1.05% was undecided.



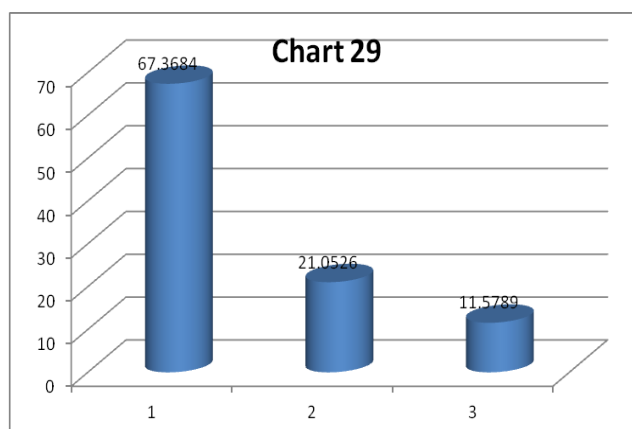
**Figure 32**

In response to the 27th statement, “I put off punishments as long as reason would tolerate,” out of 95 teachers 81 i.e. 85.26% put off punishments as long as reason would tolerate, 6 i.e. 6.31% didn’t put off punishments as long as reason would tolerate replied negatively and were i.e. 8.42% were undecided.



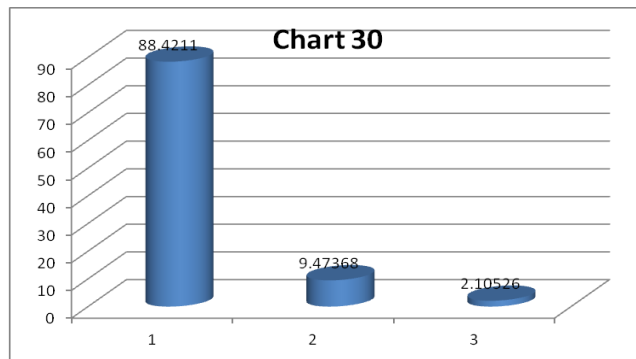
**Figure 33**

In response to the 28th statement, I make a sign of reverence when I pass a symbol which depicts God in the school ” out of 95 teachers 82 i.e.86.31% made a sign of reverence when they passed a symbol which depicted God in the school, 8 i.e. 8.42% didnt do it and 5 i.e. 5.26% were undecided.



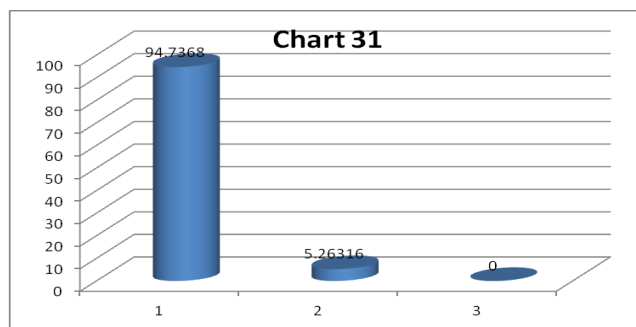
**Figure 34**

In response to the 29th statement, “I go to temple/mosque/ church to pray with the students,” out of 95 teachers 64 i.e. 67.37% went to temple/mosque/church to pray with the students, 20 i.e. 21.05 didn’t go to temple/mosque/ church to pray with the students and 11 i.e.11.58% were undecided.



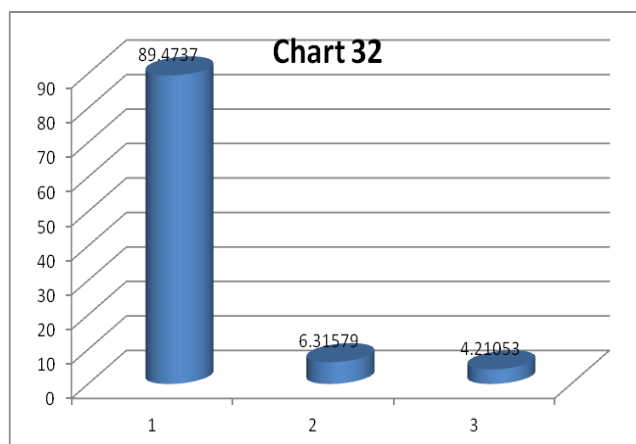
**Figure 35**

In response to the 30th statement, “I go to the school prayer hall if any to pray with the students” out of 95 teachers 84 i.e. 88.42% went to the school prayer hall if any to pray with the students, 9 i.e. 9.47% didn’t go to the school prayer hall if any to pray with the students and 2 i.e. 2.10% were undecided.



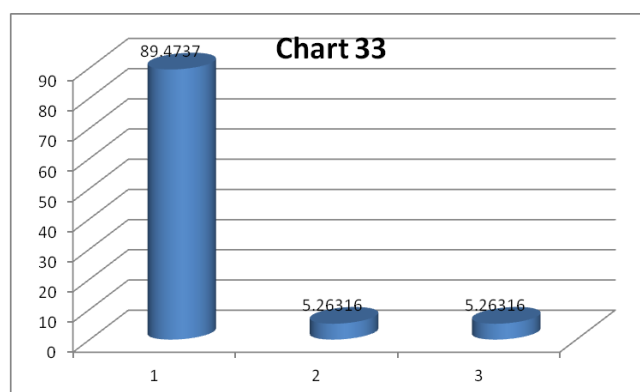
**Figure 36**

In response to the 31st statement, “During prayer in the school I together with the students ask God to forgive us our sins as we forgive the faults of others” out of 95 94.74% teachers together with the students ask God to forgive them their sins as they forgave the faults of others during prayer in the school, 5 i.e. 5.26 didn’t.



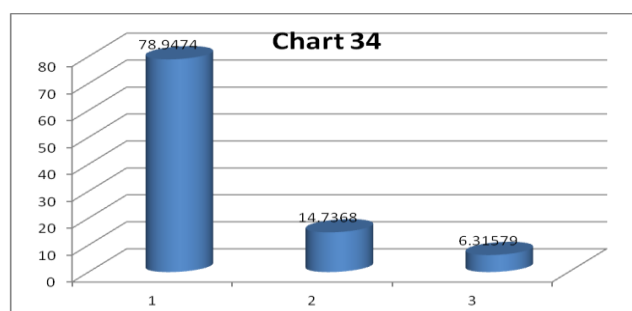
**Figure 37**

In response to the 32nd statement, “I take pain to explain to the students that doing their duties is serving God and fellow human being” out of 95 teachers 85 i.e.89.47% took pain to explain to the students that doing their duties were serving God and fellow human being, 6 i.e.6.31 didn’t take pain to do so and 4 i.e.4.21% were undecided.



**Figure 38**

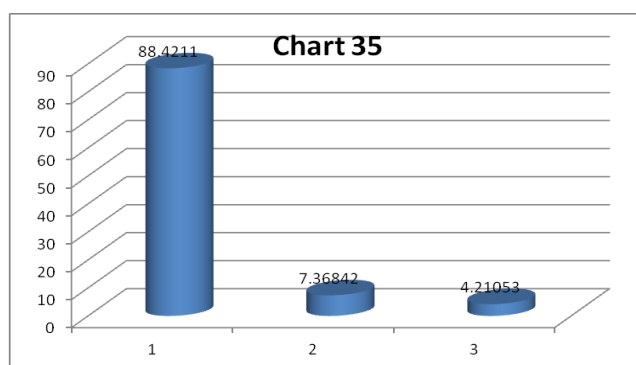
In response to the 33rd statement, “I make the students realize with suitable anecdotes serving fellow human beings is serving God” out of 95 teachers 85 i.e. 89.47% replied made the students realize with suitable anecdotes serving fellow human beings is serving God, 5 i.e.5.26% didn’t make the students realize with suitable anecdotes serving fellow human beings is serving God and 5 i.e. 5.26% were undecided.



**Figure 39**

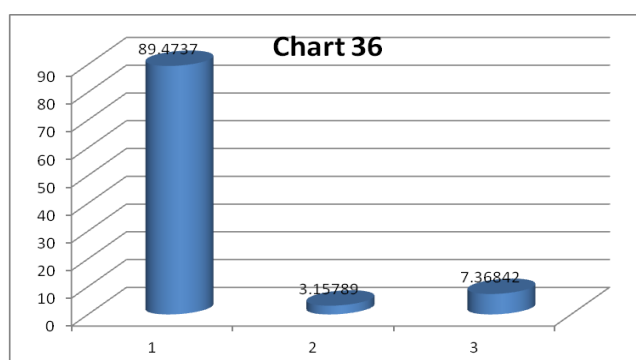
In response to the 34th statement, “I explain the lives of saints (holy people) so that my students believe in God as the saints did” out of 95 teachers 75 i.e. 78.94% explained the lives of saints (holy people) so that their students believed in God as the saints did, 14 i.e.14.74% didn’t explain the lives of saints so that their students believed in God as the saints did and 6 i.e. 6.31% were undecided.





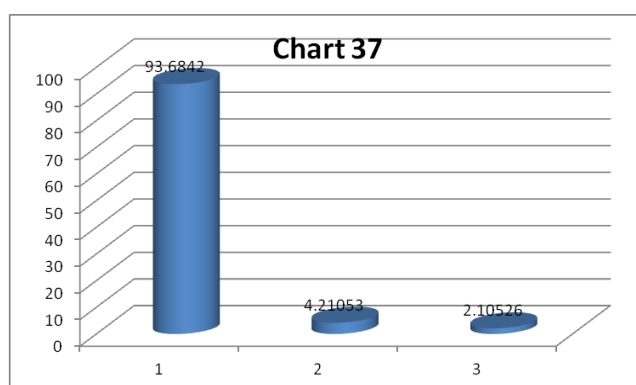
**Figure 40**

In response to the 35th statement, “I thank God for the gift of life in the presence of God when they greet me on my birthday” out of 95 teachers 84 i.e. 88.42% thanked God for the gift of life in the presence of God when they greeted them on their birthday, 7 i.e. 7.37% didn’t thank God for the gift of life in the presence of God when they greet me on my birthday replied negatively and 4 i.e. 4.21% were undecided.



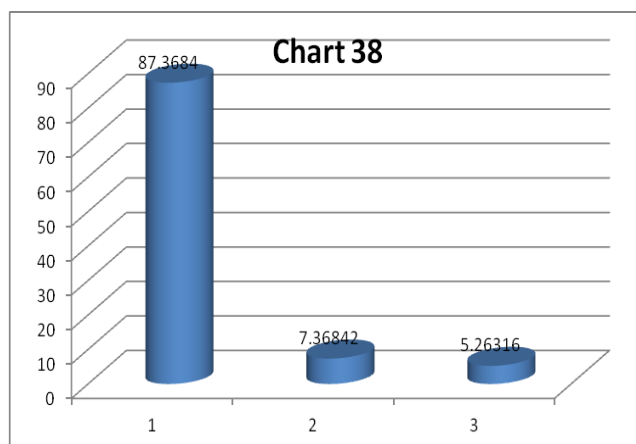
**Figure 41**

In response to the 36th statement, “I with my students pray before the class ”out of 95 teachers 85 i.e.89.47% teachers with their students prayed before the class, 3 i.e. 3.16% with their students didn’t pray before the class replied negatively while7 i.e. 7.37% were undecided.



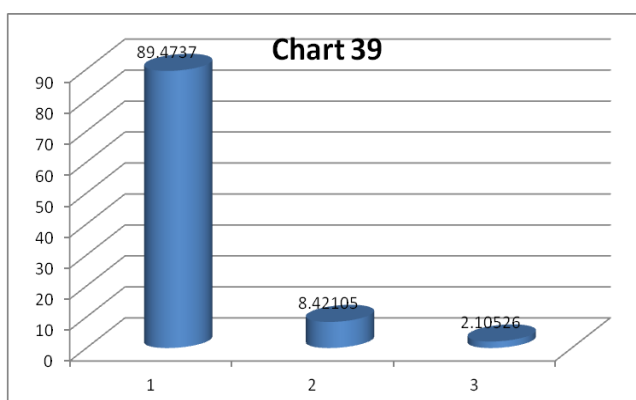
**Figure 42**

In response to the 37th statement, “I with my students pray after the class” out of 95 teachers 89 i.e. 93.68% teachers with their students prayed after the class, 4 i.e. 4.21% teachers with their students didn’t pray after the class replied negatively 2 i.e. 2.10% were undecided.



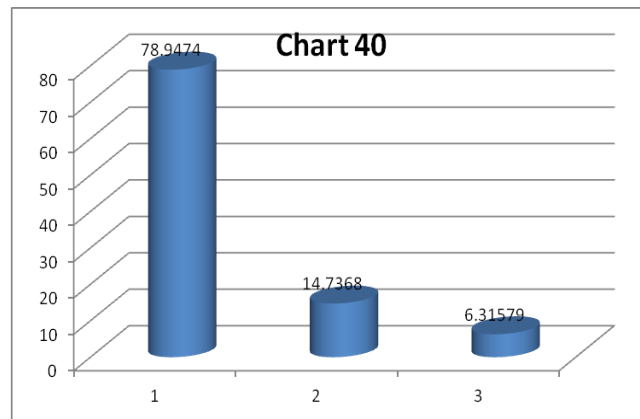
**Figure 43**

In response to the 38th statement, “I pray with the class for success in the exams of the X std, students” out of 95 teachers, 83 i.e. 87.37% prayed with the class for success in the exams of the X std, students, 7 i.e. 7.37% didn’t do so and 5 i.e. 5.26% were undecided.



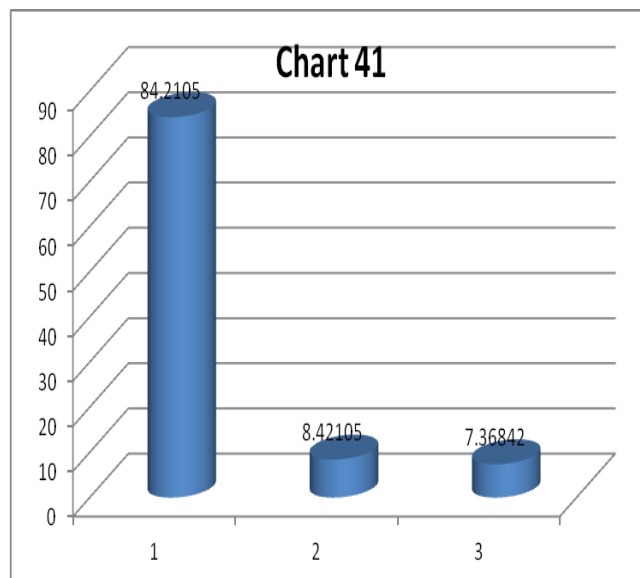
**Figure 44**

In response to the 39th statement, “I along with the students spend a few minutes in silent reflection during the school assembly” out of 95 teachers, 85 i.e. 89.47% along with the students spent a few minutes in silent reflection during the school assembly, 8 i.e. 8.42% along with the students did not spend a few minutes in silent reflection during the school assembly and 2 i.e. 2.10% were undecided.



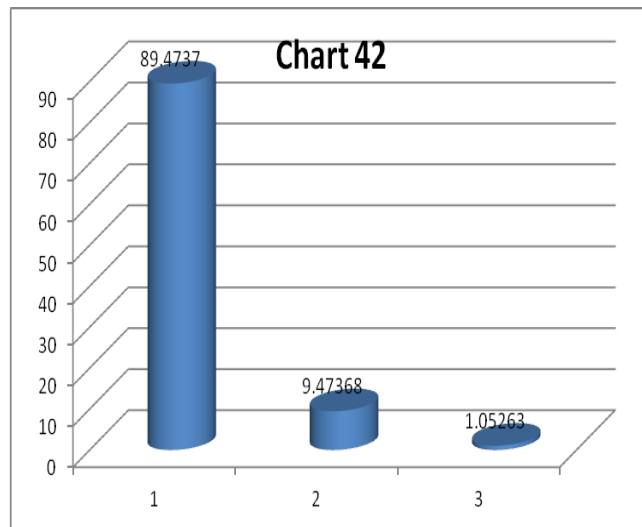
**Figure 45**

In response to the 40th statement, “I explain to the students that prayer helps in ameliorating the consequences of natural calamities (earthquakes, floods etc.)” out of 95 teachers 75 i.e.78.95% explained to the students that prayer helps in ameliorating the consequences of natural calamities (earthquakes, floods etc.)”, 14 i.e.14.77% didn’t explain to the students that prayer helps in ameliorating the consequences of natural calamities (earthquakes, floods etc.)” and 6 i.e.6.31% were undecided.



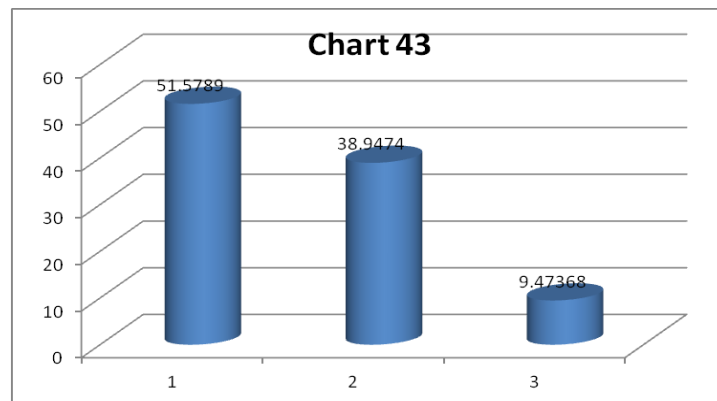
**Figure 46**

In response to the 41st statement, “I see to it that pupils of different religions, caste, and states live like brothers and sisters” out of 95 teachers 80 i.e.84.21% saw to it that pupils of different religions, caste, and states lived like brothers and sisters, 8 i.e.8.42% didn’t see to it that pupils of different religions, caste, and states lived like brothers and sisters and 7 i.e., 7.37% were undecided.



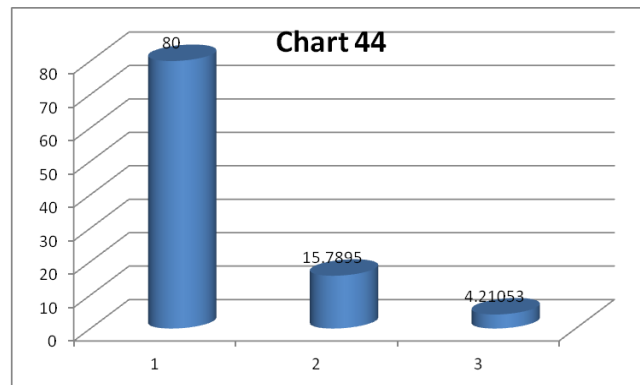
**Figure 47**

In response to the 42nd statement, “I encourage students to call upon God in every circumstance of life to get his blessings “out of 95 teachers 85 i.e. 89.47% encouraged students to call upon God in every circumstance of life to get his blessings, 9 i.e. 9.47 % didn’t encourage students to call upon God in every circumstance of life to get his blessings and 1 i.e.1.05% was undecided.



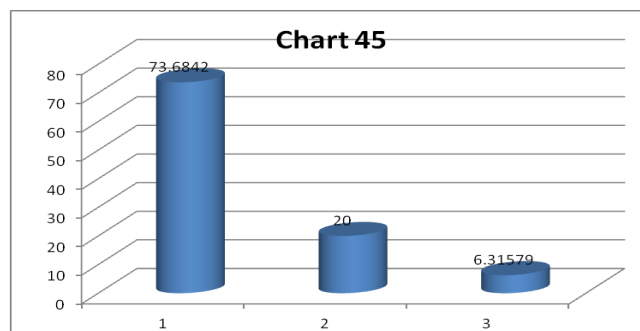
**Figure 48**

In response to the 43rd statement, “I display on the class notice board materials regarding God ” out of 95 teachers 49 i.e.51.58% displayed on the class notice board materials regarding God, 37 i.e. 38.95% didn’t display on the class notice board materials regarding God and 9 i.e., 9.47% were undecided.



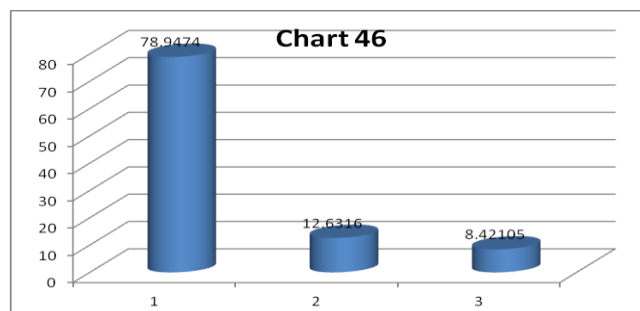
**Figure 49**

In response to the 44th statement, “I exhort the students to love God with their hearts and minds as the saints have done when their feast occurs “out of 95 teachers 76 i.e.80%I exhorted the students to love God with their hearts and minds as the saints had done when their feast occurred, 15 i.e.15.89% didn’t exhort the students to love God with their hearts and minds as the saints had done when their feast occurs and4 i.e.4.21% were undecided.



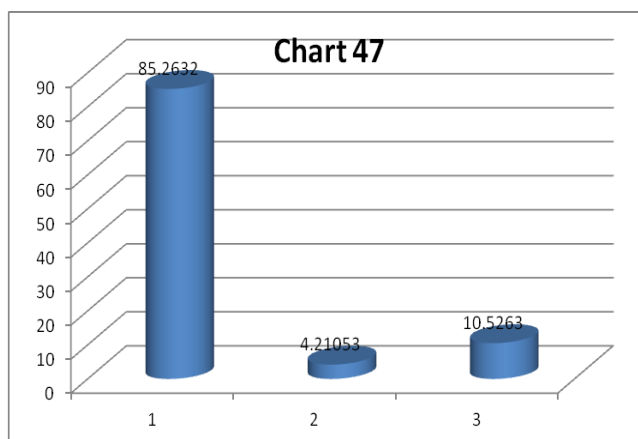
**Figure 50**

In response to the 45th statement, “I explain that purification from sin is an act pleasing to God, as all religions practice it, ”out of 95 teachers 70 i.e. , 19 i.e., didn’t explain the purification from sin is an act pleasing to God as all religions practiced it and 6 i.e. 6.31%were undecided.



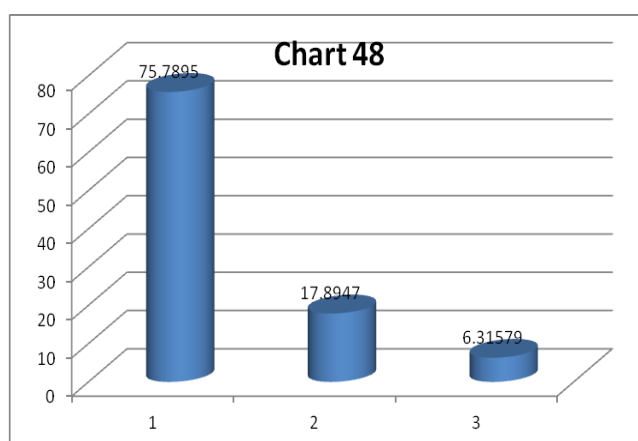
**Figure 51**

In response to the 46th statement “I explain that God is the true light during Diwali celebrations ”out of 95 teachers 75 i.e.78.95% explained that God is the true light during Diwali celebrations , 12 i.e.12.63% didn’t explain that God is the true light during Diwali celebrations and 8 i.e. 8.42% were undecided.



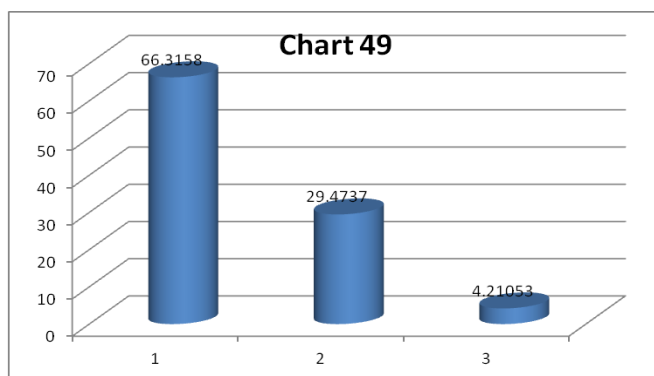
**Figure 52**

In response to the 47th statement “ I suggest to the students to shun vice so that they be holy as God is holy” out of 95 teachers 81 i.e. 81.26% suggested to the students to shun vice so that they be holy as God is holy, 4 i.e. 4.21% didn’t suggest to the students to shun vice so that they be holy as God is holy and 10i.e.10.53%were undecided.



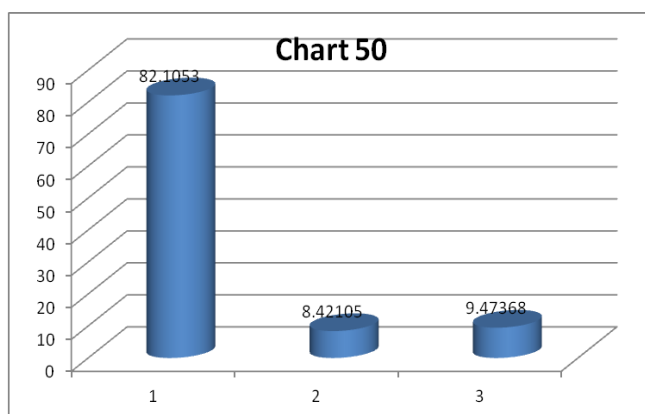
**Figure 53**

In response to the 48th statement “I explain the various feasts celebrated in the country to students to gain knowledge of God”, out of 95 teachers 72 i.e.75.79% explained the various feasts celebrated in the country to students to gain knowledge of God, 17i.e 17.89%didn't explain the various feasts celebrated in the country to students to gain knowledge of God and 6 I,e, 6.31% were undecided.



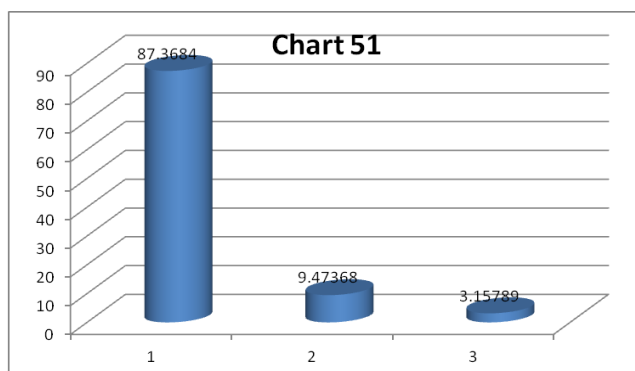
**Figure 54**

In response to the 49th statement “I cite the examples of the saints who pray” out of 95 teachers 63 i.e.66.31% cited the examples of the saints who pray”, 28 i.e.29.47% didn’t cite the examples of the saints who pray and 4i.e. 4.21% were undecided.



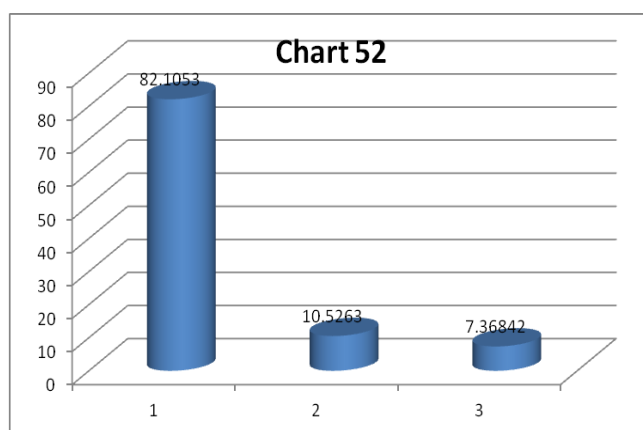
**Figure 55**

In response to the 50th statement “I urge the students to have the right conscience when events like murder take place” out of 95 teachers 78 i.e.82.10% urged the students to have the right conscience when events like murder took place, 8 i.e.8.42% didn’t urge the students to have the right conscience when events like murder took place and 9 i.e.9.47% were undecided.



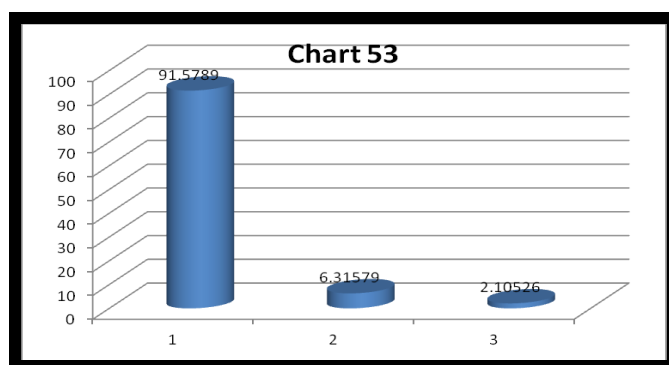
**Figure 56**

In response to the 51st statement “I dissuade them to join any kind of riots as they harm fellow human beings” out of 95 teachers 83 i.e. 87.37% dissuaded them to join any kind of riots as they harm fellow human beings “, 9 i.e.9.47% didn’t dissuade them to join any kind of riots as they harm fellow human beings and 3 i.e. 3.16% were undecided.



**Figure 57**

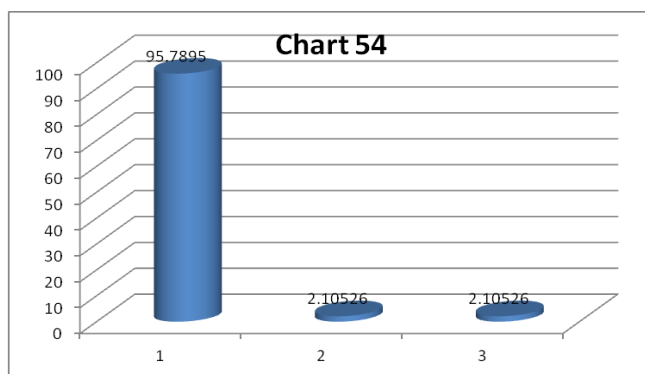
In response to the 52nd statement “I urge the students to follow the true precepts of their respective religions” out of 95 teachers 78 i.e.82.10% urged the students to follow the true percept of their respective religions , 10 i.e.10.53% didn’t urge the students to follow the true percept of their respective religions and7 i.e.7.37% were undecided.



**Figure 58**

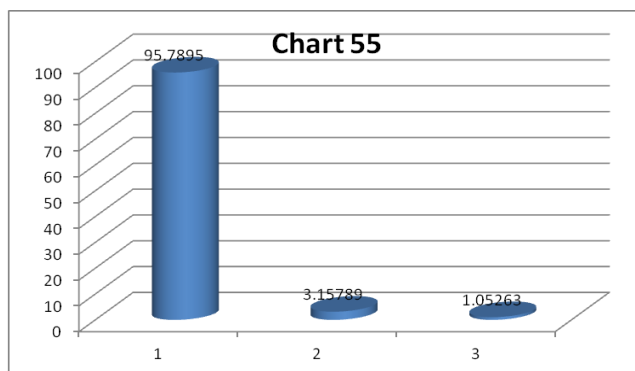
In response to the 53rd statement “My interaction with the students creates true rapport” out of 95 teachers 87 i.e.91.58% teachers’ interaction with the students created true rapport , 6 i.e.6.31% teachers’ interaction with the students did not create true rapport and 2 i.e.2.10% were undecided.





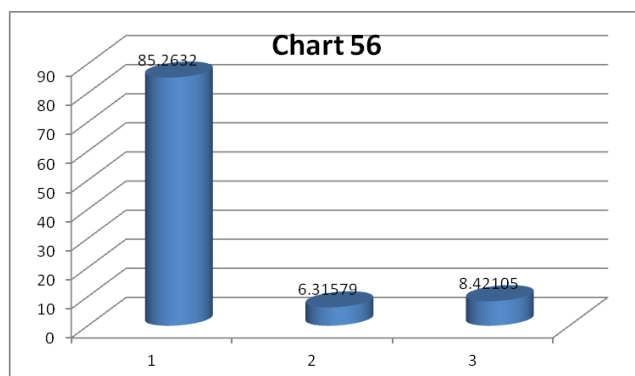
**Figure 59**

In response to the 54th statement “I collaborate affectionately with the students” out of 95 teachers 91 i.e. 95.79% collaborated affectionately with the students, 2 i.e.2.10% didn’t collaborate affectionately with the students and 2 i.e. 2.10% were undecided.



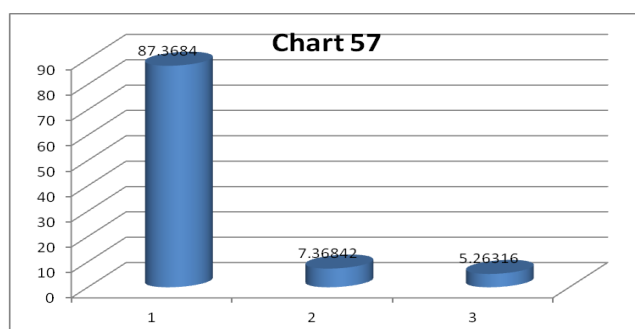
**Figure 60**

In response to the 55th statement “My pupils know that they are loved by me” out of 95 teachers 91 i.e.95.79% teachers’ pupils knew that they were loved by him/her , 3 i. e. 3.15% teachers’ pupils didn’t know that they were loved by him/her and 1 i.e. 1.05% were undecided.



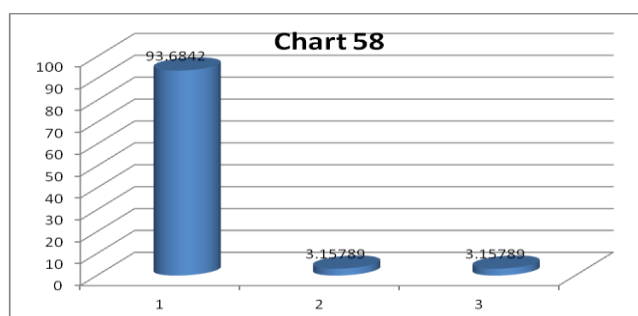
**Figure 61**

In response to the 56th statement “My pupils consider the school as a second home because of the love they receive from me” out of 95 teachers 81 i.e.85.26% teachers said that their pupils considered the school as a second home because of the love they received from them, 6 i.e. 6.31% teachers’ pupils didn’t consider the school as a second home because of the love they receive from me and 8 i.e. 8.42% were undecided.



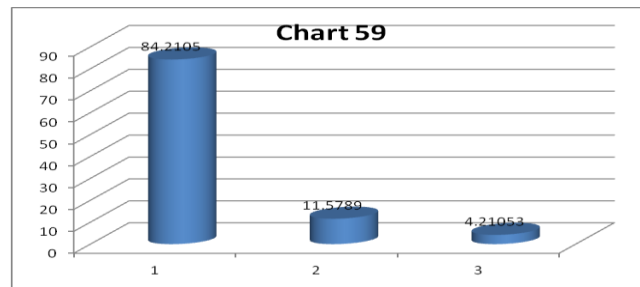
**Figure 62**

In response to the 57th statement “My love for the pupils is directed towards their achieving arduous goals of life” out of 95 teachers 83 i.e. 87.37% teachers’ love for the pupils was directed towards their achieving arduous goals of life, 7 i.e. 7.37% teachers’ love for the pupils was not directed towards their achieving arduous goals of life and 5 i.e.5.26% were undecided.



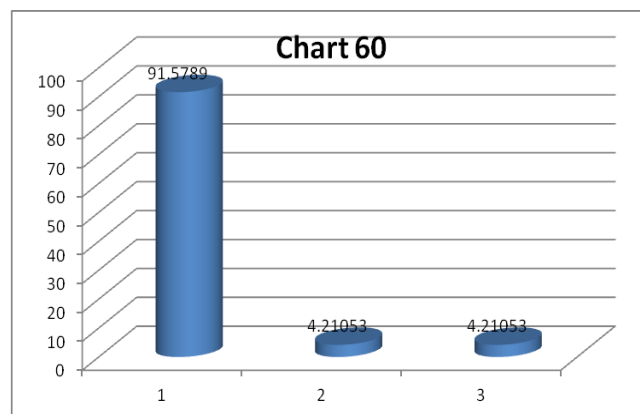
**Figure 63**

In response to the 58th statement “I take pains to see that the students take responsibility for their life by checking whether they do their daily lessons” out of 95 teachers 89 i.e.93.68% took pains to see that the students took responsibility for their life by Checking whether they did their daily lessons, 3 i.e.3.165 didn’t take pains to see whether the students took responsibility for their life by Checking whether they did their daily lessons and 3 i.e. 3.16% were undecided.



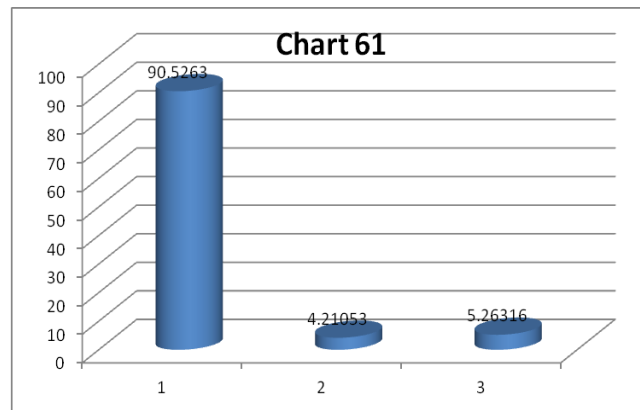
**Figure 64**

In response to the 59th statement “I take pains to see that the students take responsibility for their life by checking whether they prepare a daily study time-table” out of 95 teachers 80 i.e.84.21% said that they took pains to see that the students took responsibility for life by checking whether they prepared a daily study time-table, 11 i.e. 11.58% didn’t take pains to see that the students took responsibility for life by checking whether they prepared a daily study time-table and 4i.e.4.21% were undecided.



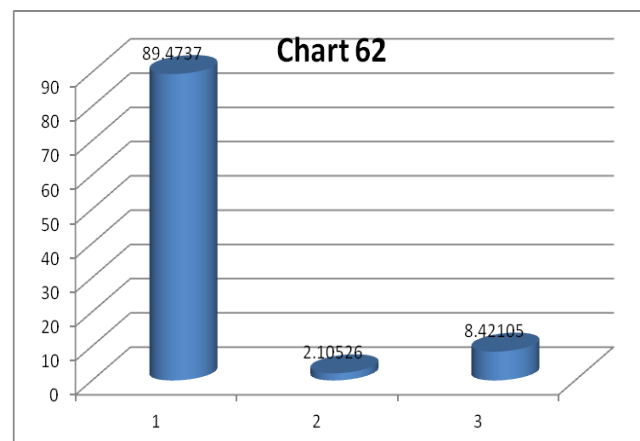
**Figure 65**

In response to the 60th statement “I take pains to see that the students take responsibility for their life by Assigning them tasks to do within their capacity” out of 95 teachers 87 i.e.91.58%% said that they took pains to see that the students took responsibility for their life by Assigning them tasks to do within their capacity,4 i.e.4.215 didn’t take pains to see that the students took responsibility for their life by assigning them tasks to do within their capacity and 4 i.e. 4.21% were undecided.



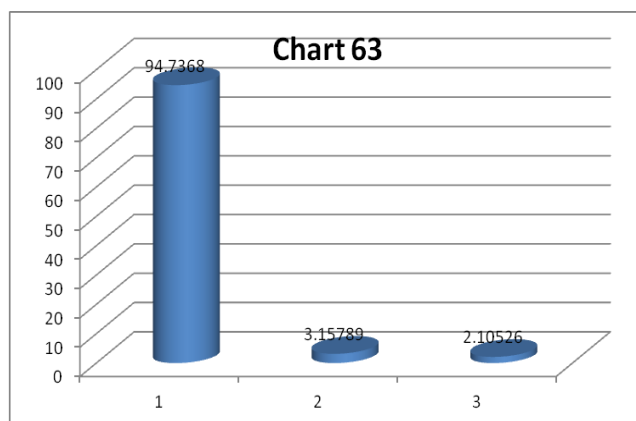
**Figure 66**

In response to the 61st statement “I take pains to see that the students take responsibility for their life by Giving them positions of responsibility” out of 95 teachers, 86 i.e.90.53% said that they took pains to see that the students took responsibility for their life by giving gave them positions of responsibility, 4 i.e. 4.21% didn’t take pain to see that the students took responsibility for their life by giving them positions of responsibility and 5i.e. 5.26% were undecided.



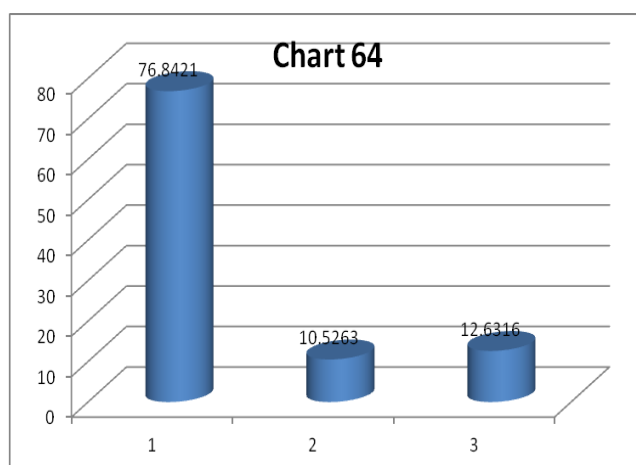
**Figure 67**

In response to the 62nd statement “I show patience in dealing with the troublesome students” out of 95 teachers 85 i.e. 89.47% showed patience in dealing with the troublesome students, 2 i.e. 2.10% didn’t show patience in dealing with the troublesome students and 8 i.e. 8.42% were undecided.



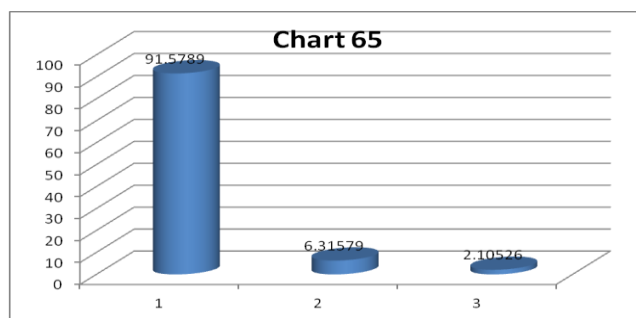
**Figure 68**

In response to the 63rd statement “I make it a point to appreciate any good performance of my students” out of 95 teachers 94.74% made it a point to appreciate any good performance of their students, 3.16% didn’t make it a point to appreciate any good performance of their students and 2 i.e. 2.10% were undecided.



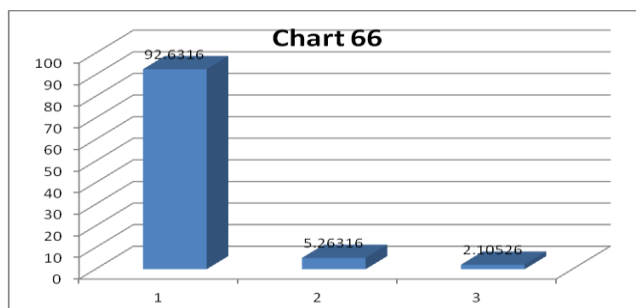
**Figure 69**

In response to the 64th statement, “I treat the students with kindness in spite of the rebuffs received from students with difficult character” out of 95 teachers, 73 i.e. 76.84% treated the students with kindness in spite of the rebuffs received from students with difficult character, 10 i.e. 10.52% didn’t treat the students with kindness in spite of the rebuffs received from students with difficult character and 12 i.e. 12.63% were undecided.



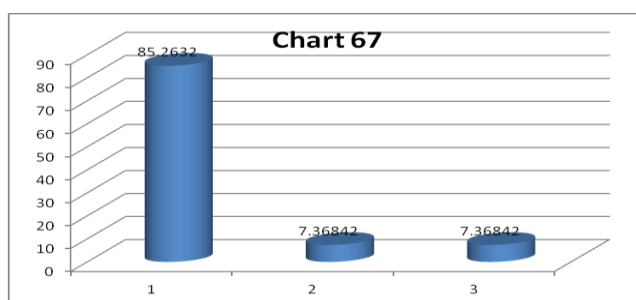
**Figure 70**

In response to the 65th statement “I create a friendly atmosphere with personal contacts with them” out of 95 teachers, 87 i.e. 91.58% created a friendly atmosphere with personal contacts with them, 6 i.e. 6.31% didn’t create a friendly atmosphere with personal contacts with them and 2 i.e. 2.10% were undecided.



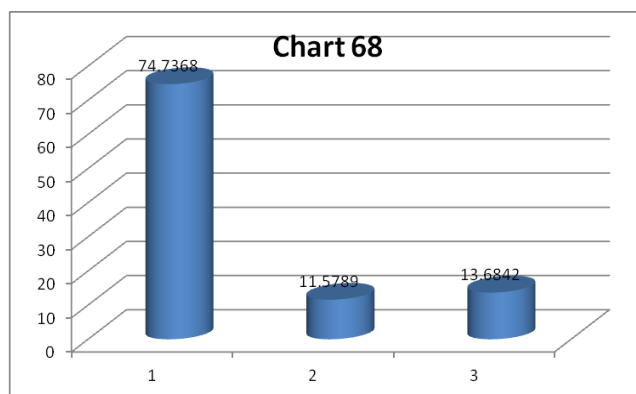
**Figure 71**

In response to the 66th statement “I take pains to avoid dominating attitude with the students” out of 95 teachers 88 i.e. 92.63%, took pains to avoid dominating attitude with the students, 5 i.e. 5.26% didn’t take pains to avoid dominating attitude with the students and 2 i.e. 2.10% were undecided.



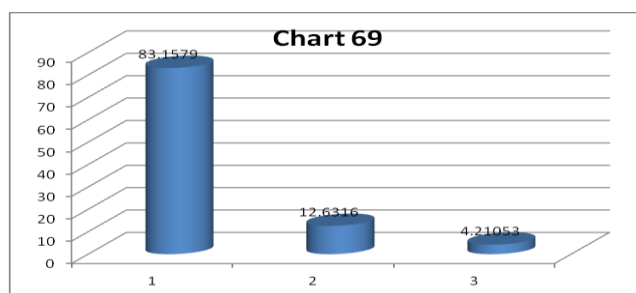
**Figure 72**

In response to the 67th statement “I do not give dogmatic criticism on the behaviour of the students”, out of 95 teachers 81 i.e. 85.26% did not give dogmatic criticism on the behaviour of the students, 7 i.e. 7.37% gave dogmatic criticism on the behaviour of the students and 7 i.e. 7.37% were undecided.



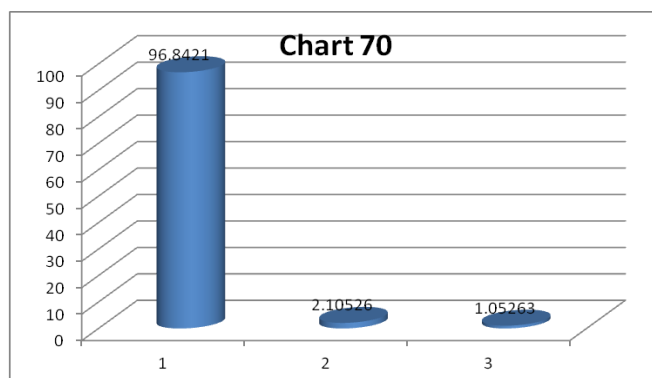
**Figure 73**

In response to the 68th statement “I am more loved by the pupils than feared” out of 95 teachers, 71 i.e. 74.74% were more loved by the pupils than feared, 11 i.e. 13.68% were not more loved by the pupils than feared and 3 i.e. 3.16% were undecided.



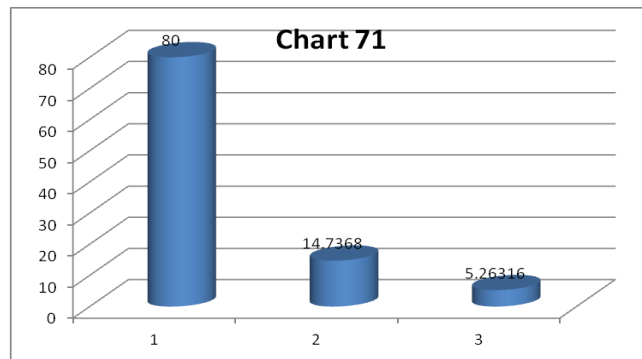
**Figure 74**

In response to the 69th statement “I converse with the pupils as friends” out of 95 teachers, 79 i.e. 83.16% conversed with the pupils as friends 12 i.e. 12.63% didn’t converse with the pupils as friends and 4 i.e. 4.21% were undecided.



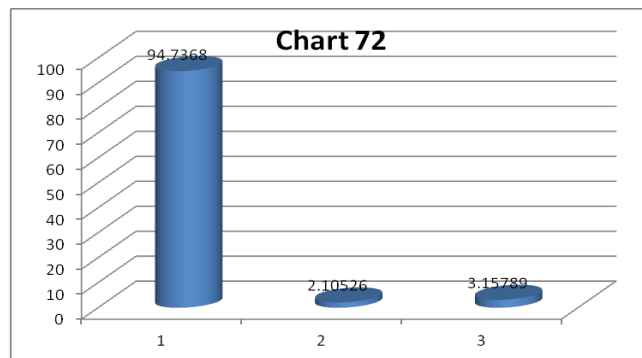
**Figure 75**

In response to the 70th statement “I am firm but kind” 92 i.e. 96.84% were firm and kind, 2 i.e. 2.10% were not firm but kind and 1 i.e. 1.05% was undecided.



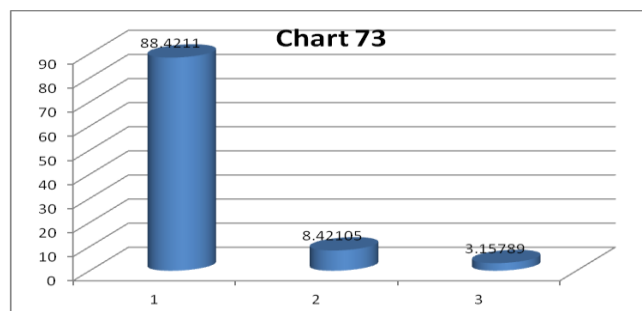
**Figure 76**

In response to the 71st statement “I overtake many faults of the students” out of 95 teachers, 76 i.e.80% overtook many faults of the students, 14 i.e.14.74% didn’t overtake many faults of the students and 5i.e. 5.26% were undecided.



**Figure 77**

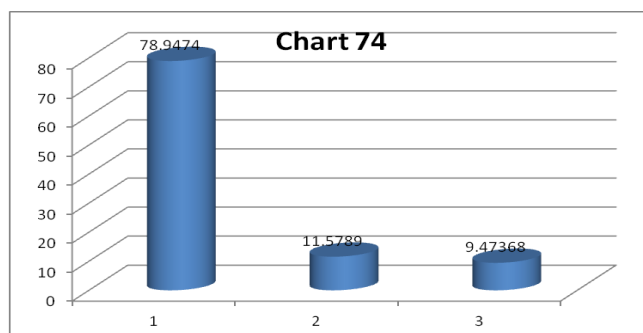
In response to the 72nd statement “I lovingly take lead in the activities of the students” out of 95 teachers 94.74%, lovingly took lead in the activities of the student, 2 i.e.2.10% didn’t take lead in the activities of the students lovingly and 3 i.e. 3.16% were undecided.



**Figure 78**

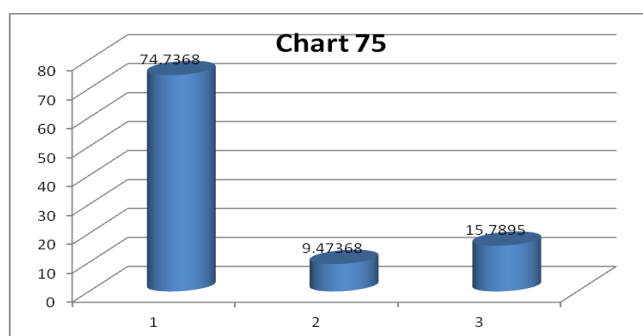
In response to the 73rd statement “I correct the faults of my students in a gentle way” out of 95 teachers 84i.e. 88.42% corrected the faults of their students in a gentle way, 8 i.e. 8.42% didn’t correct the faults of my students in a gentle way and 3i.e.3.16%were undecided.





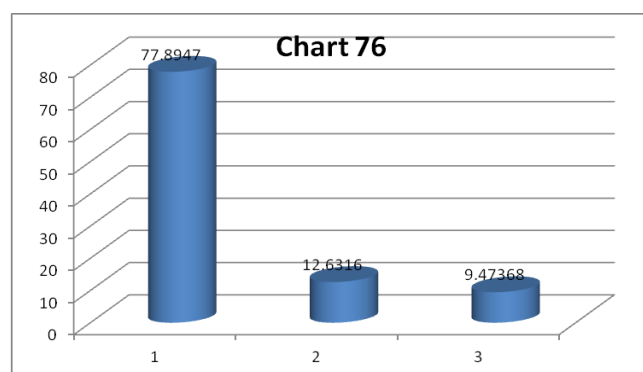
**Figure 79**

In response to the 74th statement “The corrections given by me are not resented by the students” out of 95 teachers, 75 i.e. 78.95% corrections given by the teacher were not resented by the students, 11 i.e. 11.58% corrections given by the teacher were resented by the students and 9 i.e. 9.47% were undecided.



**Figure 80**

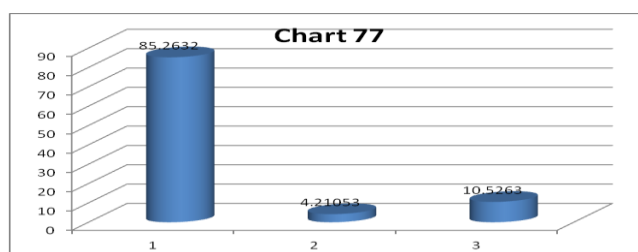
In response to the 75th statement “My advice is sought by the past pupils in their difficult moments” out of 95 teachers, 71 i.e. 74.74% teachers’ advice was sought by the past pupils in their difficult moments; 9 i.e. 9.47% teachers’ advice was not sought by the past pupils in their difficult moment’s and 15 i.e. 15.89% were undecided.



**Figure 81**

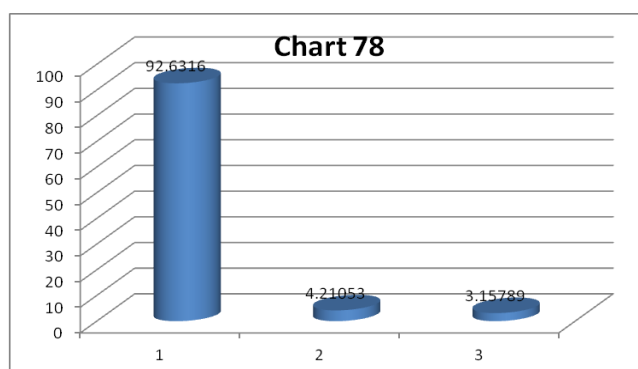
In response to the 76th statement “” out o I take trouble to see that the poorer students have sufficient books, clothes and stationary, out of 95 teachers, 74

i.e.77.89% took trouble to see that the poorer students had sufficient books, clothes and stationary, 12 i.e.12.63% didn't take trouble to see that the poorer students have sufficient books, clothes and stationary and 9 i.e.9.47% were undecided.



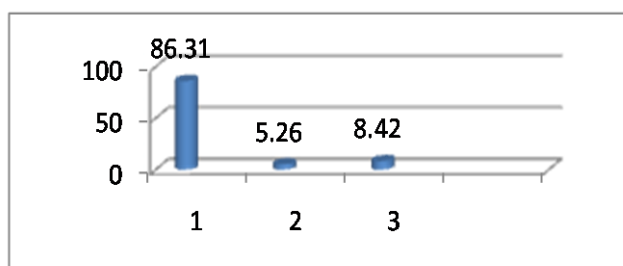
**Figure 82**

In response to the 77th statement "I have won over the confidence of my students by loving kindness" out of 95 teachers, 81 i.e.85.26% had won over the confidence of their students by loving kindness, 4 i.e.4.21% didn't have won over the confidence of my students by loving kindness and 10 i.e. 10.53% were undecided.



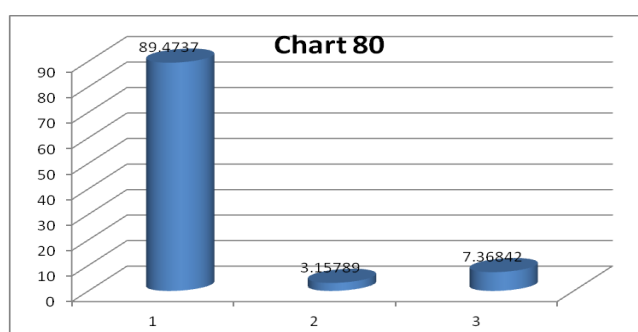
**Figure 83**

In response to the 78th statement "The students confide in me: their doubts" out of 95 teachers, 88 i.e.92.63% students confided in the teacher their doubts, 4 i.e.4.21% students didn't confide in the teacher their doubts and 3 i.e. 3.16% were undecided.



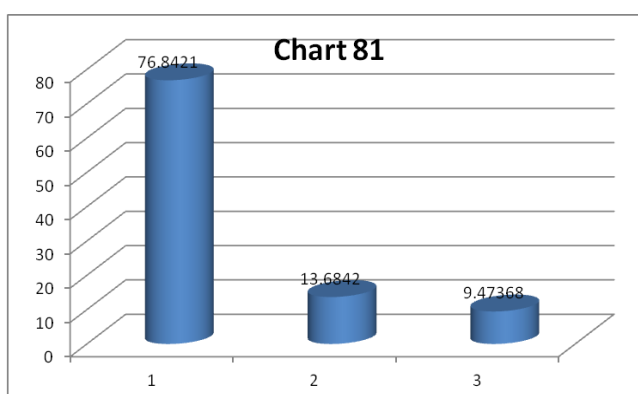
**Figure 84**

In response to the 79th statement “The students confide in me: their fears” out of 95 teachers, 86.31% students confided: their fears in teachers, 5.26% students didn’t confide their fears in teachers and 8.42% were undecided.



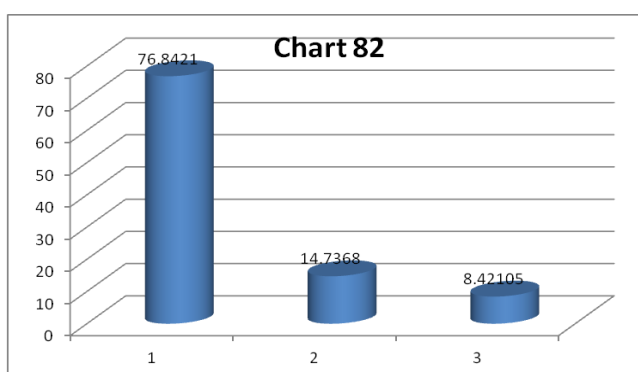
**Figure 85**

In response to the 80th statement “The students confide in me their anxieties” out of 95 teachers 85 i.e.89.47% students confided their anxieties in teachers, 3 i.e. 3.16% and 7i. e, 7.37% were undecided.



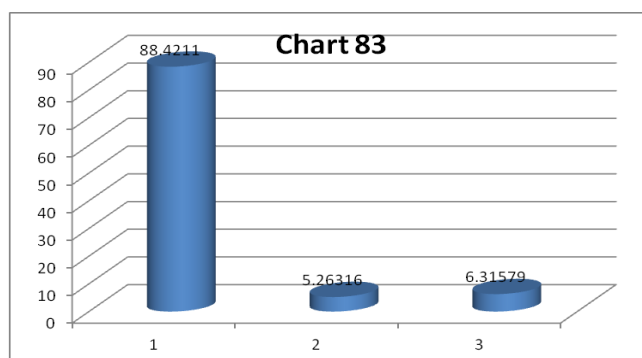
**Figure 86**

In response to the 81st statement “The students confide in me: their secrets” out of 95 teachers, 73i.e. 76.84% students confided their secrets in teachers,13 i.e. 13.68% students didn’t confide their secrets in teachers and 9 i.e.9.47% were undecided.



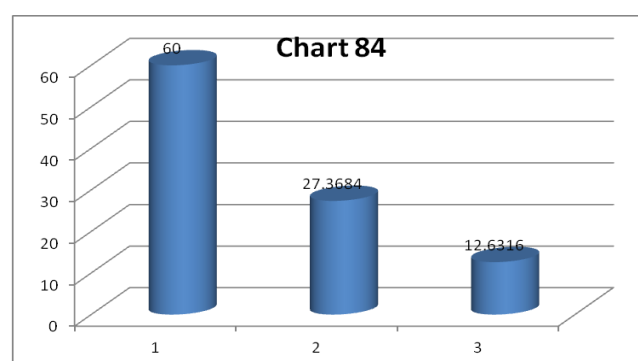
**Figure 87**

In response to the 82nd statement “The students confide in me : Weaknesses of their character” out of 95 teachers,73i.e. 76.84% teachers said that the students confided in them weaknesses of their charcter,14 i.e.14.74% students didn’t confide their weaknesses of their character in teachers and 8i.e. 8.42% were undecided.



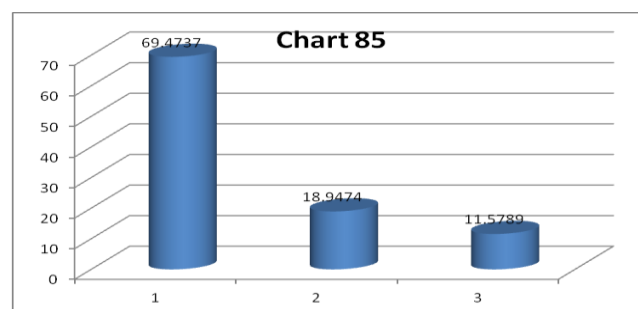
**Figure 88**

In response to the 83rd statement “I yearn for the return of the sick students” out of 95 teachers 84i.e. 88.42% yearned for the return of the sick students, 5 i.e. 5.26% didn’t yearn for the return of the sick students and 6i.e. 6.31% were undecided.



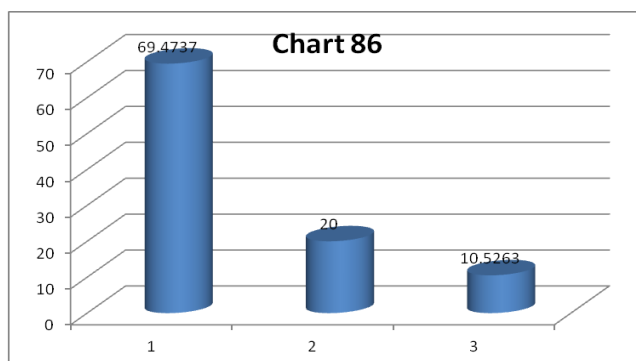
**Figure 89**

In response to the 84th statement “I visit the pupils who are sick” out of 95 teachers 57 i.e. 60% visited the pupils who were sick, 26 i.e. 27.37% didn’t visit the pupils who are sick and 12 i.e.12.63% were undecided.



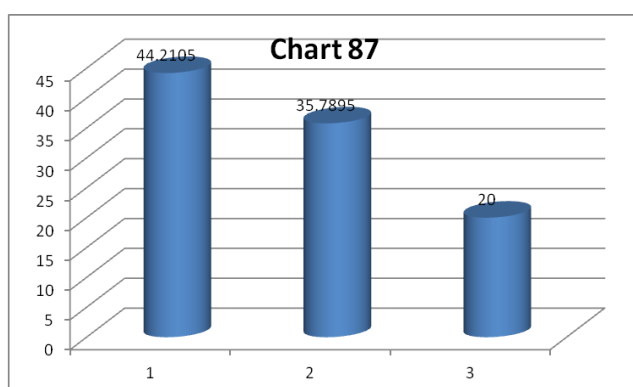
**Figure 90**

In response to the 85th statement “I put up with the weariness I feel in working with the students” out of 95 teachers, 66 i.e.69.47% put up with the weariness they felt in working with the students,18 i.e. 18.95%didn’t put up with the weariness they felt in working with the students and 11i.e.11.57% were undecided.



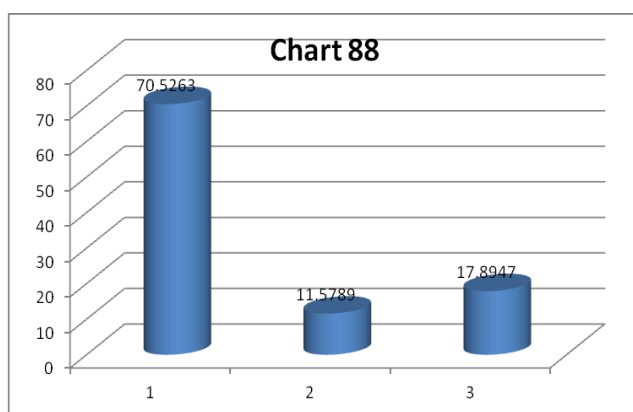
**Figure 91**

In response to the 86th statement “There is a past pupils unit in the school”, out of 95 teachers 66 i.e.69.47 replied positively %, 19i.e. 20% replied negatively and 10i.e.10.53% were undecided.



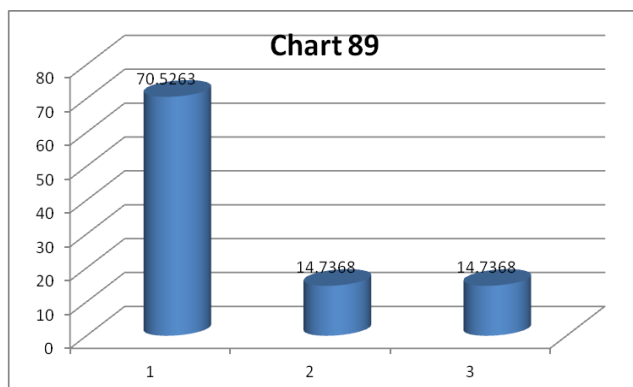
**Figure 92**

In response to the 87th statement, “The past pupils gather for a get-together once a year with me” out of 95 teachers, 42 i.e. 44.21% teachers said that the past pupils gathered for a get-together once a year with them,, 34 i.e. 35.79% said that The past pupils didn’t gather for a get-together once a year with me and 19 i.e. 20% were undecided.



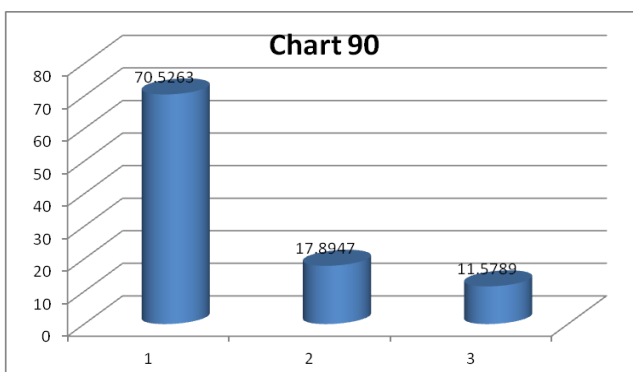
**Figure 93**

In response to the 88th statement “The past pupils return to visit their alma mater” out of 95 teachers, 67 i.e. 70.53%% said that The past pupils returned to visit their alma mater, 11i.e. 11.58% said that The past pupils didn’t return to visit their alma mater and 17i.e. 17.89% were undecided.



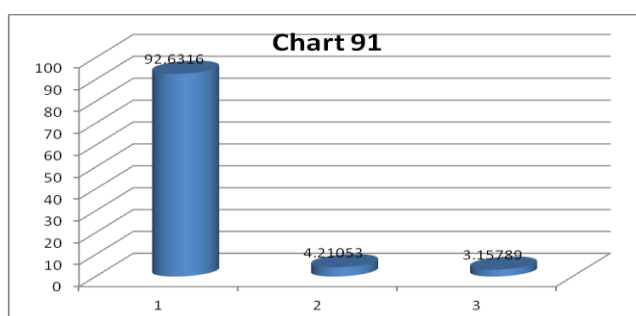
**Figure 94**

In response to the 89th statement, “The past pupils keep corresponding with me” out of 95 teachers, 67 i.e. 70.53% replied positively that the past pupils kept corresponding with them, 14 i.e. 14.74% replied negatively that the past pupils did not keep corresponding with them and 14 i.e., 14.74%were undecided.



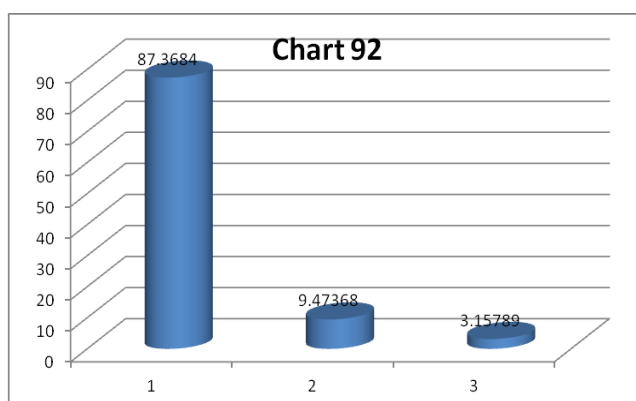
**Figure 95**

In response to the 90th statement, “The past pupils take part in the activities of the school like the school day and the sports day” out of 95 teachers, 67 i.e.70.53% teachers said that the past pupils took part in the activities of the school like the school day and the sports day, 17i.e. 17.89% said that the past pupils did not take part in the activities of the school like the school day and the sports day and 11i.e. 11.58% were undecided.



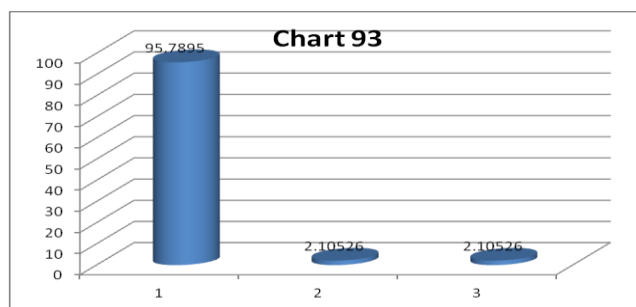
**Figure 96**

In response to the 91st statement, “I accept the students just as they are” out of 95 teachers, 88 i.e.97.63% accepted the students just as they were, 4 i.e.4.21% didn’t accept the students just as they were and 3 i.e.3.16% were undecided.



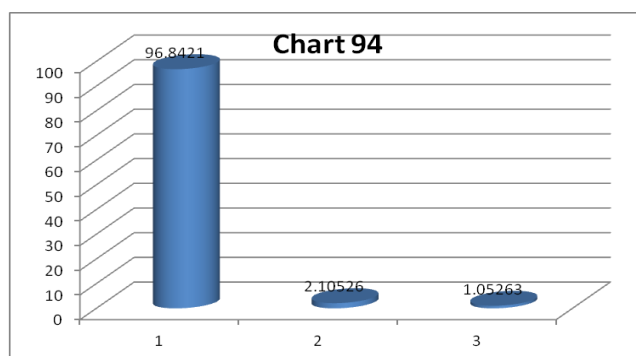
**Figure 97**

In response to the 92nd statement “I win esteem of the students by learning their names” out of 95 teachers, 83 i.e. 87.37%, won esteem of the students by learning their names 9 i.e. 9.47% didn’t win esteem of the students by learning their names and 3i.e. 3.16% were undecided.



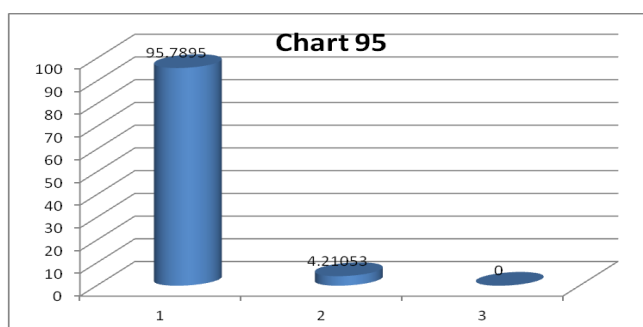
**Figure 98**

In response to the 93rd statement “I take pleasure in being in the company of students” out of 95 teachers, 91 i.e.95.79% took pleasure in being in the company of students,2 i.e. 2.10% didn’t take pleasure in being in the company of students and 2 i.e.2.10% were undecided.



**Figure 99**

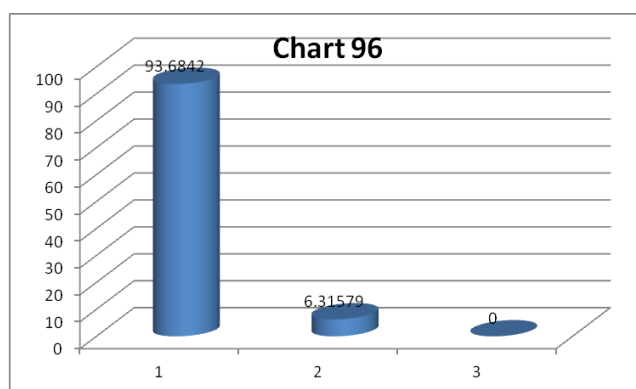
In response to the 94th statement “I give security to the students with my presence”, out of 95 teachers, 92 i.e. 95.84% gave security to the students with my presence, 2i.e.2.10% didn’t give security to the students with their presence and 1 i.e. 1.05%was undecided.



**Figure 100**

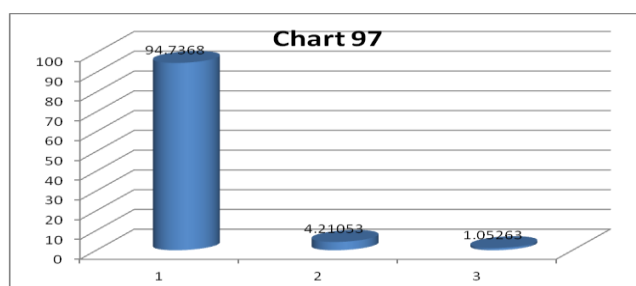
In response to the 95th statement “I give students freedom and scope to love and develop”, out of 95 teachers 91 i.e .95.79% gave students freedom and scope to love and develop, 4 i.e.4.21% didn’t give students freedom and scope to love and develop.





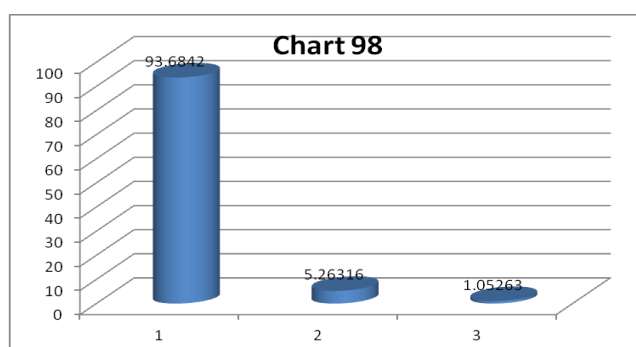
**Figure 101**

In response to the 96th statement “I create an atmosphere of love by caring for their welfare” out of 95 teachers, 89 i.e.93.69% created an atmosphere of love By caring for their welfare,,6 i.e.6.31% didn’t create an atmosphere of love By caring for their welfare.



**Figure 102**

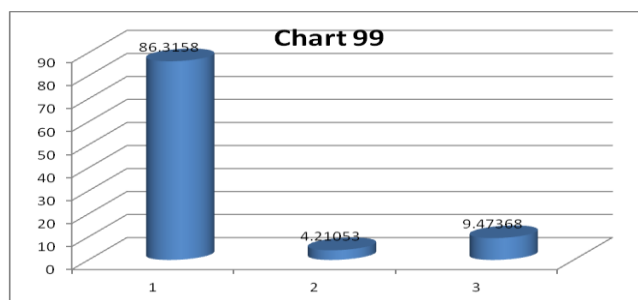
In response to the 97th statement “I create an atmosphere of love By showing appreciation” out of 95 teachers, 94.74% created an atmosphere of love By showing appreciation,4 i.e.4.21% didn’t create an atmosphere of love By showing appreciation and 1 i.e. 1.05 was undecided.



**Figure 103**

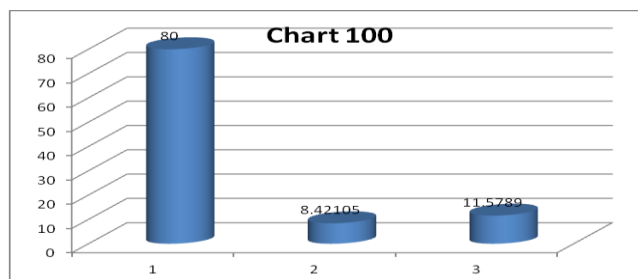
In response to the 98th statement “I create an atmosphere of love by saying kind words”, out of 95 teachers 89i.e. 93.68% created an atmosphere of love by

saying kind words, 5 i.e.5.26% didn't create an atmosphere of love by saying kind words and 1 i.e. 1.05 was undecided.



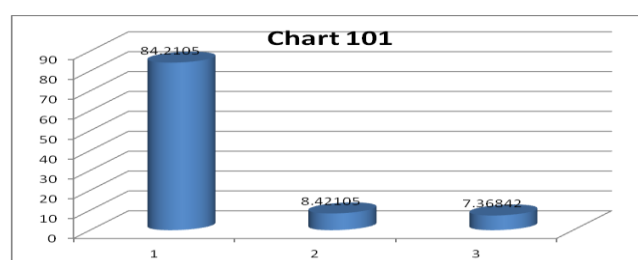
**Figure 104**

In response to the 99th statement "I join pupils informally when they are free from class", out of 95 teachers,82 i.e.86.31% joined pupils informally when they were free from class ,4i.e. 4.21% didn't join pupils informally when they were free from class and 9 i.e. 9.47% were undecided.



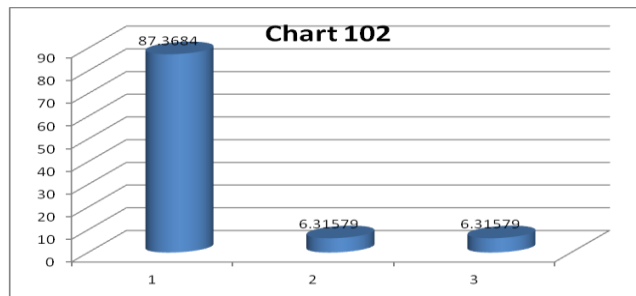
**Figure 105**

In response to the 100th statement, "I participate informally in the activities of the students", out of 95 teachers,76i.e.80%,8i.e.8.42% didn't participate informally in the activities of the students and 11i.e.11.58%were undecided.



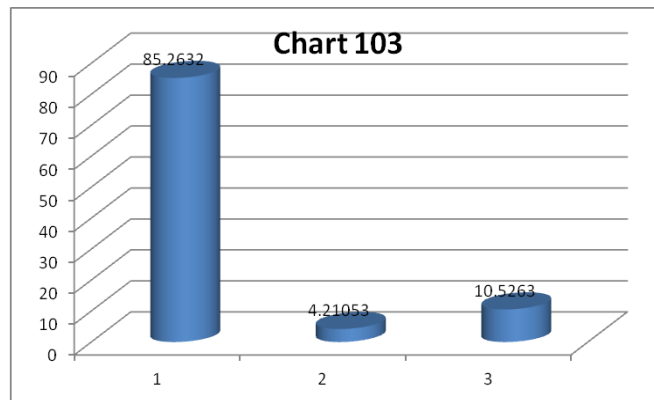
**Figure 106**

In response to the 101st statement, "I avoid creating barriers of age by taking interest in their pursuits" out of 95 teachers 80 i.e.84.21% avoided creating barriers of age by taking interest in their pursuits,8 i.e.8.42% didn't avoid creating barriers of age by taking interest in their pursuits and 7 i.e.7.37% were undecided.



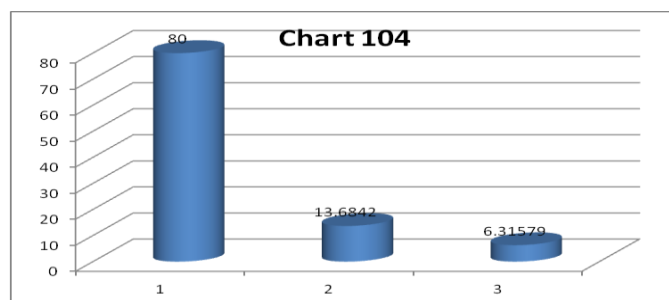
**Figure 107**

In response to the 102<sup>nd</sup> statement, “I do not create barriers of relationship with my authority as a teacher”, out of 95 teachers, 83 i.e. 87.37% did not create barriers of relationship with my authority as a teacher, 6 i.e. 6.31% created barriers of relationship with my authority as a teacher and 6 i.e. 6.31% were undecided.



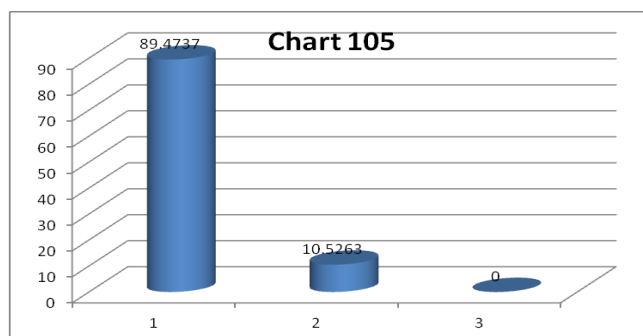
**Figure 108**

In response to the 103<sup>rd</sup> statement, “I do not beat/strike students did not beat/strike students”, out of 95 teachers 81 i.e. 85.26% did not beat/strike students, 4 i.e. 4.21% beat/struck students and 10, i.e. 10.53% were undecided.



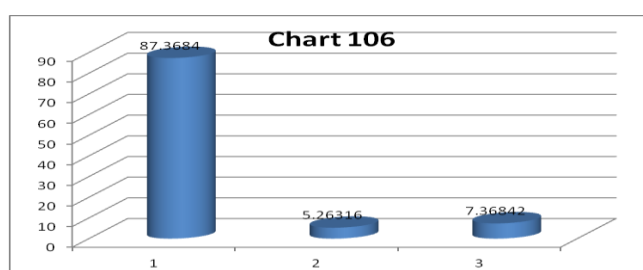
**Figure 109**

In response to the 104th statement, “I am lenient towards weaknesses of the students” out of 95 teachers, 76 i.e. 80% were lenient towards weaknesses of the students, 13 i.e. 13.68% were not lenient towards weaknesses of the students and 6 i.e. 6.31% were undecided.



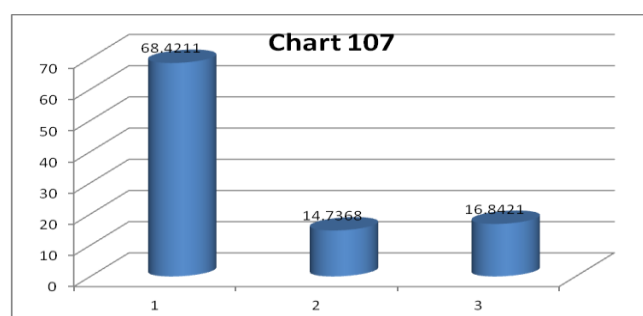
**Figure 110**

In response to the 105 statement “I empathize with the students whenever they are in trouble” out of 95 teachers 85 i.e.89.47% empathized with the students whenever they were in trouble,10 i.e.10.53% didn’t empathize with the students whenever they were in trouble.



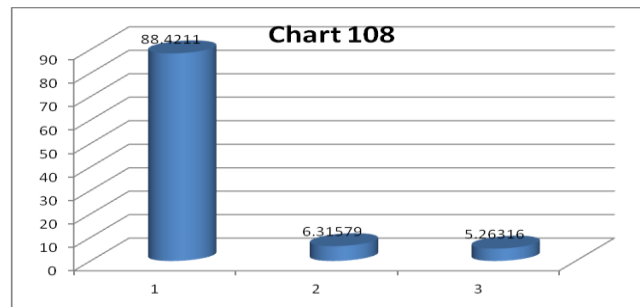
**Figure 111**

In response to the 106 statement “I supervise the students with concern so that they may not fall into trouble” out of 95 teachers 83 i.e. 87.37%% supervised the students with concern so that they might not fall into trouble, 5i.e.5.26% didn’t supervise the students with concern so that they might not fall into trouble and 7 i.e.7.37% were undecided.



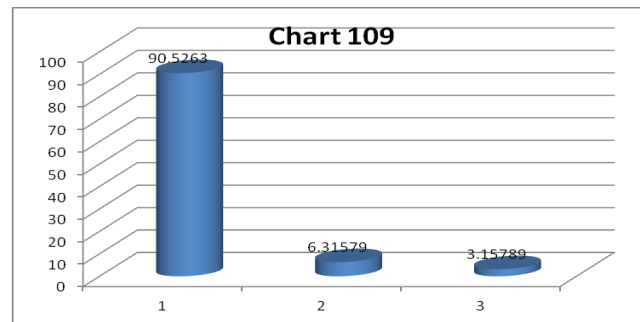
**Figure 112**

In response to the 107 statement “I show a serene appearance amidst worst mistakes of students” out of 95 teachers 65 i.e.68.42% showed a serene appearance amidst worst mistakes of students,14 i.e.14.74% didn’t show a serene appearance amidst worst mistakes of students and 16 i.e.16.84% were undecided.



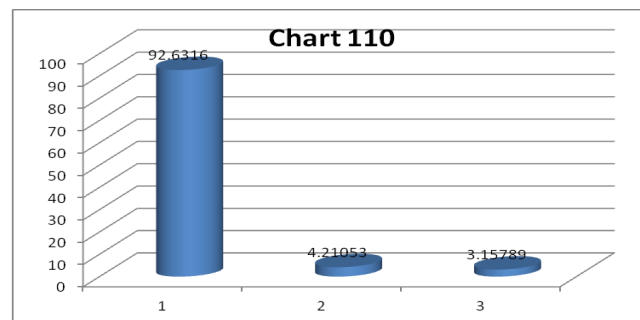
**Figure 113**

In response to the 108th statement “I take trouble to prepare for the celebrations of the school to increase the joy of the students” out of 95 teachers ,84 i.e.88.42% took trouble to prepare for the celebrations of the school to increase the joy of the students,6i.e. 6.31% didn’t take trouble to prepare for the celebrations of the school to increase the joy of the students and 5i.e.5.26% were undecided.



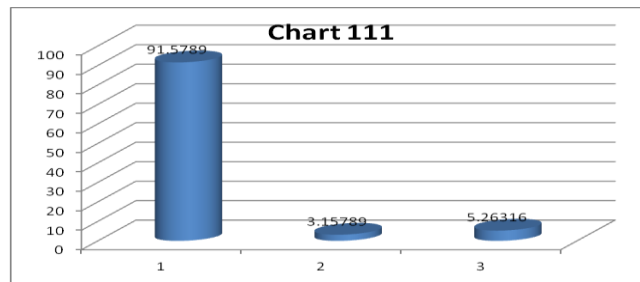
**Figure 114**

In response to the 109th statement “I foster with my personal example Sincerity in the students” out of 95 teachers, 86 i.e.90.53% fostered with their personal example Sincerity in the students,,6 i.e.6.31% didn’t foster with their personal example Sincerity in the students and 3 i.e. 3.16% were undecided.



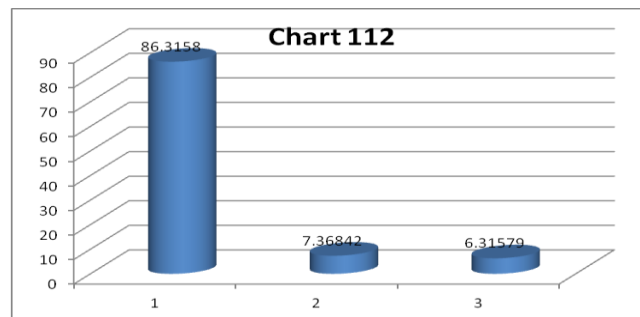
**Figure 115**

In response to the 110th statement “I foster with my personal example Openness in the students” out of 95 teachers 88 i.e.92.63% fostered with their personal example Openness in the students, 4 i.e.4.21% didn’t foster with their personal example Openness in the students and 3 i.e.3.16% were undecided.



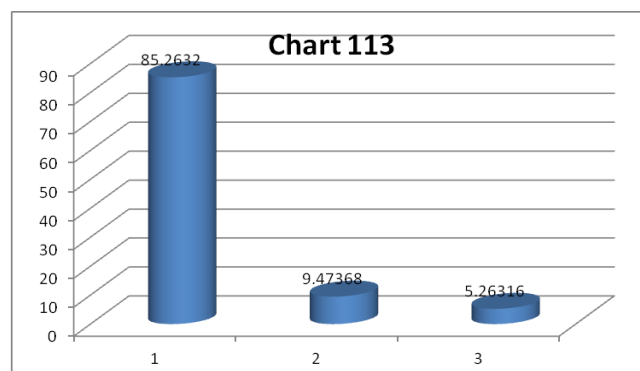
**Figure 116**

In response to the 111th statement “I foster with my personal example Loyalty in the students” out of 95 teachers 87 i. e.91.58 fostered with their personal example Loyalty in the students,3 i.e.3.16% didn’t foster with their personal example Loyalty in the students and 5i.e.5.26% were undecided.



**Figure 117**

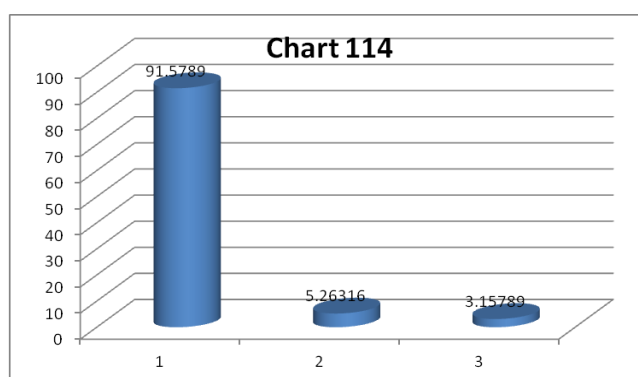
In response to the 112th statement “My students and I have a mutual feeling of being at home in each other’s company”, out of 95 teachers 82 i.e. 86.31% teachers replied that their students and they had a mutual feeling of being at home in each other’s company, 7 i.e. 7.37% teachers replied that their students and they didn’t have a mutual feeling of being at home in each other’s company while 6 i.e.6.31% were undecided.



**Figure 118**

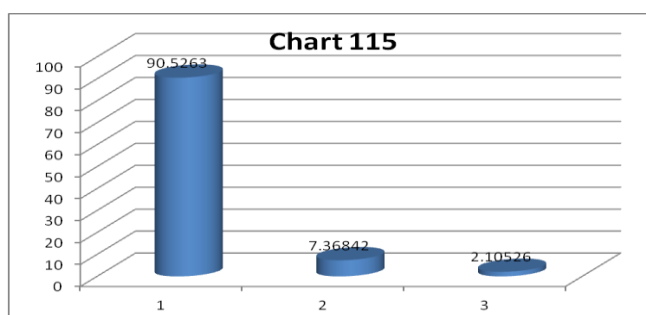
In response to the 113th statement, “During recreation I mix freely with the students”, out of 95 teachers, 81i.e.85.26% mixed freely with the students during

recreation, 9 i.e.9.47% didn't mix freely with the students during recreation and 5i.e.5.26% were undecided.



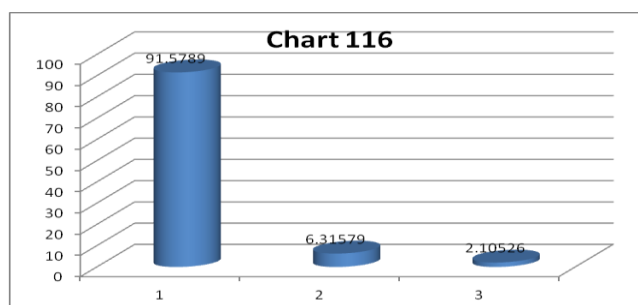
**Figure 119**

In response to the 114th statement “I foster with my personal example Openness in the students”, out of 95 teachers,87i.e.91.58% fostered with their personal example Openness in the students,5 i.e. 5.26% didn't foster with their personal example Openness in the students and 3i.e. 3.16% were undecided.



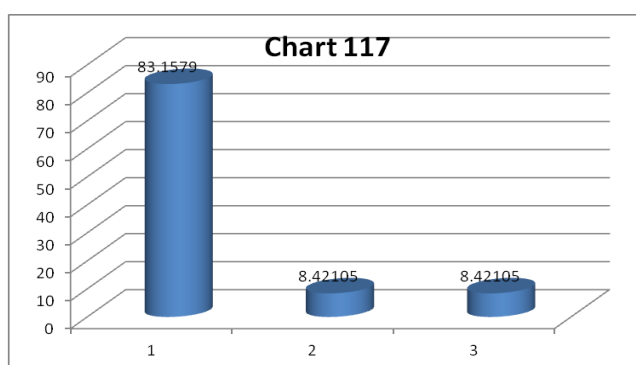
**Figure 120**

In response to the 115th statement, “During recreation I do not allow the students to sit idle in the class room”, out of 95 teachers, 86 i.e.90.53% didn't allow the students to sit idle in the class room during recreation,7 i.e.7.37% allowed students to sit idle in the classroom during recreation and 2 i.e. 2.10% 2 were undecided.



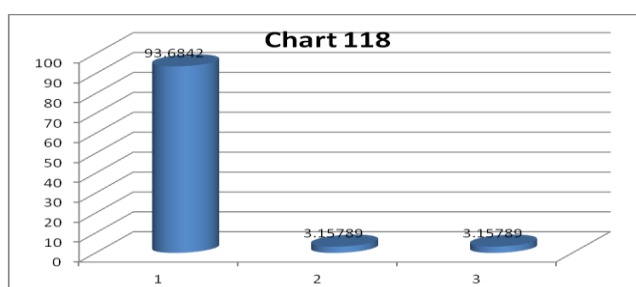
**Figure 121**

In response to the 116th statement “During recreation I allow and encourage the students to run, jump and play in the playground”, out of 95 teachers, 87 i.e. 91.58% allowed and encouraged the students to run, jump and play in the playground during recreation, 6 i.e.6.31% didn’t allow and encourage the students to run, jump and play in the playground during recreation 2 i.e.2.10% were undecided.



**Figure 122**

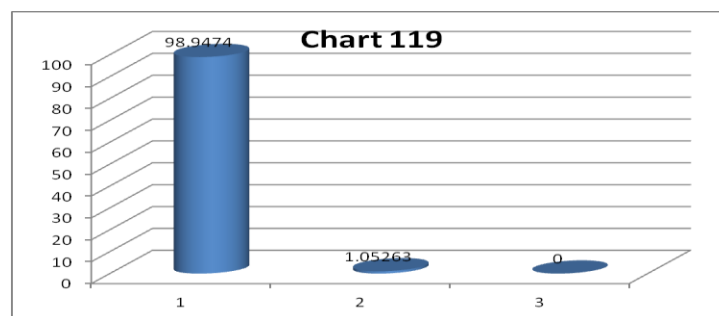
In response to the 117th statement, “During recreation I take part in their youthful interests” out of 95 teachers, 79 83.15% took part in their youthful interests,8 i.e. 8.42% didn’t take part in their youthful interests during recreation and 8 i.e.8.42% were undecided.



**Figure 123**

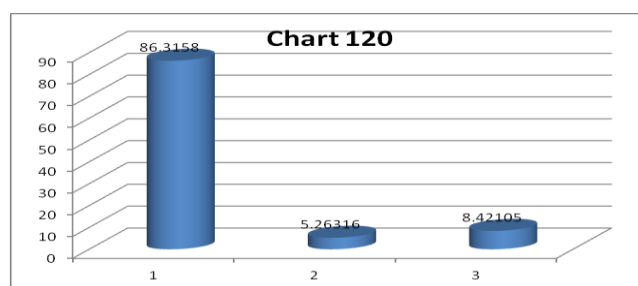
In response to the 118th statement “During recreation I whisper in the ear of the student a few words of advice that is particularly needed for him/her “out of 95 teachers 89 i.e.93.68% whispered in the ear of the student a few words of advice that was particularly needed for him/her during recreation replied positively, 3 i.e.3.16%didn’t whisper in the ear of the student a few words of advice that was particularly needed for him/her during recreation and 3i.e.3.16%were undecided.





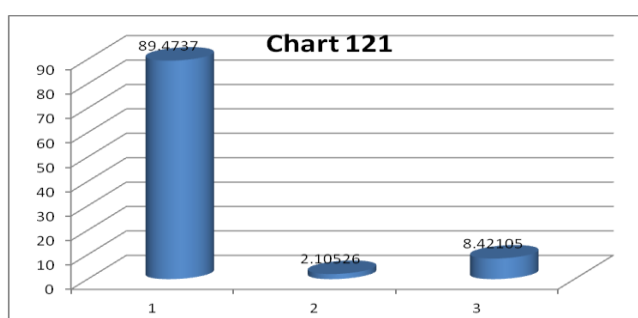
**Figure 124**

In response to the 119th statement, “During recreation I counsel the student who approaches me on a one-to-one basis”, 94 i.e. 98.94% counselled the student who approached them on a one-to-one basis during recreation, 1 i.e. 1.05% didn’t counsel the student who approached them on a one-to-one basis during recreation.



**Figure 125**

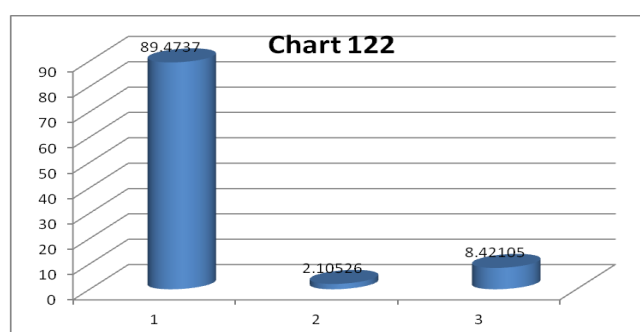
In response to the 120th statement “During recreation I take special interest in the weak students by coaching them”, out of 95 teachers, 82 i.e. 86.13% took special interest in the weak students by coaching them during recreation 5 i.e. 5.26% didn’t take special interest in the weak students by coaching them during recreation, and 8 i.e. 8.42% were undecided.



**Figure 126**

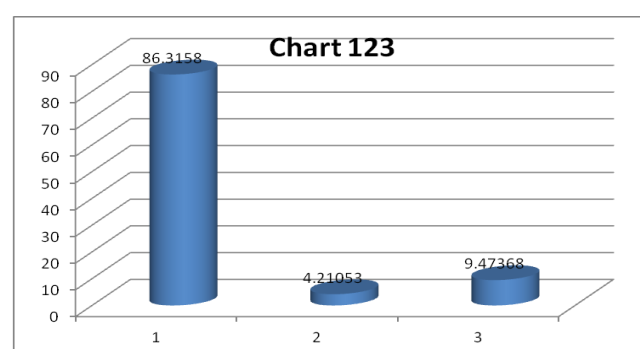
In response to the 121<sup>st</sup> statement “During recreation I discuss with each student the grades obtained in the tests with a view to improve his/her performance”, out of 95 teachers 87 i.e. 89.47% discussed with each student the grades obtained in the tests with a view to improve his/her performance during recreation, 2 i.e.

2.10% didn't discuss with each student the grades obtained in the tests with a view to improve his/her performance during recreation 6 i.e. 6.31% were undecided.



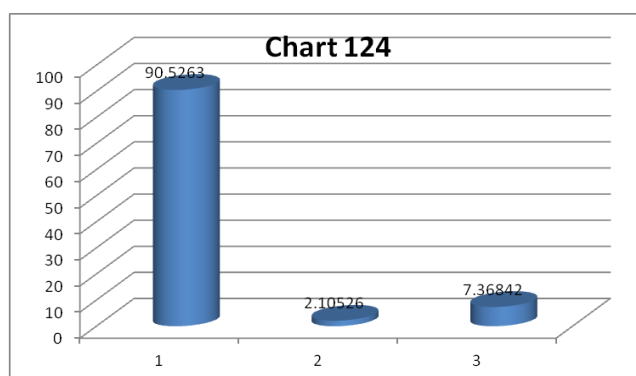
**Figure 127**

In response to the 122nd statement, "During recreation I question the weak students daily in class to clear their doubts" out of 95 teachers, 85 i.e.89.47% questioned the weak students daily in class to clear their doubts during recreation,, 2 i.e.2.10% didn't question the weak students daily in class to clear their doubts during recreation and 8 i.e.8.42% were undecided.



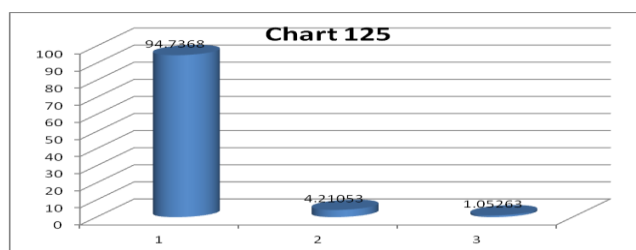
**Figure 128**

In response to the 123rd statement "During recreation I make the weak students to sit in the front row so that they may pay greater attention" out of 95 teachers,82 i.e.86.31% made the weak students to sit in the front row so that they might pay greater attention during recreation,4 i.e.4.21% didn't make the weak students to sit in the front row so that they might pay greater attention and 9 i.e. 9.47% were undecided.



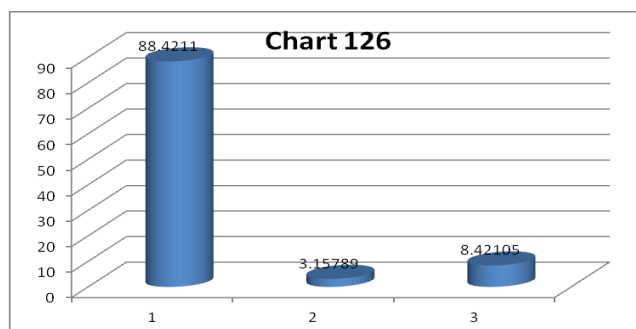
**Figure 129**

In response to the 124th statement, “During recreation I appoint a clever student to look after a weak student”, out of 95 teachers, 86 i.e. 90.53% appointed a clever student to look after a weak student during recreation, 2 i.e. 2.10% didn’t appoint a clever student to look after a weak student and 7 i.e. 7.37% were undecided.



**Figure 130**

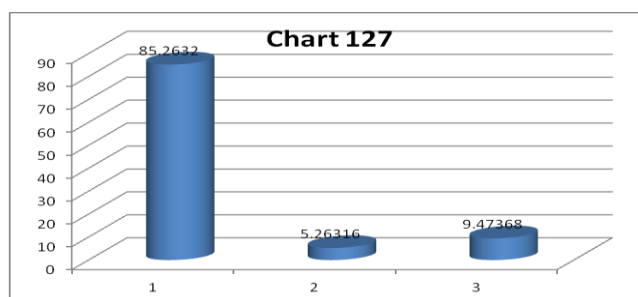
In response to the 125th statement, “During recreation I seek a remedy to help the student who is in trouble”, out of 95 teachers, 90 i.e. 94.74% sought a remedy to help the student who was in trouble during recreation, 4 i.e. 4.21% didn’t seek a remedy to help the student who was in trouble during recreation and 1 i.e. 1.05% was undecided.



**Figure 131**

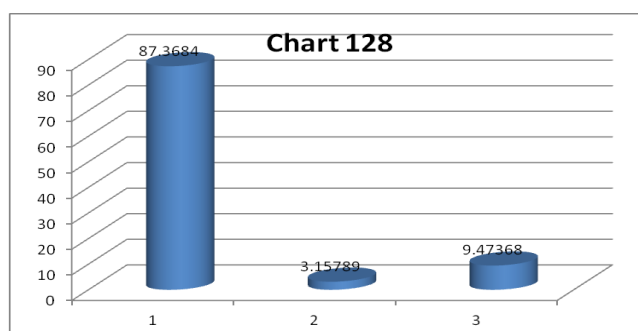
In response to the 126th statement, “The educative community and I have common goals of education”, out of 95 teachers, 84 i.e. 88.42% teachers said that the educative community and they had common Goals of education, 3 i.e. 3.16%

teachers said that the educative community and they didn't have common Goals of education and 8 i.e. 8.42% were undecided.



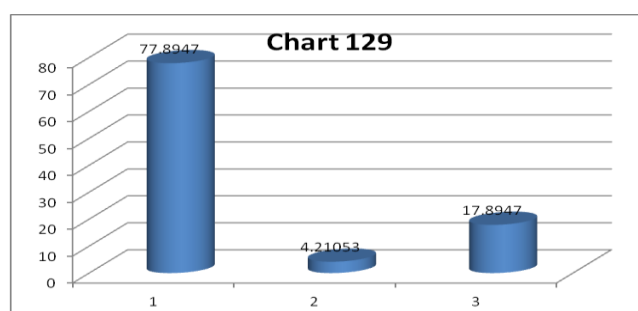
**Figure 132**

In response to the 127th statement, “The educative community and I have a common method (procedure) of education” out of 95 teachers, 81 i.e. 85.26% % teachers said that the educative community and they had common Method (procedure) of education, 5 i.e. 5.26% teachers replied that the educative community and they had common Method (procedure) of education and 9 i.e. 9.47% were undecided.



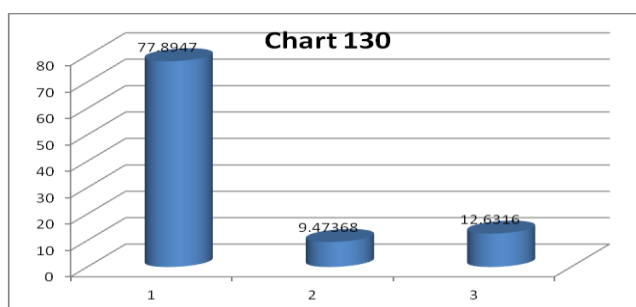
**Figure 133**

In response to the 128th statement, “The educative community and I have common Spirit of unity among ourselves”, out of 95 teachers, 83 i.e. 87.37% teachers replied that the educative community and they had common Spirit of unity among ourselves, 3 i.e. 3.16% teachers replied that the educative community and they didn't have common Spirit of unity among ourselves and 9 i.e. 9.47% were undecided.



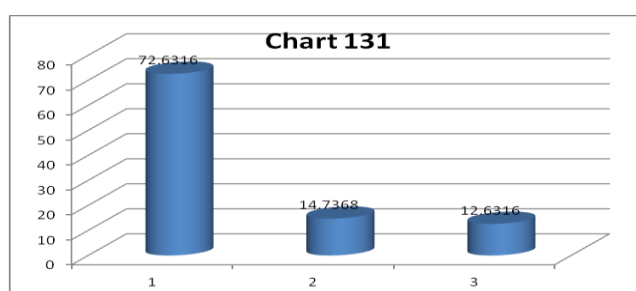
**Figure 134**

In response to the 129th statement, “The educative community and I evaluate the chalked out programme of education at the end of each term” out of 95 teachers, 74 i.e.77.89% teachers said that the educative community and they evaluated the chalked out programme of education at the end of each term,4 i.e. 4.21% teachers said that the educative community and they didn’t evaluate the chalked out programme of education at the end of each term and 17 i.e. 17.89% were undecided.



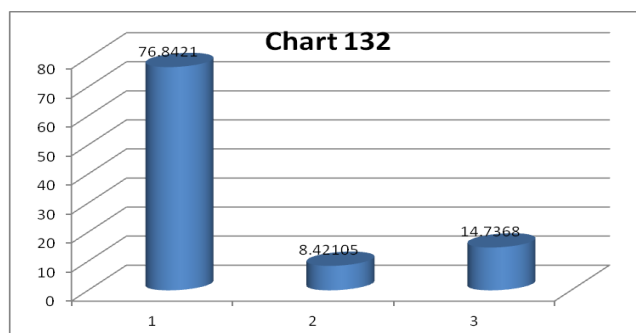
**Figure 135**

In response to the 130th statement, “I supervise the election of the leaders of the groups/associations in the school that are under my charge”, out of 95 teachers, 74 i.e.77.89% supervised the election of the leaders of the groups/associations in the school that were under my charge,9 i.e. 9.47% didn’t supervise the election of the leaders of the groups/associations in the school that were under my charge and 12 i.e.12.63% were undecided.



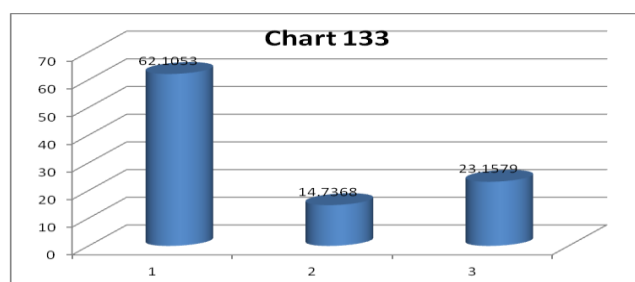
**Figure 136**

In response to the 131st statement, “I arrange that the groups/associations have regular meetings” out of 95 teachers, 69 i.e.72.63% arranged that the groups/associations had regular meetings, 14 i.e. 14.47% didn’t arrange that the groups/associations had regular meetings and 12i.e. 12.63% were undecided.



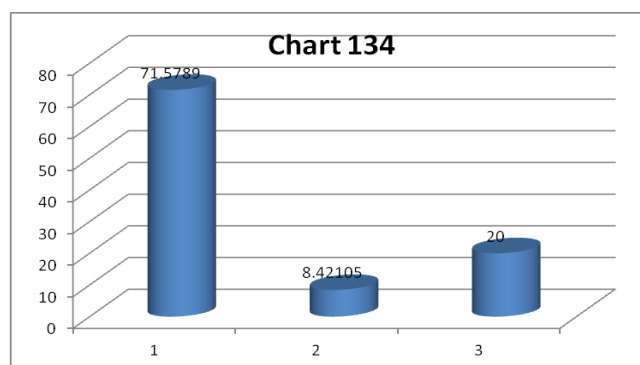
**Figure 137**

In response to the 132nd statement, “I attend the meetings conducted by the groups/associations” out of 95 teachers, 73 i.e.76.84% attended the meetings conducted by the groups/associations, 8 didn’t attend the meetings conducted by the groups/associations and 14 i.e.14.74 were undecided.



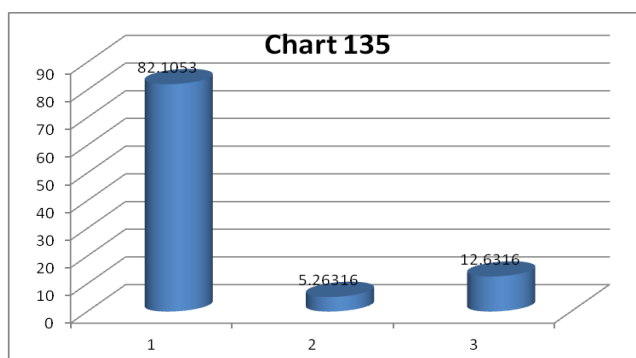
**Figure 138**

In response to the 133rd statement, “I foster unity among the different teams of the school by seeing to it that the playing fields are shared according to the needs of each team”, out of 95 teachers,59 i.e.62.10% fostered unity among the different teams of the school by seeing to it that the playing fields were shared according to the needs of each team,14 i.e. 14.74% didn’t foster unity among the different teams of the school by seeing to it that the playing fields were shared according to the needs of each team and 22 i.e. 23.16%were undecided.



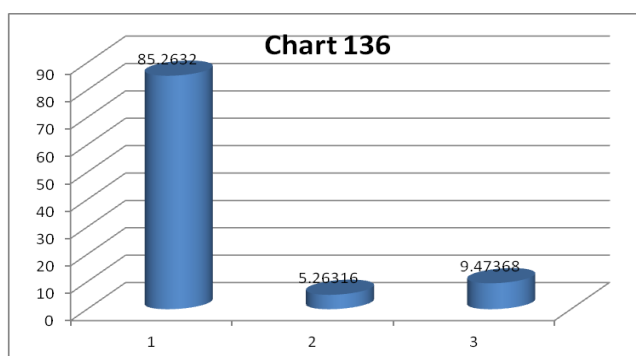
**Figure 139**

In response to the 134th statement, “I help groups/associations to discuss freely and frame the rules which they have to observe”, out of 95 teachers, 68 i.e. 71.58% helped groups/associations to discuss freely and frame the rules which they had to observe, 8 i.e. 8.42% didn’t help groups/associations to discuss freely and frame the rules which they had to observe and 19 i.e. 20% were undecided.



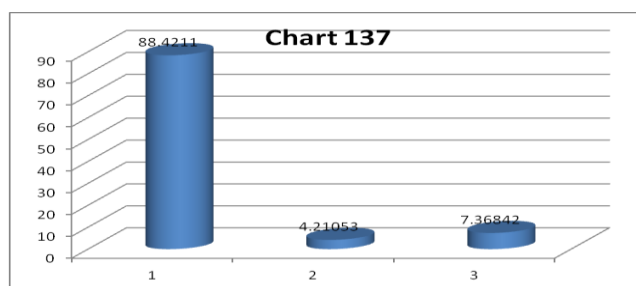
**Figure 140**

In response to the 135th statement, “I join the get-together organized class-wise/group wise”, out of 95 teachers, 78 i.e. 82.10% joined the get-together organized class-wise/group wise, 5 i.e. 5.26% didn’t join the get-together organized class-wise/group wise and 12 i.e. 12.63% were undecided.



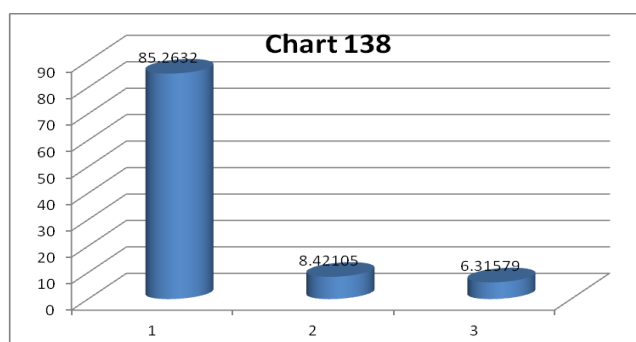
**Figure 141**

In response to the 136th statement, “I help the group of monitors to help in the class discipline”, out of 95 teachers, 81 i.e. 85.26% helped the group of monitors to help in the class discipline, 5 i.e. 5.26% didn’t help the group of monitors to help in the class discipline and 9 i.e. 9.42% were undecided.



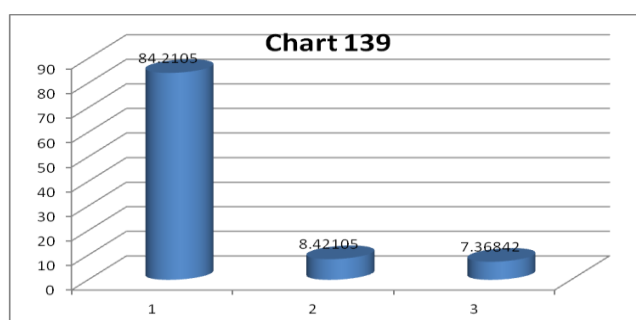
**Figure 142**

In response to the 137th statement “I allow spontaneity in the group activities of the students”, out of 95 teachers, 84 i.e. 88.42% allowed spontaneity in the group activities of the students, 4 i.e. 4.21% didn’t allow spontaneity in the group activities and 7 i.e. 7.37% were undecided.



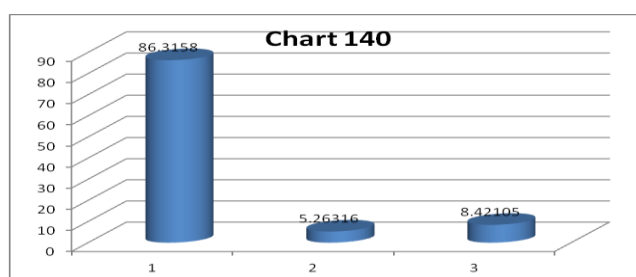
**Figure 143**

In response to the 138th statement, “I permit the students to express their identity without any inhibition in the group activities” out of 95 teachers, 81 i.e. 85.26% permitted the students to express their identity without any inhibition in the group activities, 8 i.e. 8.42% didn’t permit the students to express their identity without any inhibition in the group activities and 6 i.e. 6.31% were undecided.



**Figure 144**

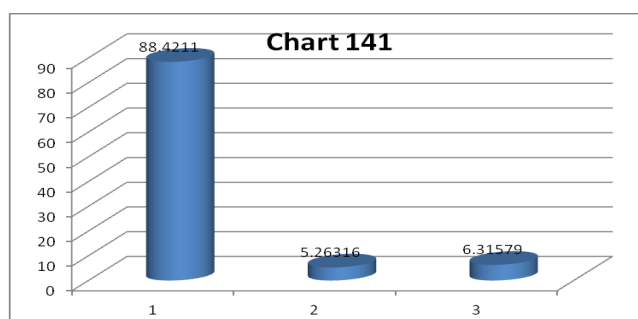
In response to the 139th statement, “I allow self direction during group activities”, out of 95 teachers, 80 i.e. 84.21% allowed self direction during group activities, 8 i.e. 8.42% didn’t allow self direction during group activities and 7 i.e. 7.37% were undecided.



**Figure 145**

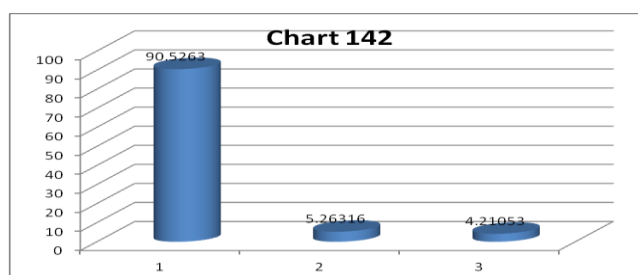


In response to the 140th statement, “I promote self determination during group activities”, out of 95 teachers,82 i.e. 86.31% I promote self determination during group activities,5 i.e.5.26% didn’t promote self determination during group activities and 8 i.e.8.42%were undecided.



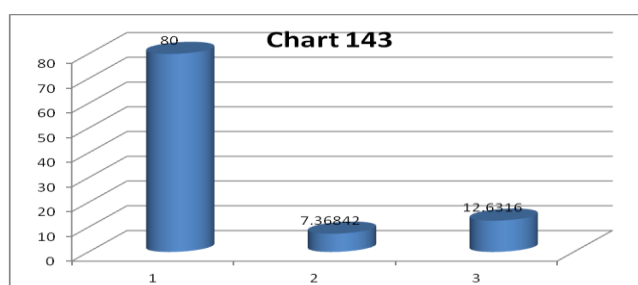
**Figure 146**

In response to the 141<sup>st</sup> statement, “I foster democratic sense during group activities”, out of 95 teachers,84 i.e.88.42% fostered democratic sense during group activities,5 i.e. 5.26 % didn’t foster democratic sense during group activities and 6 i.e. 6.31% were undecided.



**Figure 147**

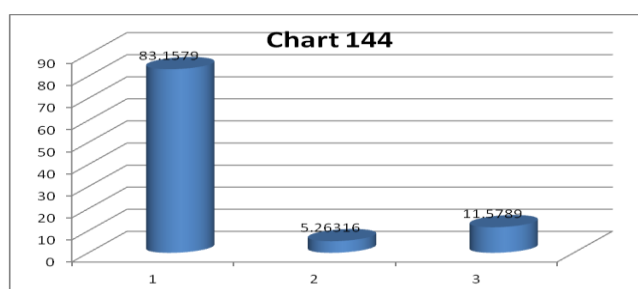
In response to the 142nd statement, “I foster respect for each other during group activities”, out of 95 teachers,86 i.e.90.53% fostered respect for each other during group activities, 5 i.e. 5.26% didn’t foster respect for each other during group activities and 4 i.e. 4.21%were undecided.



**Figure 148**

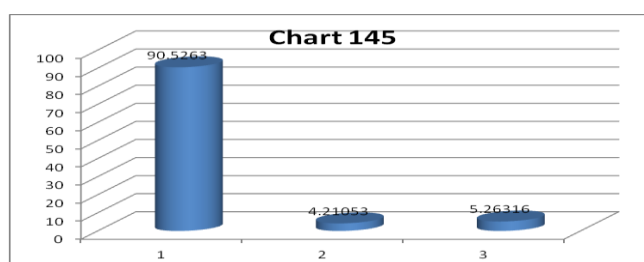
In response to the 143rd statement, “I allow pupils to make their own choices during group activities” out of 95 teachers, 76 i.e. 80% allowed pupils to make

their own choices during group activities,7 i.e.7.37% didn't allow pupils to make their own choices during group activities and 12 i.e.12.63% were undecided.



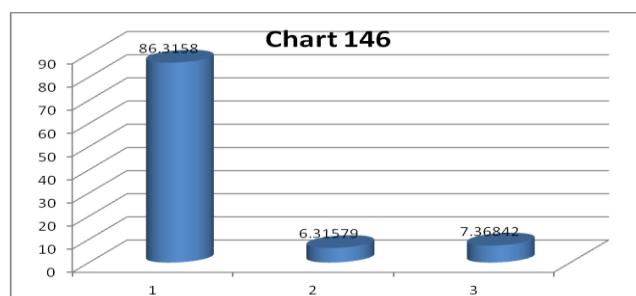
**Figure 149**

In response to the 144th statement, “I foster dialogue between equals during group activities” out of 95 teachers,79 i.e. 83.13% fostered dialogue between equals during group activities,5 i.e.5.26% didn't foster dialogue between equals during group activities and11 i.e. 11.57% were undecided.



**Figure 150**

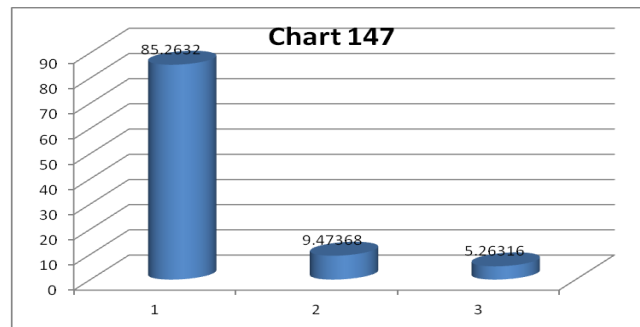
In response to the 145th statement, “I foster in the students the understanding that their companions as their own during group activities” out of 95 teachers,86 i.e. 90.53% fostered in the students the understanding that their companions as their own during group activities, 4 i.e.4.21% didn't foster in the students the understanding that their companions as their own during group activities and 5 i.e. 5.26% were undecided.



**Figure 151**

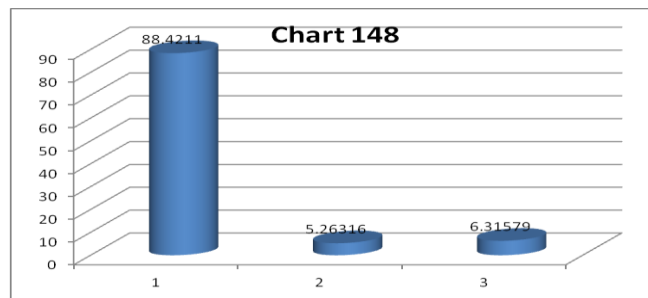
In response to the 146th statement, “I foster leadership of students during group activities”, out of 95 teachers,82 i.e.86.31% fostered leadership of students during

group activities,6 i.e. 6.31% didn't foster leadership of students during group activities and 7 i.e. 7.37% were undecided.



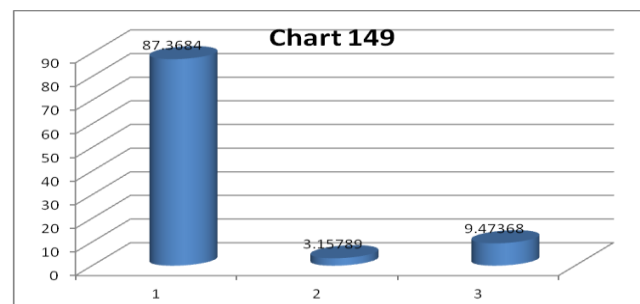
**Figure 152**

In response to the 147th statement, "I foster creativity of students during group activities" out of 95 teachers,81 i.e.85.26% fostered creativity of students during group activities,9 i.e.9.47% didn't foster creativity of students during group activities and 5 i.e.5.26% were undecided.



**Figure 153**

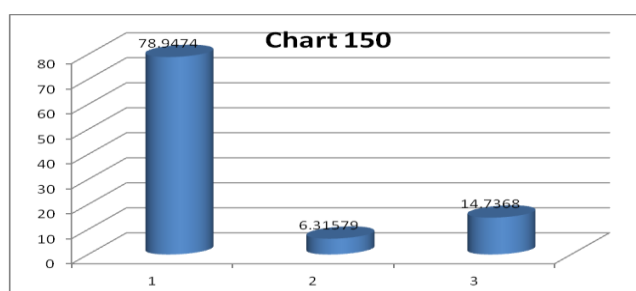
In response to the 148th statement "I foster shared responsibility among students during group activities", out of 95 teachers,84 i.e.88.47% fostered shared responsibility among students during group activities,5 i.e.5.26%didn't foster shared responsibility among students during group activities and 6 i.e.6.31% were undecided.



**Figure 154**

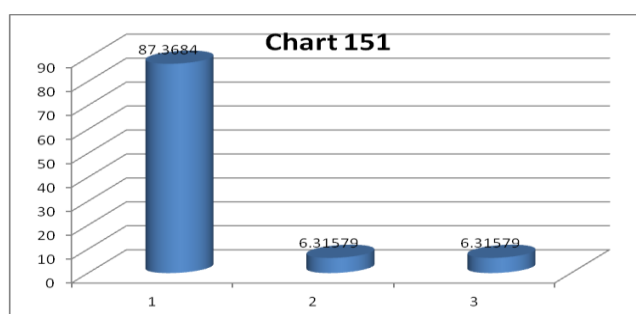
In response to the 149th statement, "I foster commitment to serve others during group activities", out of 95 teachers,83 i.e.87.37% fostered commitment to serve

others during group activities,3 i.e.3.16% didn't foster commitment to serve others during group activities and 9 i.e.9.47%were undecided.



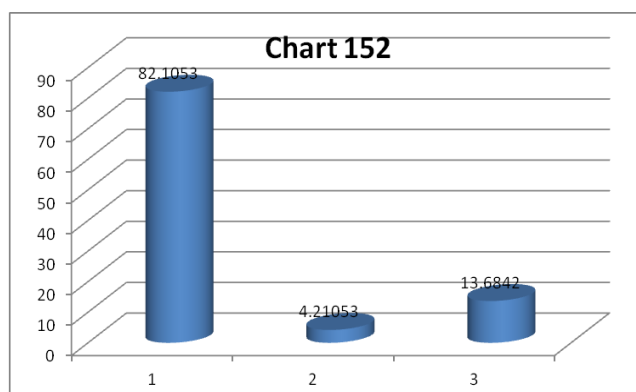
**Figure 155**

In response to the 150th statement “I take care to see that punishment if given is proportionate to the fault committed” out of 95 teachers,75 i.e.78.94% took care to see that punishment if given was proportionate to the fault committed,6 i.e.6.31% didn't take care to see that punishment if given was proportionate to the fault committed and 14i.e. 14.74% were undecided.



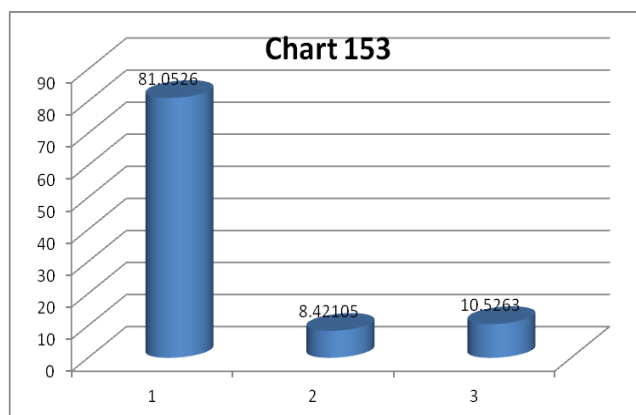
**Figure 156**

In response to the 151st statement “I do not punish the whole class but only the particular defaulter” out of 95 teachers”,83 i.e.87.37% did not punish the whole class but only the particular defaulter,6 i.e. 6.31% punished the whole class but only the particular defaulter and 6 i.e. 6.31% were undecided.



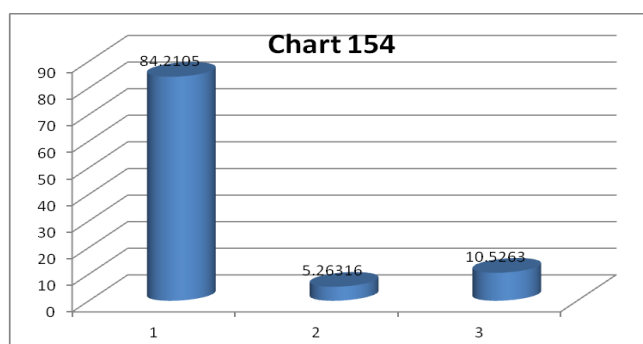
**Figure 157**

In response to the 152nd statement “I make sure that any punishment given is of short duration”, out of 95 teachers, 78 i.e. 82.10% made sure that any punishment given was of short duration, 4 i.e. 4.21% didn’t make sure that any punishment given was of short duration. and 13 i.e. 13.68% were undecided.



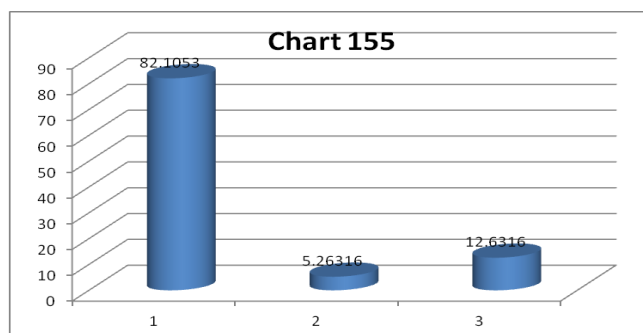
**Figure 158**

In response to the 153rd statement, “I punish in such a way that the students have hope of pardon”, out of 95 teachers, 77 i.e. 81.05% punished in such a way that the students had hope of pardon, 8 i.e. 8.42% didn’t punish in such a way that the students had hope of pardon and 10 i.e. 10.53% were undecided.



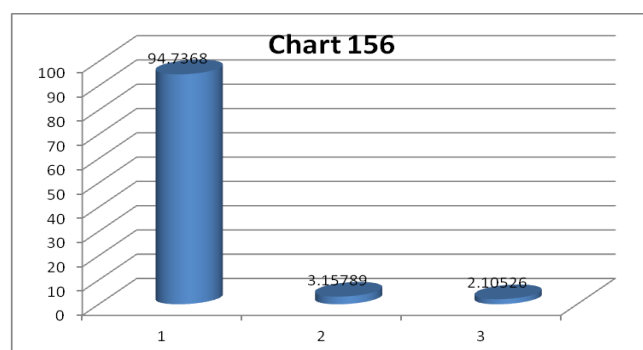
**Figure 159**

In response to the 154th statement, “I make the student understand that the punishment given is out of duty and not out of revenge” out of 95 teachers, 80 i.e. 84.21% made the student understand that the punishment given was out of duty and not out of revenge, 5 i.e. 5.26% didn’t make the student understand that the punishment given was out of duty and not out of revenge s and 10 i.e. 10.53% were undecided.



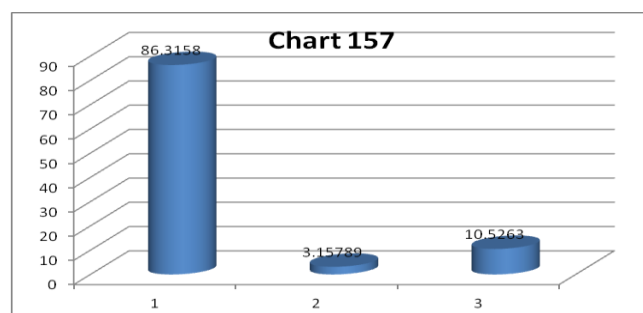
**Figure 160**

In response to the 155th statement, “I punish students only when I feel that the punishment is absolutely necessary” out of 95 teachers, 78 i.e. 82.10% punished students only when they felt that the punishment was absolutely necessary, 5 i.e. 5.26% didn’t punish students only when they felt that the punishment was absolutely necessary and 12 i.e. 12.63% were undecided.



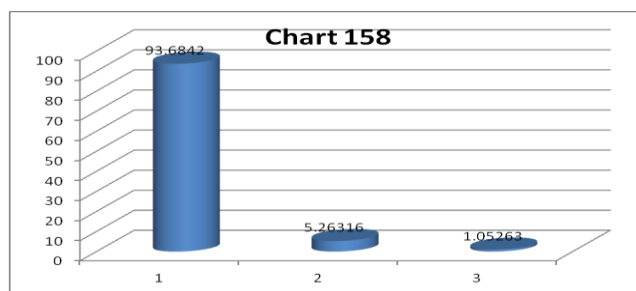
**Figure 161**

In response to the 156th statement, “I praise the students as a reward”, out of 95 teachers 90 i.e. 94.74% praised the students as a reward, 3 i.e. 3.16% didn’t praise the students as a reward and 2 i.e. 2.10% were undecided.



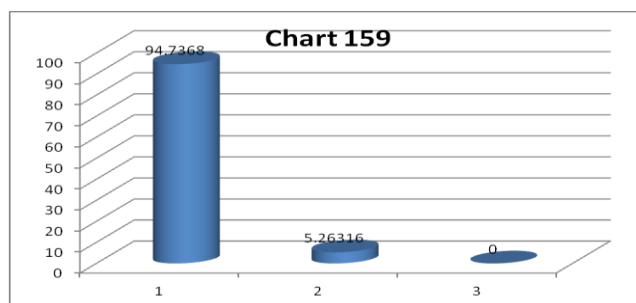
**Figure 162**

In response to the 157th statement “I record their good deed in the school handbook as a reward” out of 95 teachers, 82 i.e. 86.12% recorded their good deed in the school handbook as a reward, 3 i.e. 3.16% didn’t record their good deed in the school handbook as a reward and 10 i.e. 10.53% were undecided.



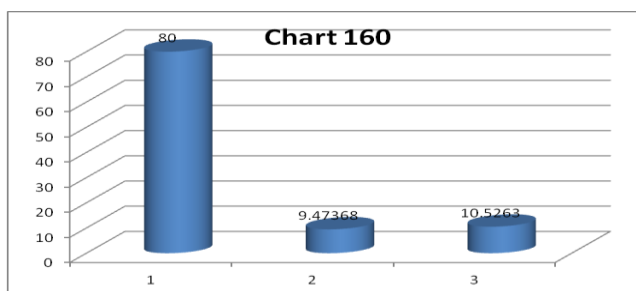
**Figure 163**

In response to the 158th statement “I take care that the students are well aware of the rewards too” out of 95 teachers, 89 i.e. 93.68% took care that the students were well aware of the rewards too, 5 i.e. 5.26% didn’t take care that the students were well aware of the rewards too and 1 i.e. 1.05% was undecided.



**Figure 164**

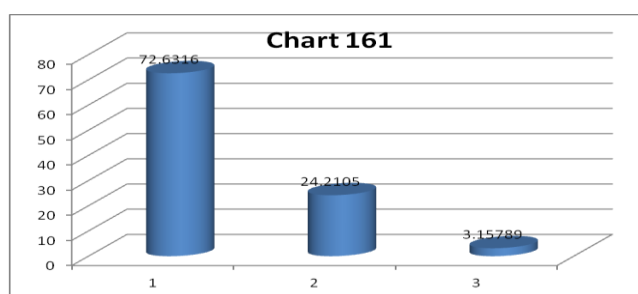
In response to the 159th statement “I take care that the disciplinary measures are clearly made known to the students” out of 95 teachers, 90 i.e. 94.74% took care that the disciplinary measures were clearly made known to the students, 5 i.e. 5.26% didn’t take care that the disciplinary measures were clearly made known to the students.



**Figure 165**

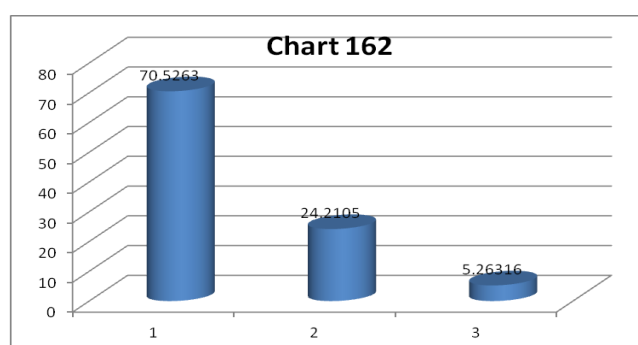
In response to the 160th statement “I withhold for sometime giving responsible position to the offender as a punishment” out of 95 teachers, 76 i.e. 80% withheld for sometime giving responsible position to the offender as a punishment, 9

i.e.9.47% didn't withhold for some time giving responsible position to the offender as a punishment and 10i.e. 10.53% were undecided.



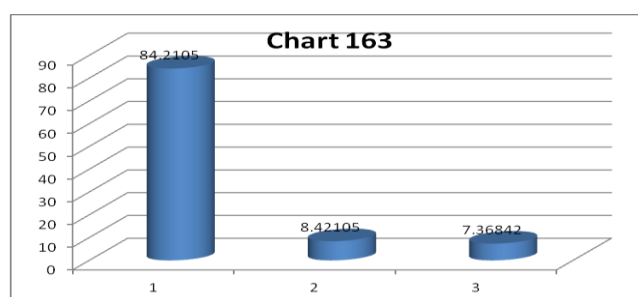
**Figure 166**

In response to the 161st statement “I avoid disrespectful punishments of the following kind Making the pupil kneel in a painful position”, out of 95 teachers,69 i.e.72.63% avoided disrespectful punishments of the following kind Making the pupil kneel in a painful position,23i.e.24.21%avoid disrespectful punishments of the following kind Making the pupil kneel in a painful position and 3 i.e. 3.16% were undecided.



**Figure 167**

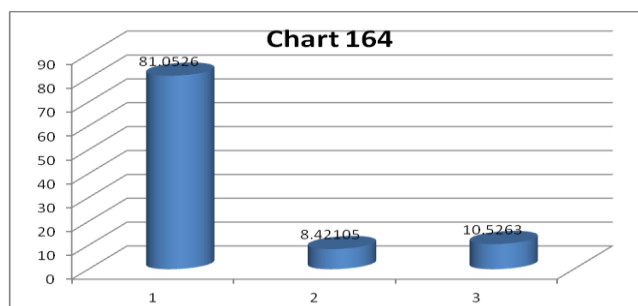
In response to the 162nd statement “I avoid disrespectful punishments of the following kind Pulling the pupil's ears” out of 95 teachers, 87 i.e.91.58% avoided disrespectful punishments of the following kind Pulling the pupil's ears,2i.e.2.10% didn't avoid disrespectful punishments of the following kind Pulling the pupil's ears and 6 i.e.6.31% were undecided.



**Figure 168**

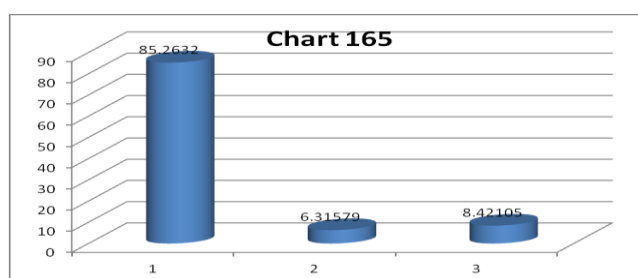


In response to the 163rd statement “I show sufficient maturity whenever I deal with the students” out of 95 teachers, 87 i.e.91.5% showed sufficient maturity whenever they dealt with the students, 8 i.e.8.42% didn’t show sufficient maturity whenever they dealt with the students and 7i.e.7.37% were undecided.



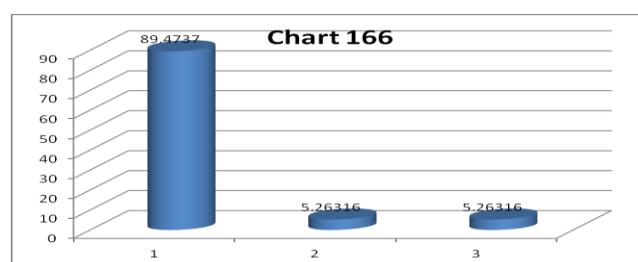
**Figure 169**

In response to the 164th statement,” My presence with the students is not seen by them as of a spy” out of 95 teachers,77 i.e.81.05% teachers replied that their presence with the students was not seen by them as of a spy, 8 i.e.8.42% teachers replied that their presence with the students was seen by them as of a spy and 10 i.e.10.53%were undecided.



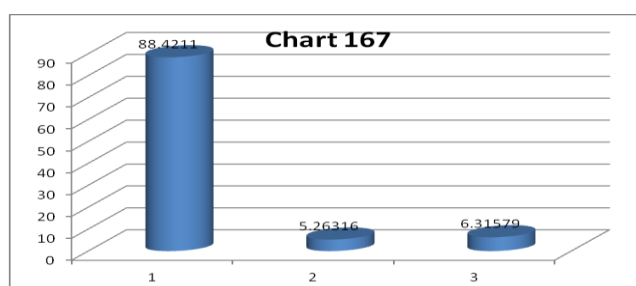
**Figure 170**

In response to the 165th statement “My presence In class helps me to make formal interventions on behalf of students.” out of 95 teachers, 81 85.26% teachers replied that their presence in class helped them to make formal interventions on behalf of students, 6 i.e.6.31% teachers replied that their presence in class didn’t help them to make formal interventions on behalf of students and 8i.e.8.42% were undecided.



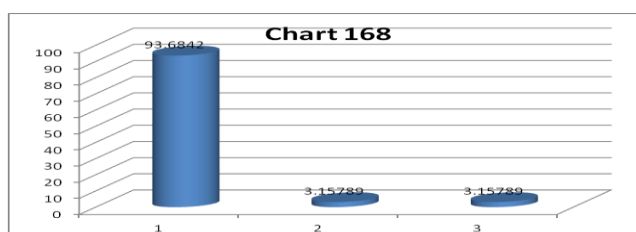
**Figure 171**

In response to the 166th statement, “My presence In the recreation helps me to make informal interventions on behalf of students” out of 95 teachers,85 i.e.89.47% teachers replied that their presence in the recreation helped them to make informal interventions on behalf of students,5 i.e. 5.26% teachers replied that their presence in the recreation didn’t help them to make informal interventions on behalf of students, and 5 i.e.5.26% were undecided.



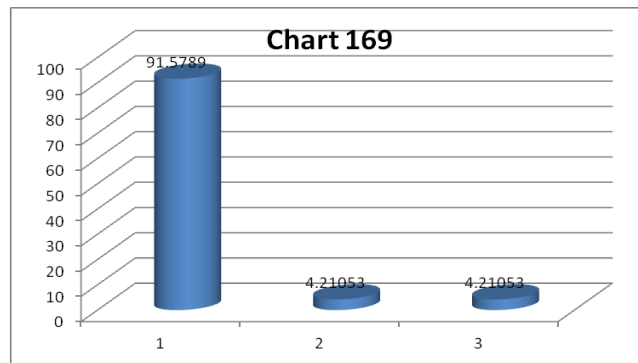
**Figure 172**

In response to the 167th statement “My presence With the students helps them attain maturity” out of 95 teachers 84i.e.88.42% teachers replied that their presence With the students helped them attain maturity,5 i.e.5.26% teachers replied that their presence With the students didn’t help them attain maturity and 6 i.e.6.31% were undecided.



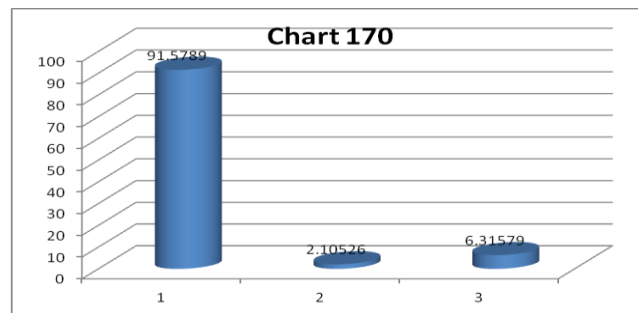
**Figure 173**

In response to the 168th statement I watch over the students in such a way that bad companions do not influence others”, out of 95 teachers,89 i.e.93.68% watched over the students in such a way that bad companions did not influence others, 3 i.e,3.16% didn’t watch over the students in such a way that bad companions did not influence others and 3 i.e.3.16% were undecided.



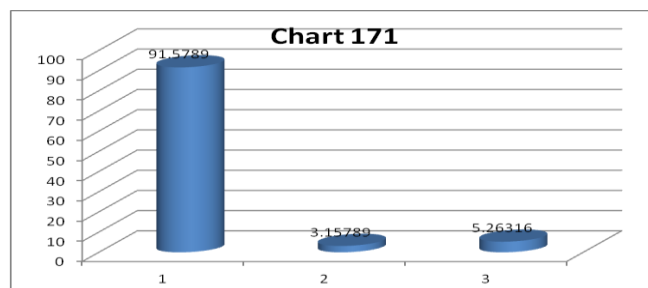
**Figure 174**

In response to the 169th statement, “My presence With the students helps me to involve myself with the students” out of 95 teachers, 87 i.e. 91.58% replied that their presence With the students helped them to involve themselves with the students, 4 i.e. 4.21% replied that their presence With the students did not help them to involve themselves with the students and 4 i.e. 4.21% were undecided.



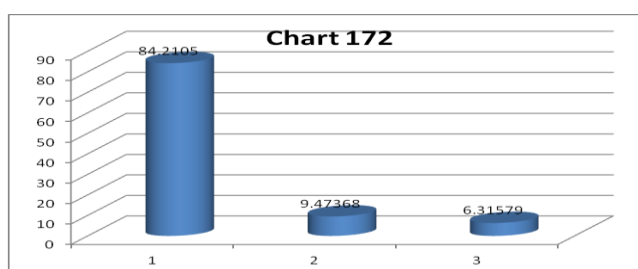
**Figure 175**

In response to the 170th statement “My presence With the students in the get-together make them enjoy better” out of 95 teachers, 87 i.e. 91.58% My presence With the students in the get-together make them enjoy better replied positively, 2 i.e. 2.10% My presence With the students in the get-together make them enjoy better replied negatively while and 6 i.e. 6.31% were undecided.



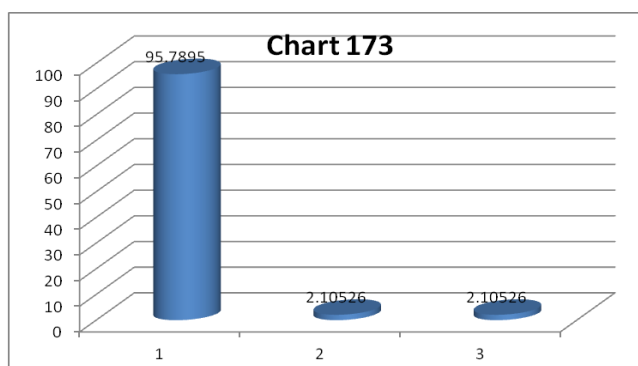
**Figure 176**

In response to the 171st statement, “My presence With the students helps me show them that I enjoy what they love” out of 95 teachers,87 i.e.91.5% teachers replied that their presence With the students helped them show them that they enjoyed what they loved, 3 i.e.3.16% teachers replied that their presence With the students didn’t help them show them that they enjoyed what they loved and5 i.e.5.26% were undecided.



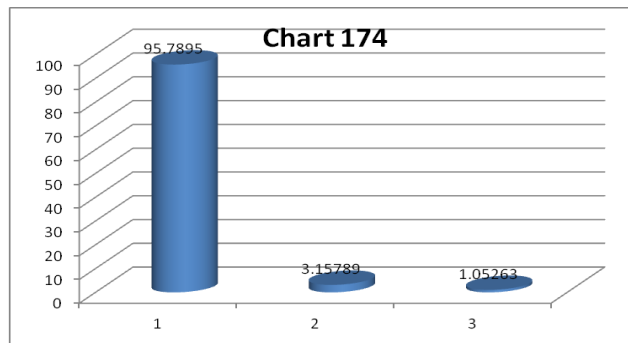
**Figure 177**

In response to the 172nd statement “My relationship with the students is informal (not standing on ceremonies” out of 95 teachers,80 i.e.84.21% teachers replied that their relationship with the students was informal (not standing on ceremonies, 9 i.e.9.47% teachers replied that their relationship with the students was not informal (not standing on ceremonies and 6 i.e.6.31% were undecided.



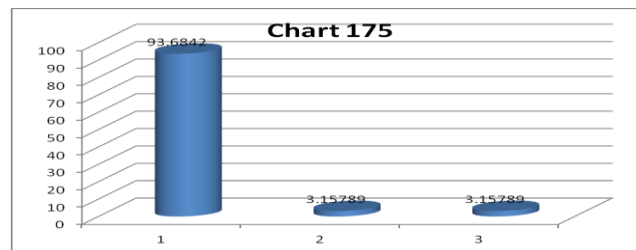
**Figure 178**

In response to the 173rd My relationship with the students Is affectionate in feeling out of 95 teachers 91i.e.95.78% teachers replied that their relationship with the students was affectionate in feeling,2 i.e.2.10% teachers replied that their relationship with the students was not affectionate in feeling and 2 i.e. 2.10% were undecided.



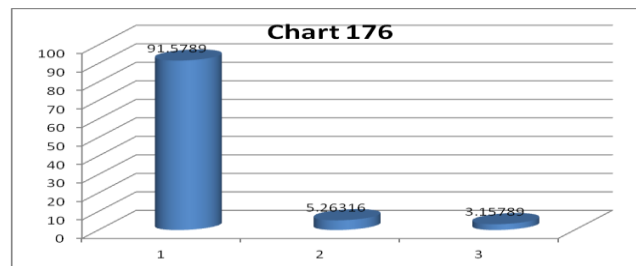
**Figure 179**

In response to the 174th statement “I respect The rights of students” out of 95 teachers , 91i.e.95.78% respected The rights of students,3i.e.3.16% didn’t respect The rights of students, and 1i.e. 1.05%was undecided.



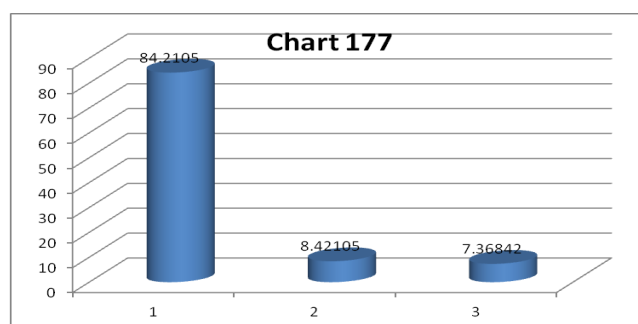
**Figure 180**

In response to the 175th statement “I respect The freedom of students” out of 95 teachers, 89 i.e.93.68% respected The freedom of students , 3 i.e.3.16% didn’t respect The freedom of students and 3 i.e.3.16% were undecided.



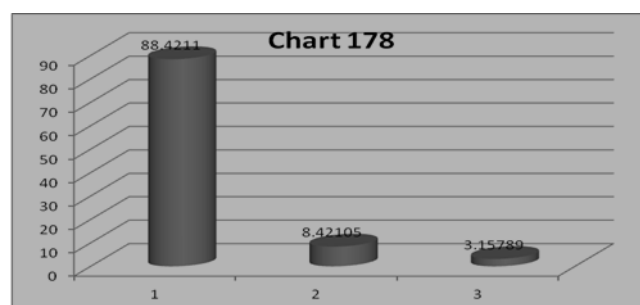
**Figure 181**

In response to the 176th statement, “I respect The person of the student and vice-versa”, out of 95 teachers,87i.e.91.53% respected The person of the student and vice-versa,5i.e. 5.26% didn’t respect the person of the student and 3i.e.3.16% were undecided.



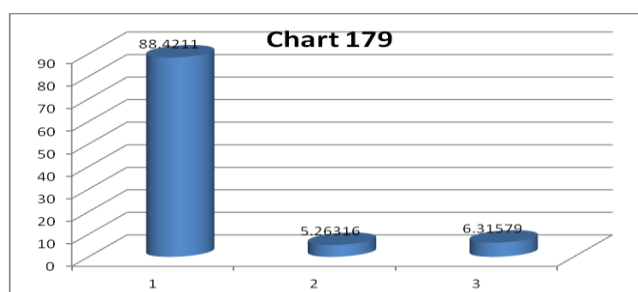
**Figure 182**

In response to the 177th statement “I foster creativity of the students in different ways by making them Draw and paint” out of 95 teachers, 80 i.e. 84.21% fostered creativity of the students in different ways by making them Draw and paint, 8 didn’t foster creativity of the students in different ways by making them Draw and paint and 7 i.e. 7.37% were undecided.



**Figure 183**

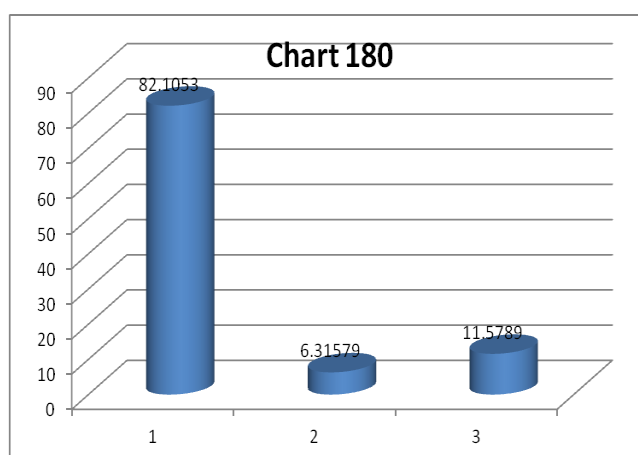
In response to the 178th “I foster creativity of the students in different ways by making them Write essays and poems.” out of 95 teachers 84 i.e. 88.42% fostered creativity of the students in different ways by making them Write essays and poems, 8 i.e. 8.42% fostered creativity of the students in different ways by making them Write essays and poems and 3 i.e. 3.16% were undecided.



**Figure 184**

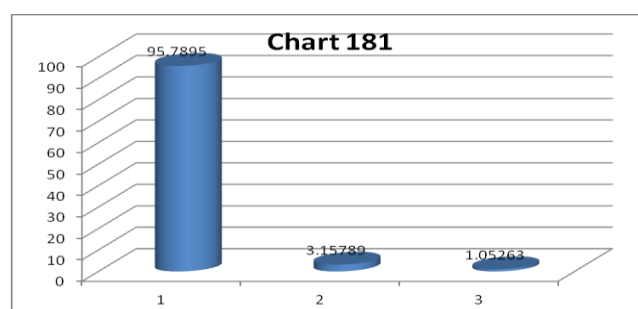
In response to the 179th statement. “I foster creativity of the students in different ways by making them Plan a programme”, out of 95 teachers, 84 i.e. 88.42% fostered creativity of the students in different ways by making them Plan a

programme,5 i.e. 5.265% didn't foster creativity of the students in different ways by making them Plan a programme and6 i.e.6.31% were undecided.



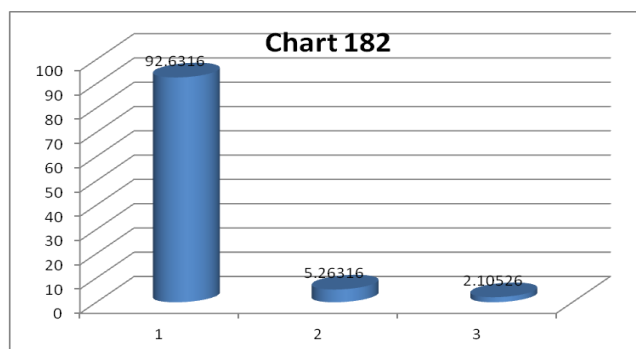
**Figure 185**

In response to the 180th statement “I foster creativity of the students in different ways by making them Put up an exhibition”, out of 95 teachers 78 i.e. 82.10% fostered creativity of the students in different ways by making them Put up an exhibition, 6 i.e.6.31%didn't foster creativity of the students in different ways by making them Put up an exhibition and 11 i.e.11.58% were undecided.



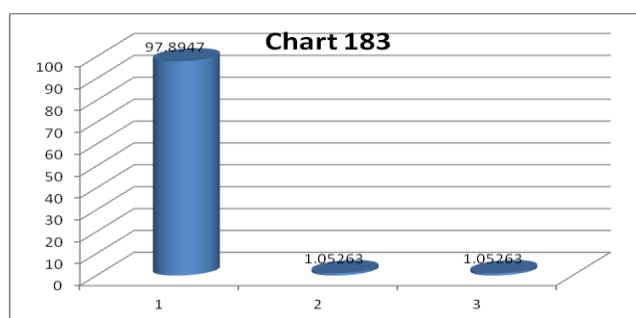
**Figure 186**

In response to the 181st statement “I motivate the students by Narrating lives of great men/women” out of 95 teachers,91i.e.95.79% motivated the students by Narrating lives of great men/women, 3i.e.3.16% didn't motivate the students by Narrating lives of great men/women and 1i.e.1.05% was undecided.



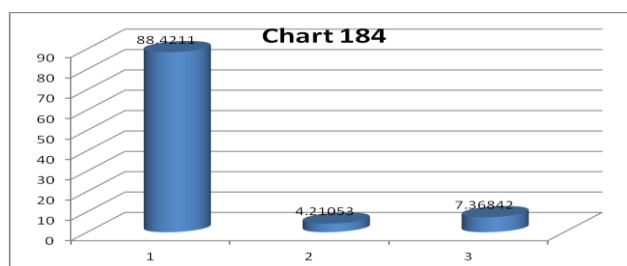
**Figure 187**

In response to the 182nd I motivate the students by Giving reasons to motivate rightly out of 95 teachers 88 i.e.92.63% motivated the students by Giving reasons to motivate rightly, 5i.e.5.26% didn't motivate the students by Giving reasons to motivate rightly 2 i.e. 2.10% were undecided.



**Figure 188**

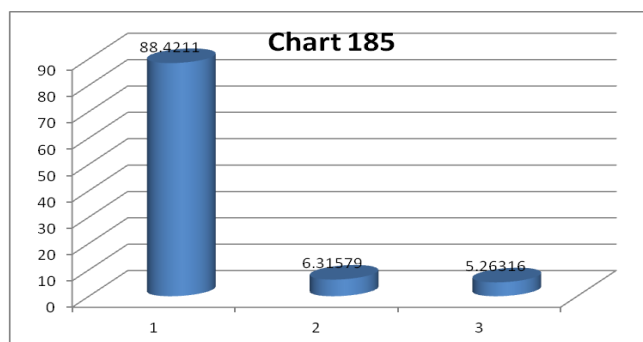
In response to the 183rd statement "I motivate the students by Explaining the meaning of life" out of 95 teachers,93 i.e.97.89% motivated the students by Explaining the meaning of life, 1i.e.1.05% motivated the students by Explaining the meaning of life and 1i.e. 1.05% was undecided.



**Figure 189**

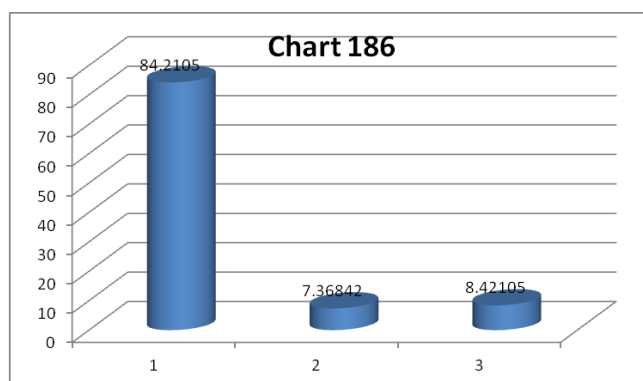
In response to the 184th statement, "I communicate with the students in every situation", out of 95 teachers 84 i.e. 88.42% communicated with the students in every situation, 4 i.e.4.21% didn't communicate with the students in every situation and 7i.e.7.37% were undecided.





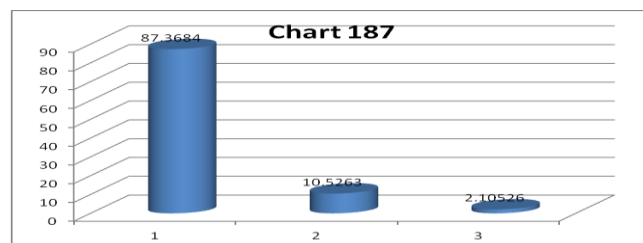
**Figure 190**

In response to the 185th statement “I give information regarding the different situations that arise”, out of 95 teachers, 84 i.e. 88.42% gave information regarding the different situations that arose, 6 i.e. 6.31% didn’t give information regarding the different situations that arose and 5 i.e. 5.26% were undecided.



**Figure 191**

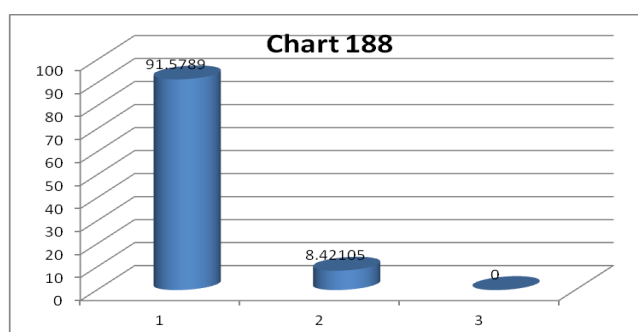
In response to the 186th statement “I programme certain activities of the students to keep them active”, out of 95 teachers, 80 i.e. 84.21% programmed certain activities of the students to keep them active, 7 i.e. 7.37% didn’t programme certain activities of the students to keep them active and 8 i.e. 8.42% were undecided.



**Figure 192**

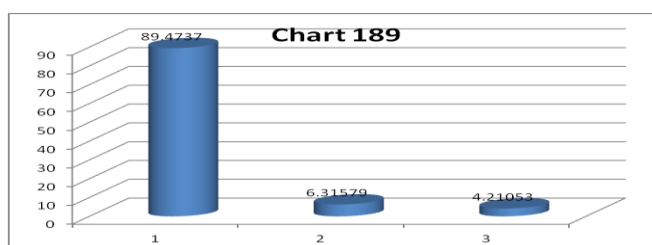
In response to the 187th statement “I take the lead when necessary in the activities of the students”, out of 95 teachers, 83 i.e. 87.37% took the lead when necessary

in the activities of the students, 10 didn't take the lead when necessary in the activities of the students and 2 i.e.2.10% were undecided.



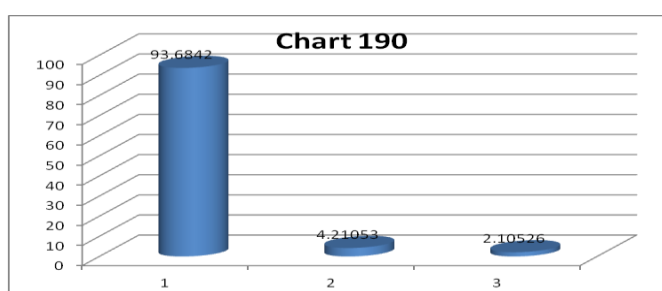
**Figure 193**

In response to the 188th statement “I guide the activities of the students” out of 95 teachers”, out of 95 teachers, 87 i.e.91.58% guided the activities of the students and vice-versa,8 i.e. 8.42% didn't guide the activities of the students.



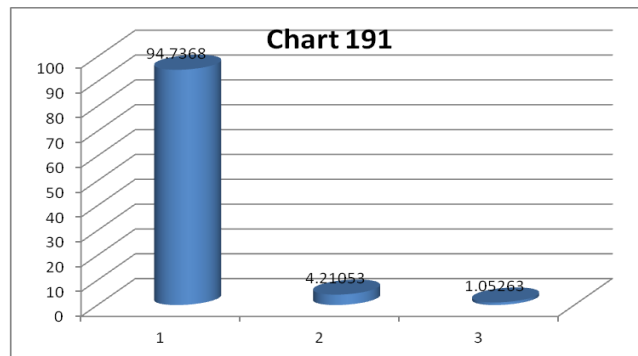
**Figure 194**

In response to the 189th I animate the students with a view to form their character out of 95 teachers, 85 i.e.89.47% animated the students with a view to form their character,6 i.e. 6.31% didn't animate the students with a view to form their character and 4 i.e. 4.21% were undecided.



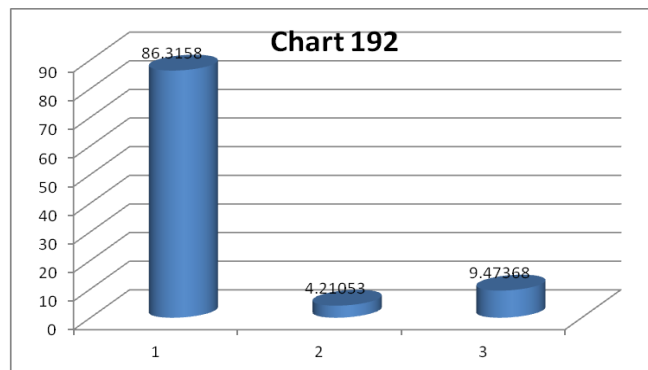
**Figure 195**

In response to the 190th statement “I make suggestions for the growth of the students” out of 95 teachers, 89 i.e.93.68% made suggestions for the growth of the students,4 i.e.4.21% didn't make suggestions for the growth of the students and 2 i.e.2.10% were undecided.



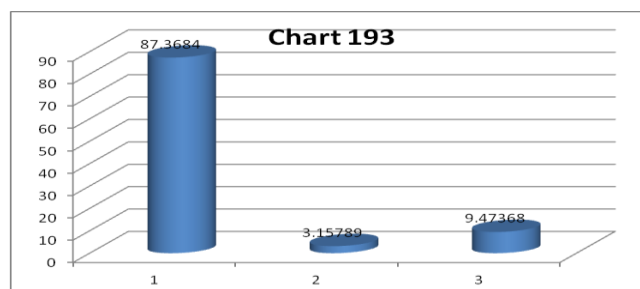
**Figure 196**

In response to the 191st statement “I awaken the responsibility of the student by making him/her aware of it” out of 95 teachers, 90 i.e. 94.74% awoke the responsibility of the student by making him/her aware of it, 4 i.e. 4.21% didn’t awaken the responsibility of the student by making him/her aware of it and 1 i.e. 1.05% was undecided.



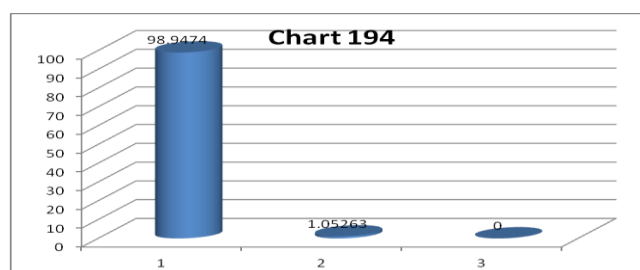
**Figure 197**

In response to the 192nd statement “I make it a point to see that the young student is the leading agent in the management of his/her own life”, out of 95 teachers, 82 i.e. 86.31% made it a point to see that the young student was the leading agent in the management of his/her own life, 4 i.e. 4.21% did not make it a point to see that the young student was the leading agent in the management of his/her own life, and 9 i.e. 9.47% were undecided.



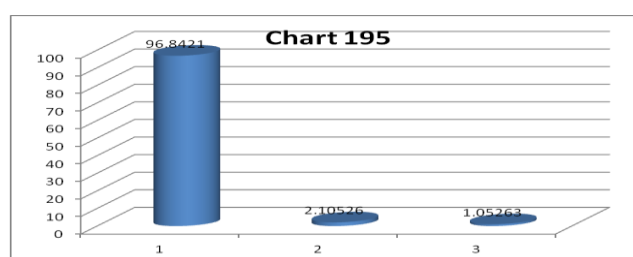
**Figure 198**

In response to the 193rd statement “I am looked up to (respected) by the students because they like my behaviour” out of 95 teachers, 83 i.e.87.37% were looked up to (respected) by the students because they liked their behaviour,3i.e. 3.16% were not looked up to (respected) by the students and 9i.e. 9.47% were undecided.



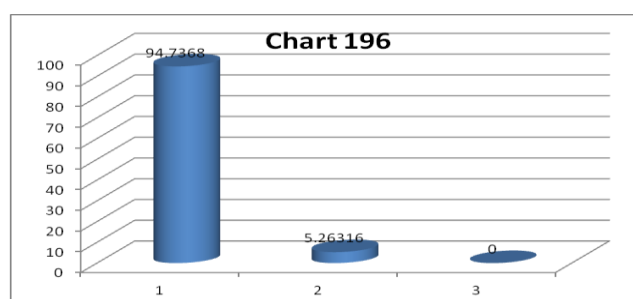
**Figure 199**

In response to the 194th statement “I am self disciplined so is the student” out of 95 teachers 94 i.e. 98.94% were self disciplined so was the student, 1 i.e.1.05% were not self disciplined so was the student.



**Figure 200**

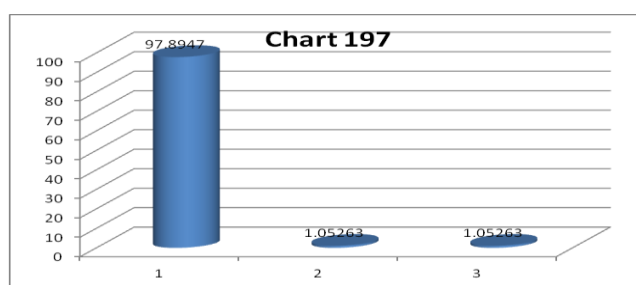
In response to the 195th statement “the student avails himself of my presence For guidance” out of 95 teachers,92 i.e.96.84% said that the student availed himself of their presence for guidance, 2 i.e. 2.10% said that the student didn’t avail himself of their presence for guidance and 1 i.e. 1.05% was undecided.



**Figure 201**

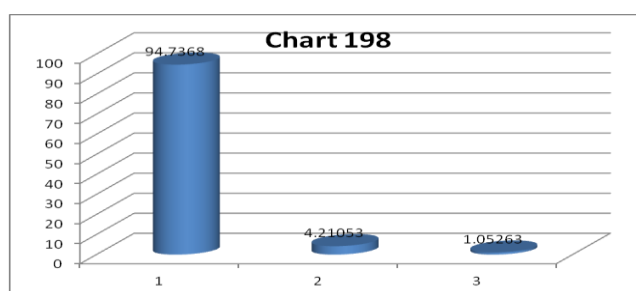
In response to the 196th statement “the student avails himself of my presence For help in difficulty” out of 95 teachers 90 i.e.94.74% said that the student availed

himself of their presence for help in difficulty, 5i.e. 5.26% said that the student didn't avail himself of their presence for help in difficulty.



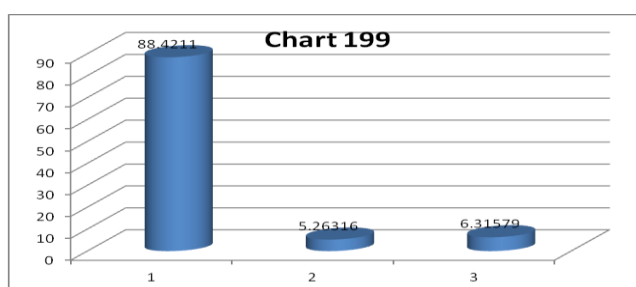
**Figure 202**

In response to the 197statement “the student avails himself of my presence for learning” out of 95 teachers, 93 i.e. 97.89% said that the student availed himself of their presence forlearning,1 i.e. 1.05% said that the student didn't avail himself of their presence for learning and 1i.e. 1.05%was undecided.



**Figure 203**

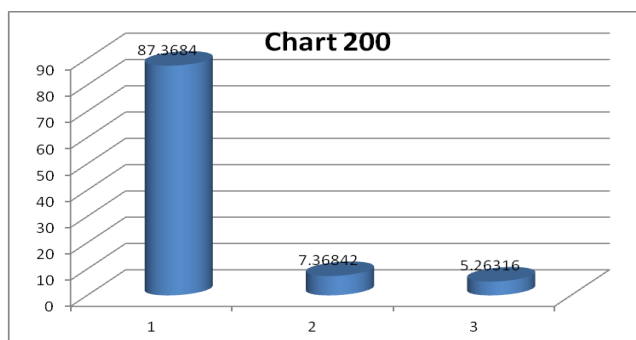
In response to the 198th statement “I avail myself of the presence of the student to learn how the student behaves”, out of 95 teachers, 90 i.e.94.74% availed themselves of the presence of the student to learn how the student behaved,4 i.e.4.21% didn't avail themselves of the presence of the student to learn how the student behaved and 1i.e. 1.05%was undecided.



**Figure 204**

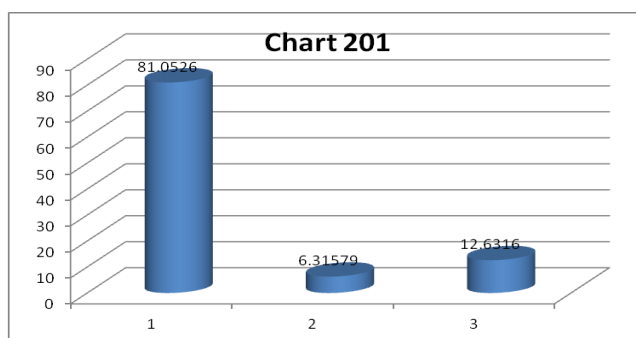
In response to the 199th statement “I avail myself of the presence of the student to learn how the student thinks in certain situations” out of 95 teachers, 84 i.e.88.42% availed themselves of the presence of the student to learn how the student thought in certain situations, 5 i.e. 5.26% didn't avail themselves of the

presence of the student to learn how the student thought in certain situations , 6 i.e. 6.31% were undecided.



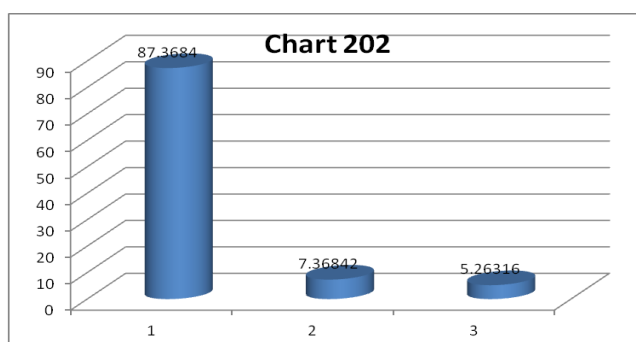
**Figure 205**

In response to the 200th statement, “I illumine the path of the students by an exemplary life”, out of 95 teachers, 83 i.e.87.37% illumined the path of the students by an exemplary life, 7 i.e. 7.37% didn’t illumine the path of the students by an exemplary life and 5 i.e.5.26% were undecided.



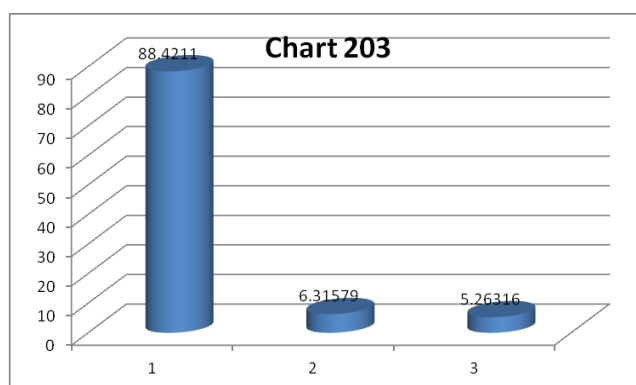
**Figure 206**

In response to the 201 statement “I liberate the student from slavery of negative influence like smoking “,out of 95 teachers, 77 i.e.81.05% liberated the student from slavery of negative influence like smoking, 6 i.e. 6.31% didn’t liberate the student from slavery of negative influence like smoking and 12 i.e. 12.63% were undecided.



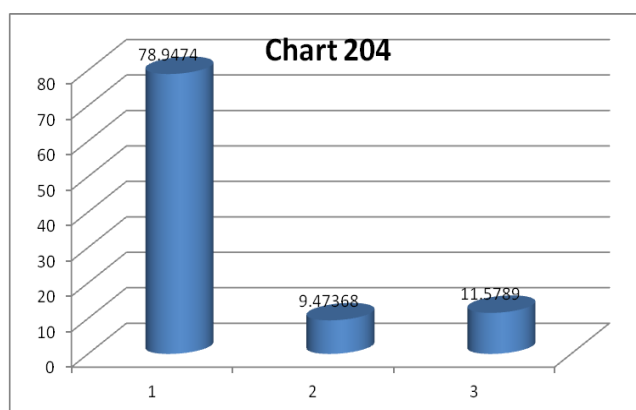
**Figure 207**

In response to the 202 statement “I liberate the student from slavery of acquired bad habits like laziness” out of 95 teachers, 83 i.e. 87.37 liberated the student from slavery of acquired bad habits like laziness, 7 i.e.7.37% didn’t liberate the student from slavery of acquired bad habits like laziness and 5 i.e.5.26% were undecided.



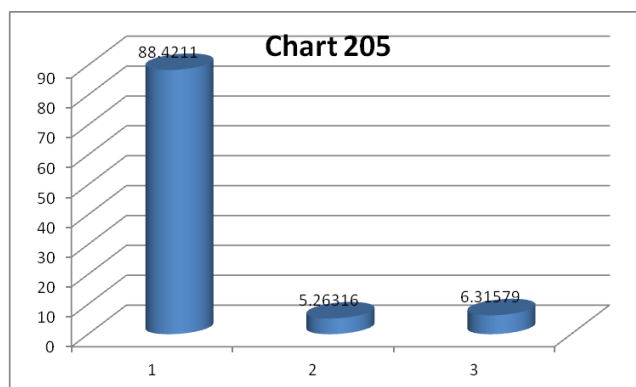
**Figure 208**

In response to the 203<sup>rd</sup> statement, “I liberate the student from slavery of defects by corrections” out of 95 teachers, 84i.e.88.42 % liberated the student from slavery of defects by corrections, 6 i.e. 6.31% didn’t liberate the student from slavery of defects by corrections and 5i.e. 5.26% were undecided.



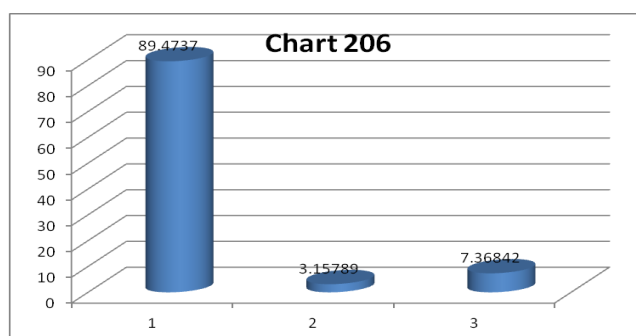
**Figure 209**

In response to the 204th statement, “I liberate the student from slavery to external structures by inculcating reflection and thinking”, out of 95 teachers,75 i.e.78.95% liberated the student from slavery to external structures by inculcating reflection and thinking,9 i.e.9.47% didn’t liberate the student from slavery to external structures by inculcating reflection and thinking and 11 i.e.1.58% were undecided.



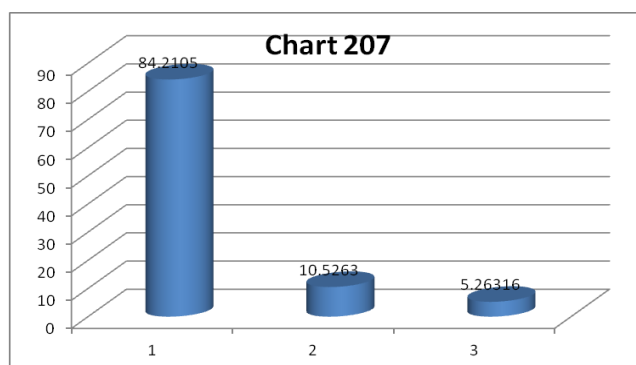
**Figure 210**

In response to the 205th statement “I set before the students challenging goals in the academic standards”, out of 95 teachers, 84 i.e. 88.42% set before the students challenging goals in the academic standards, 5 i.e. 5.26% didn’t set before the students challenging goals in the academic standards and 6 i.e. 6.31% were undecided.



**Figure 211**

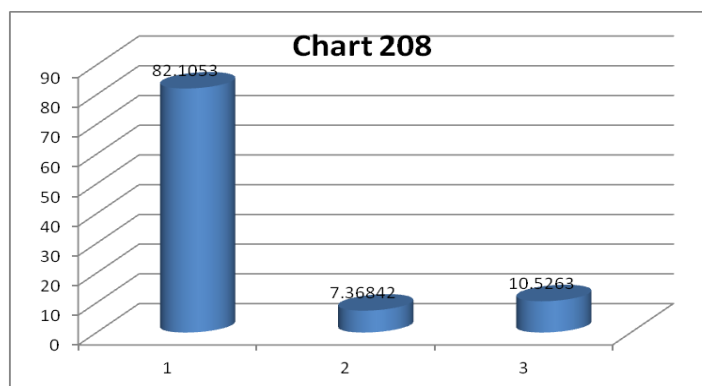
In response to the 206th statement “I set before the students challenging goals in co curricular activities”, out of 95 teachers, 85 i.e. 89.47% set before the students challenging goals in co curricular activities, 3 i.e. 3.16% did not set before the students challenging goals in co curricular activities and 7 i.e. 7.37% were undecided.



**Figure 212**

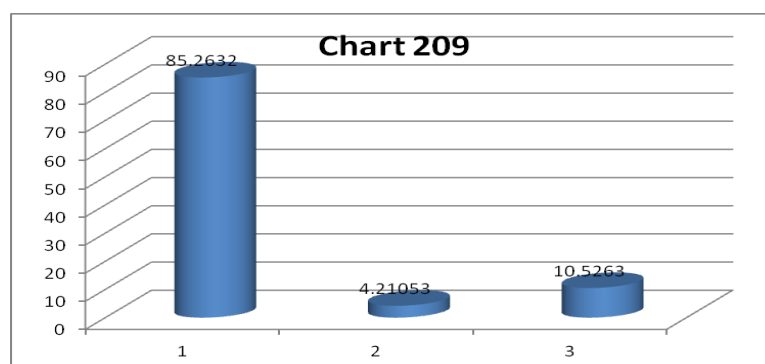


In response to the 207th statement, “I set before the students challenging goals in social activities”, out of 95 teachers, 80 i.e.84.21% set before the students challenging goals in social activities, 10 i.e. 10.53% didn’t set before the students challenging goals in social activities and 5i.e. 5.26% were undecided.



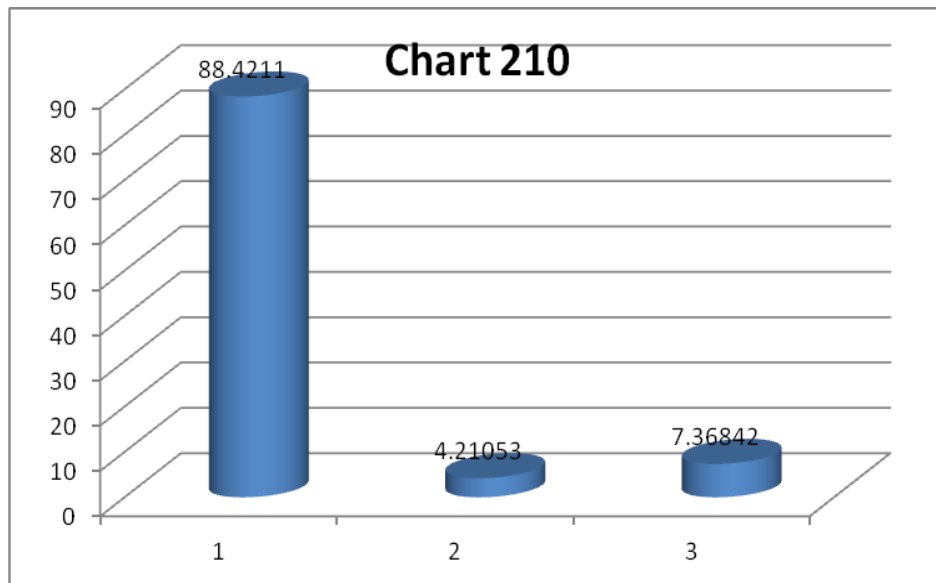
**Figure 213**

In response to the 208th statement “I set before the students challenging goals in attaining high deals”, out of 95 teachers, 78i.e. 82.10% set before the students challenging goals in attaining high deals,7i.e.7.37 didn’t set before the students challenging goals in attaining high deals and 10 i.e.10.53% were undecided.



**Figure 214**

In response to the 209th statement” I set before the students challenging goals in striving to acquire virtue”, out of 95 teachers, 81 i.e.85.26% set before the students challenging goals in striving to acquire virtue, 4.21% didn’t set before the students challenging goals in striving to acquire virtue and 10 i.e. 10.53% were undecided.



**Figure 215**

In response to the 210th statement “I set before the students challenging goals in bringing out their potentialities”, out of 95 teachers 84 i.e. 88.42% set before the students challenging goals in bringing out their potentialities, 4 i.e. 4.21% didn’t set before the students challenging goals in bringing out their potentialities and 7 i.e. 7.37% were undecided.

### **4.3 Analysis and Interpretation of Objective 03**

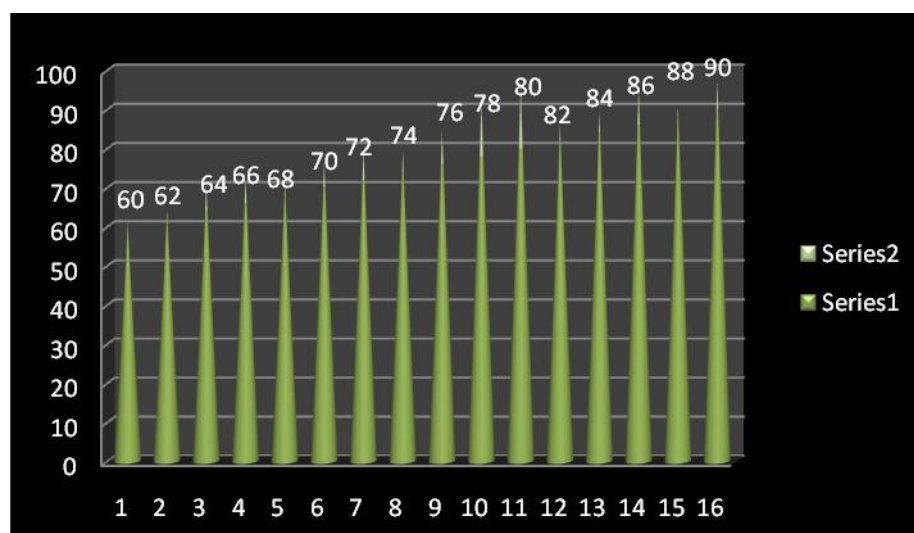
**Objective: To evaluate the teaching staff’s extent of understanding and following the educational approach of Don Bosco.**

#### **Online test**

An online test was administered on 95 teachers of all the 19 Don Bosco schools. From each school, 5 teachers were randomly selected for the online test. The test was out of 50 marks and the scoring was done online. On the basis of the online result, 23 teachers scored between 30 to 35 marks, 46 teachers scored between 36 to 40 marks while 26 teachers scored between 41 to 45 marks. This indicated that 24.21% of the teachers were aware about 60-70 % of Don Bosco’s system , 48.42% of the teachers were aware about 72-80% of Don Bosco’s system while 27.37% of the teachers were aware about 82-90% of Don Bosco’s system.

**Table 5**

No.	Marks	No. of teachers	% of marks	% of teachers
1	30	1	60	1.052632
2	31	1	62	2.105263
3	32	6	64	6.315789
4	33	6	66	6.315789
5	34	3	68	3.157895
6	35	6	70	6.315789
7	36	7	72	7.368421
8	37	5	74	5.263158
9	38	8	76	8.421053
10	39	13	78	13.68421
11	40	15	80	15.78947
12	41	4	82	4.210526
13	42	5	84	5.263158
14	43	9	86	9.473684
15	44	3	88	3.157895
16	45	7	90	7.368421

**Figure 216**

Based on the above observations, one concluded that 100% of the teachers know about 60 % about Don Bosco's system which was very heartening to know. However on the other side we could also conclude that 73% of the teachers knew less than 80% of Don Bosco's system which could raise quite a few eye brows. If the teachers themselves didn't know about Don Bosco and his system thoroughly, how could they disseminate it to their charges?

#### 4.4 Analysis And Interpretation Of Objective 4

##### 4.4.1 Management

**Table 6**

MANAGEMENT							
Sr. no.	Statements	Strongly agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly disagree (%)	Calculated Chi square value (%)
1	The school caters to the poor students	47.3684	50.8772	1.75439	0	0	80.80701754
2	Your school is following the preventive system	52.6316	47.3684	0	0	0	85.89473684
3	Your school is following the repressive system	0	1.75439	3.50877	59.6491	35.0877	79.92982456
4	Your school is following the expressive system	5.26316	21.0526	17.5439	21.0526	35.0877	12.9122807
5	In your school the student is the center of learning	59.6491	35.0877	5.26316	0	0	80.28070175
6	In your school the Management shows interest in the running of the school	63.1579	36.8421	0	0	0	95.36842105
7	In your school the Management single handedly run the school	15.7895	7.01754	8.77193	47.3684	21.0526	30.28070175
8	In your school the Management is aware of the schools vision, mission and objectives	68.4211	15.7895	10.5263	5.26316	0	87.47368421
9	The institution has considered and formulated the aims and objectives	63.1579	36.8421	0	0	0	95.36842105

10	The aims and objectives are in keeping with Don Bosco's philosophy of education	91.2281	7.01754	1.75439	0	0	181.6842105
11	The aims and objectives are related to the needs of the students	56.1404	43.8596	0	0	0	87.64912281
12	The aims and objectives are adopted to the needs of the day	52.6316	42.1053	5.26316	0	0	73.26315789
13	The Management selects staff according to their professional and individual ability to attain the aims of the institution	70.1754	26.3158	3.50877	0	0	103.4385965
14	The Staff is motivated to feel responsible for achieving the aims	66.6667	29.8246	3.50877	0	0	95.36842105
15	The Management conducts orientation programmes regarding Don Bosco's system	73.6842	26.3158	0	0	0	117.4736842
16	The aims and objectives are communicated to the parents	59.6491	38.5965	1.75439	0	0	86.94736842
17	The aims and objectives are regularly evaluated	33.3333	49.1228	7.01754	10.5263	0	48
18	The parents seek to admit their children in your school because of its aims and objectives	36.8421	45.614	5.26316	12.2807	0	46.07017544
19	The school's programmes help the students to achieve the aims of the institution	52.6316	47.3684	0	0	0	85.89473684
20	The success of the institution is measured in terms of its achievement of the aims	49.1228	43.8596	7.01754	0	0	68
21	The teaching community offers and witnesses to Don Bosco's philosophy of education	49.1228	50.8772	0	0	0	85.54385965
22	A family atmosphere with	29.8246	70.1754	0	0	0	108.7017544

	good inter relationship prevails						
23	The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life	47.3684	52.6316	0	0	0	85.89473684
24	The teachers are motivated with proper incentives	15.7895	70.1754	14.0351	0	0	96.07017544
25	The teachers participate with enthusiasm	29.8246	64.9123	5.26316	0	0	89.22807018
26	There is good rapport within the educational community	38.5965	61.4035	0	0	0	92.9122807
27	The Principal/Headmaster divides his/her time suitably between administration and supervising duties	59.6491	35.0877	5.26316	0	0	80.28070175
28	S/He fosters professional growth	59.6491	36.8421	3.50877	0	0	83.43859649
29	S/He treats the Staff and students with respect	52.6316	40.3509	7.01754	0	0	69.75438596
30	S/He involves the Staff and students in the yearly planning	43.8596	50.8772	5.26316	0	0	72.38596491
31	Punishments are given very freely to the students	5.26316	15.7895	5.26316	24.5614	49.1228	37.64912281
32	The school caters to the overall development of the school	84.2105	15.7895	0	0	0	152.2105263
33	The school encourages co-curricular activities	80.7018	17.5439	1.75439	0	0	137.4736842
34	A very good rapport exists between the Management and the Staff	61.4035	33.3333	5.26316	0	0	82.9122807
35	A very good rapport exists between the Staff and Students	59.6491	40.3509	0	0	0	90.80701754
36	The Staff is always present with the students	57.8947	42.1053	0	0	0	89.05263158
37	The Staff is well-qualified	57.8947	29.8246	12.2807	0	0	68.1754386

38	The Staff caters to the weak students	52.6316	40.3509	7.01754	0	0	69.75438596
39	The school encourages creativity from the students	52.6316	47.3684	0	0	0	85.89473684
40	The school gives an opportunity to practice leadership.	47.3684	52.6316	0	0	0	85.89473684
41	The school has a spirit of joy and optimism	36.8421	63.1579	0	0	0	95.36842105
42	The school caters to the physical development of the students	57.8947	35.0877	7.01754	0	0	75.01754386
43	The school caters to the cultural development of the students	57.8947	36.8421	5.26316	0	0	78
44	The school caters to the religious development of the students	56.1404	38.5965	3.50877	1.75439	0	75.71929825
45	The Management runs the school according to its rules and objectives.	68.4211	26.3158	3.50877	1.75439	0	96.59649123
46	The students are trained to be good citizens	57.8947	36.8421	3.50877	1.75439	0	77.64912281
47	The students are trained for life	56.1404	36.8421	3.50877	1.75439	1.75439	72.03508772
48	The students are trained to contribute to the society	52.6316	42.1053	3.50877	1.75439	0	72.9122807
49	The PTA body exists in the school	73.6842	15.7895	5.26316	3.50877	1.75439	106.0701754
50	The PTA is involved in the running of the school	47.3684	26.3158	21.0526	3.50877	1.75439	39.75438596
51	The Management has a good rapport with the parents	63.1579	31.5789	3.50877	1.75439	0	85.54385965
52	There is a Past pupils association in the school	52.6316	21.0526	10.5263	10.5263	5.26316	41.68421053
53	The Past pupils are always welcome to the school	57.8947	36.8421	5.26316	0	0	78
54	The Past pupils are treated with respect	50.8772	43.8596	5.26316	0	0	72.38596491

55	The Past pupils are permitted to use premises with the permission	42.1053	49.1228	5.26316	3.50877	0	63.43859649
56	The Past pupils are welcomed to be part of the school activities	56.1404	33.3333	10.5263	0	0	67.64912281
57	The Past pupils are a very active body of the institution	35.0877	28.0702	15.7895	15.7895	5.26316	15.54385965
58	The Management has a good rapport with the neighbouring schools	57.8947	36.8421	5.26316	0	0	78
59	The Management has a good rapport with other NGOs	43.8596	45.614	10.5263	0	0	60.28070175
60	The Management has a good rapport with the* educational department	57.8947	36.8421	5.26316	0	0	78
61	The Management updates the Staff members regularly	63.1579	35.0877	1.75439	0	0	91.85964912

4.4.1.1. In response to the first statement i.e. “The school caters to the poor students”, 47.37 % of the management marked ‘strongly agree’, 50.88 % of the management marked ‘agree’, 1.75% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 80.81. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school caters to the poor students.

4.4.1.2. In response to the second statement i.e. “The school is following the preventive system”, 52.63 % of the management marked ‘strongly agree’, 47.37 % of the management marked ‘agree’, 0% of the management



marked 'undecided', 0% of the management marked 'disagree' and 0% of the management marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 85.89. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school is following the preventive system.

4.4.1.3. In response to the third statement i.e. "The school is following the repressive system", 0 % of the management marked 'strongly agree', 1.75 % of the management marked 'agree', 3.51% of the management marked 'undecided', 59.65% of the management marked 'disagree' and 35.09% of the management marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 79.92. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school is following the preventive system.

4.4.1.4. In response to the fourth statement i.e. "The school is following the expressive system", 5.26% of the management marked 'strongly agree', 21.05 % of the management marked 'agree', 17.54% of the management marked 'undecided', 21.05 % of the management marked 'disagree' and 35.09% of the management marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 12.91. As the calculated chi-square value is higher than the table value at 0.05 level of significance, the null hypothesis that there will be no significant difference between the

observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school is following the expressive system.

4.4.1.5. In response to the fifth statement i.e. “In the school the student is the center of learning”, 59.65 % of the management marked ‘strongly agree’, 35.09 % of the management marked ‘agree’, 5.26% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 80.28. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that in the school the student is the center of learning.

4.4.1.6. In response to the sixth statement i.e. “In the school the Management shows interest in the running of the school”, 63.16 % of the management marked ‘strongly agree’, 36.84 % of the management marked ‘agree’, 0% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 95.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school caters to the poor students.

- 4.4.1.7. In response to the seventh statement i.e. “In the school the Management single handedly run the school”, 15.79 % of the management marked ‘strongly agree’, 7.02 % of the management marked ‘agree’, 8.77% of the management marked ‘undecided’, 47.37% of the management marked ‘disagree’ and 21.05% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 30.28. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that In the school the Management single handedly run the school
- 4.4.1.8. In response to the eighth statement i.e. “In the school the Management is aware of the schools vision, mission and objectives”, 68.42 % of the management marked ‘strongly agree’, 15.79 % of the management marked ‘agree’, 10.53% of the management marked ‘undecided’, 5.26% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 87.47. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that in the school the Management is aware of the schools vision, mission and objectives.
- 4.4.1.9. In response to the ninth statement i.e. “The institution has considered and formulated the aims and objectives”, 63.16 % of the management marked ‘strongly agree’, 36.84 % of the management marked ‘agree’, 0% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The

critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 95.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the institution has considered and formulated the aims and objectives.

4.4.1.10. In response to the tenth statement i.e. “The aims and objectives are in keeping with Don Bosco’s philosophy of education”, 91.23 % of the management marked ‘strongly agree’, 7.02 % of the management marked ‘agree’, 1.75% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 181.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are in keeping with Don Bosco’s philosophy of education.

4.4.1.11. In response to the eleventh statement i.e. “The aims and objectives are related to the needs of the students”, 56.14 % of the management marked ‘strongly agree’, 43.86 % of the management marked ‘agree’, 0% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 87.65. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no

significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are related to the needs of the students.

4.4.1.12. In response to the twelfth statement i.e. “The aims and objectives are adopted to the needs of the day”, 52.63 % of the management marked ‘strongly agree’, 42.10 % of the management marked ‘agree’, 5.26% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 73.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are adapted to the needs of the day.

4.4.1.13. In response to the thirteenth statement i.e. “The Management selects staff according to their professional and individual ability to attain the aims of the institution”, 70.17 % of the management marked ‘strongly agree’, 26.31 % of the management marked ‘agree’, 3.51% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 103.44. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The

Management selects staff according to their professional and individual ability to attain the aims of the institution.

4.4.1.14. In response to the fourteenth statement i.e. “The Staff is motivated to feel responsible for achieving the aims”, 66.67 % of the management marked ‘strongly agree’, 29.82 % of the management marked ‘agree’, 3.51% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 95.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff is motivated to feel responsible for achieving the aims.

4.4.1.15. In response to the fifteenth statement i.e. “The Management conducts orientation programmes regarding Don Bosco’s system”, 73.68 % of the management marked ‘strongly agree’, 26.31 % of the management marked ‘agree’, 0% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 117.47. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the management conducts orientation programmes regarding Don Bosco’s system

4.4.1.16. In response to the sixteenth statement i.e. “The aims and objectives are communicated to the parents”, 59.64 % of the management marked ‘strongly agree’, 38.60 % of the management marked ‘agree’, 1.75% of

the management marked 'undecided', 0% of the management marked 'disagree' and 0 % of the management marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 86.95. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are communicated to the parents.

4.4.1.17. In response to the seventeenth statement i.e. "The aims and objectives are regularly evaluated", 33.33 % of the management marked 'strongly agree', 49.12 % of the management marked 'agree', 7.02% of the management marked 'undecided', 10.53% of the management marked 'disagree' and 0% of the management marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 48. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are regularly evaluated.

4.4.1.18. In response to the eighteenth statement i.e. "The parents seek to admit their children in your school because of its aims and objectives", 36.84 % of the management marked 'strongly agree', 45.61 % of the management marked 'agree', 5.26% of the management marked 'undecided', 12.28% of the management marked 'disagree' and 0% of the management marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 46.07. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis

that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the parents seek to admit their children in your school because of its aims and objectives.

4.4.1.19. In response to the ninth statement i.e. “The school’s programmes help the students to achieve the aims of the institution”, 52.63 % of the management marked ‘strongly agree’, 47.37 % of the management marked ‘agree’, 0% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 85.89. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school’s programmes help the students to achieve the aims of the institution.

4.4.1.20. In response to the twentieth statement i.e. “The success of the institution is measured in terms of its achievement of the aims”, 49.12 % of the management marked ‘strongly agree’, 43.86 % of the management marked ‘agree’, 7.02% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be



concluded that the success of the institution is measured in terms of its achievement of the aims.

4.4.1.21. In response to the twenty first statement i.e. “The teaching community offers and witnesses to Don Bosco’s philosophy of education”, 49.12 % of the management marked ‘strongly agree’, 50.88 % of the management marked ‘agree’, 0% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 85.54. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the teaching community offers and witnesses to Don Bosco’s philosophy of education.

4.4.1.22. In response to the twenty second statement i.e. “A family atmosphere with good inter relationship prevails”, 29.82 % of the management marked ‘strongly agree’, 70.17 % of the management marked ‘agree’, 0% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 108.70. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A family atmosphere with good inter relationship prevails.

4.4.1.23. In response to the twenty third statement i.e. “The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life”, 47.37 % of the management marked

‘strongly agree’, 52.63 % of the management marked ‘agree’, % of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 85.89. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life.

4.4.1.24. In response to the twenty fourth statement i.e. “The teachers are motivated with proper incentives”, 15.79 % of the management marked ‘strongly agree’, 70.17 % of the management marked ‘agree’, 14.03% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 96.07. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the teachers are motivated with proper incentives.

4.4.1.25. In response to the twenty fifth statement i.e. “The teachers participate with enthusiasm”, 29.82 % of the management marked ‘strongly agree’, 64.91 % of the management marked ‘agree’, 5.26% of the management marked ‘undecided’, 2.10% of the management marked ‘disagree’ and 1.05% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 89.23. As the calculated chi-square

value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The teachers participate with enthusiasm.

4.4.1.26. In response to the twenty sixth statement i.e. “There is good rapport within the educational community”, 38.60 % of the management marked ‘strongly agree’, 61.40 % of the management marked ‘agree’, 0% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 92.91. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that There is good rapport within the educational community.

4.4.1.27. In response to the twenty seventh statement i.e. “The Principal/Headmaster divides his/her time suitably between administration and supervising duties”, 59.65% of the management marked ‘strongly agree’, 35.09 % of the management marked ‘agree’, 5.26 of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 80.28. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between

the observed frequencies and expected frequencies and it can be concluded that The Principal/Headmaster divides his/her time suitably between administration and supervising duties.

4.4.1.28. In response to the twenty eighth statement i.e. “S/He fosters professional growth”, 59.65 % of the management marked ‘strongly agree’, 36.84 % of the management marked ‘agree’, 3.51% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 83.44. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that S/He fosters professional growth.

4.4.1.29. In response to the twenty ninth statement i.e. “S/He treats the Staff and students with respect”, 52.63 % of the management marked ‘strongly agree’, 40.35 % of the management marked ‘agree’, 7.02% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 69.75. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that S/He treats the Staff and students with respect.

4.4.1.30. In response to the thirtieth statement i.e. “S/He involves the Staff and students in the yearly planning”, 43.86 % of the management marked ‘strongly agree’, 50.88 % of the management marked ‘agree’, 5.26% of

the management marked 'undecided', 0% of the management marked 'disagree' and 0% of the management marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 72.38. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that S/He involves the Staff and students in the yearly planning.

4.4.1.31. In response to the thirty first statement i.e. "Punishments are given very freely to the students", 5.26% of the management marked 'strongly agree', 15.79 % of the management marked 'agree', 5.26% of the management marked 'undecided', 24.56% of the management marked 'disagree' and 49.12% of the management marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 37.65. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that Punishments are given very freely to the students.

4.4.1.32. In response to the thirty second statement i.e. "The school caters to the overall development of the school", 84.21 % of the management marked 'strongly agree', 15.79 % of the management marked 'agree', 0% of the management marked 'undecided', 0% of the management marked 'disagree' and 0% of the management marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 152.21. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no

significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the overall development of the school.

4.4.1.33. In response to the thirty third statement i.e. “The school encourages co-curricular activities”, 80.70 % of the management marked ‘strongly agree’, 17.54 % of the management marked ‘agree’, 1.75% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 137.47. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school encourages co-curricular activities.

4.4.1.34. In response to the thirty fourth statement i.e. “A very good rapport exists between the Management and the Staff”, 61.40 % of the management marked ‘strongly agree’, 33.33% of the management marked ‘agree’, 5.26% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 82.91. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A very good rapport exists between the Management and the Staff.

4.4.1.35. In response to the thirty fifth statement i.e. “A very good rapport exists between the Staff and Students”, 59.65 % of the management marked ‘strongly agree’, 40.35 % of the management marked ‘agree’, 0% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 90.81. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A very good rapport exists between the Staff and Students.

4.4.1.36. In response to the thirty sixth statement i.e. “The Staff is always present with the students”, 57.89 % of the management marked ‘strongly agree’, 42.10 % of the management marked ‘agree’, 0% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 89.05. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff is always present with the students.

4.4.1.37. In response to the thirty seventh statement i.e. “The Staff is well-qualified”, 57.89 % of the management marked ‘strongly agree’, 29.82 % of the management marked ‘agree’, 12.28% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated

chi-square value is 68.17. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff is well-qualified.

4.4.1.38. In response to the thirty eighth statement i.e. “The Staff caters to the weak students”, 52.63 % of the management marked ‘strongly agree’, 40.35 % of the management marked ‘agree’, 7.02% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 69.75. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff caters to the weak students.

4.4.1.39. In response to the thirty ninth statement i.e. “The school encourages creativity from the students”, 52.63 % of the management marked ‘strongly agree’, 47.37 % of the management marked ‘agree’, 0% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 85.89. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the



observed frequencies and expected frequencies and it can be concluded that The school encourages creativity from the students.

4.4.1.40. In response to the fortieth statement i.e. “The school gives an opportunity to practice leadership.”, 47.37 % of the management marked ‘strongly agree’, 52.63 % of the management marked ‘agree’, 0% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 85.89. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school gives an opportunity to practice leadership.

4.4.1.41. In response to the forty first statement i.e. “The school has a spirit of joy and optimism”, 36.84 % of the management marked ‘strongly agree’, 63.16 % of the management marked ‘agree’, 0% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 95.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school has a spirit of joy and optimism.

4.4.1.42. In response to the forty second statement i.e. “The school caters to the physical development of the students”, 57.89 % of the management marked ‘strongly agree’, 35.09 % of the management marked ‘agree’, 7.02% of the management marked ‘undecided’, 0% of the

management marked 'disagree' and 0% of the management marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 75.02. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the physical development of the students.

4.4.1.43. In response to the forty third statement i.e. "The school caters to the cultural development of the students", 57.89 % of the management marked 'strongly agree', 36.84 % of the management marked 'agree', 5.26% of the management marked 'undecided', 0% of the management marked 'disagree' and 0% of the management marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 78. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the cultural development of the students.

4.4.1.44. In response to the forty fourth statement i.e. "The school caters to the religious development of the students", 56.14 % of the management marked 'strongly agree', 38.60 % of the management marked 'agree', 3.51% of the management marked 'undecided', 1.75% of the management marked 'disagree' and 0% of the management marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 75.72. As the calculated chi-square value is higher than the table value at

both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the religious development of the students.

4.4.1.45. In response to the forty fifth statement i.e. “The Management runs the school according to its rules and objectives.”, 68.42 % of the management marked ‘strongly agree’, 26.31 % of the management marked ‘agree’, 3.51% of the management marked ‘undecided’, 1.75% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 96.60. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management runs the school according to its rules and objectives.

4.4.1.46. In response to the forty sixth statement i.e. “The students are trained to be good citizens”, 57.89 % of the management marked ‘strongly agree’, 36.84 % of the management marked ‘agree’, 3.51% of the management marked ‘undecided’, 1.75% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 77.65. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected

frequencies and it can be concluded that The students are trained to be good citizens.

4.4.1.47. In response to the forty seventh statement i.e. “The students are trained for life”, 56.14% of the management marked ‘strongly agree’, 36.84 % of the management marked ‘agree’, 3.51% of the management marked ‘undecided’, 1.75% of the management marked ‘disagree’ and 1.75% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 72.03. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management are always welcome to the school.

4.4.1.48. In response to the forty eighth statement i.e. “The students are trained to contribute to the society”, 52.63 % of the management marked ‘strongly agree’, 42.10 % of the management marked ‘agree’, 3.51% of the management marked ‘undecided’, 1.75% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 72.91. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The students are trained to contribute to the society.

4.4.1.49. In response to the forty ninth statement i.e. “The PTA body exists in the school”, 73.68 % of the management marked ‘strongly agree’, 15.79 % of the management marked ‘agree’, 5.26% of the management marked ‘undecided’, 3.51% of the management marked ‘disagree’ and 1.75% of

the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 106.07. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The PTA body exists in the school.

4.4.1.50. In response to the fifty statement i.e. “The PTA is involved in the running of the school”, 47.37 % of the management marked ‘strongly agree’, 26.31 % of the management marked ‘agree’, 21.05% of the management marked ‘undecided’, 3.51% of the management marked ‘disagree’ and 1.75% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 39.75. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The PTA is involved in the running of the school.

4.4.1.51. In response to the fifty first statement i.e. “The Management has a good rapport with the parents”, 63.16 % of the management marked ‘strongly agree’, 31.58 % of the management marked ‘agree’, 3.51% of the management marked ‘undecided’, 1.75% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 85.54. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected

frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management has a good rapport with the parents.

4.4.1.52. In response to the fifty second statement i.e. “There is a Management association in the school”, 52.63 % of the management marked ‘strongly agree’, 21.05 % of the management marked ‘agree’, 10.53% of the management marked ‘undecided’, 10.53% of the management marked ‘disagree’ and 5.26% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 41.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that There is a Management association in the school.

4.4.1.53. In response to the fifty third statement i.e. “The Management are always welcome to the school”, 57.89 % of the management marked ‘strongly agree’, 36.84 % of the management marked ‘agree’, 5.26% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 78. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management are always welcome to the school.

4.4.1.54. In response to the fifty fourth statement i.e. “The Management are treated with respect”, 50.88 % of the management marked ‘strongly agree’,

43.86 % of the management marked 'agree', 5.26% of the management marked 'undecided', 0% of the management marked 'disagree' and 0% of the management marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 72.38. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management are treated with respect.

4.4.1.55. In response to the fifty fifth statement i.e. "The Management are permitted to use premises with the permission", 42.10 % of the management marked 'strongly agree', 49.12 % of the management marked 'agree', 5.26% of the management marked 'undecided', 3.51% of the management marked 'disagree' and 0% of the management marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 63.44. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management are permitted to use premises with the permission.

4.4.1.56. In response to the fifty sixth statement i.e. "The Management are welcomed to be part of the school activities", 56.14 % of the management marked 'strongly agree', 33.33 % of the management marked 'agree', 10.53% of the management marked 'undecided', 0% of the management marked 'disagree' and 0% of the management marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is

67.65. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management are welcomed to be part of the school activities.

4.4.1.57. In response to the fifty seventh statement i.e. “The Management are a very active body of the institution”, 35.09 % of the management marked ‘strongly agree’, 28.07 % of the management marked ‘agree’, 15.89% of the management marked ‘undecided’, 15.79% of the management marked ‘disagree’ and 5.26% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 15.54. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management are a very active body of the institution

4.4.1.58. In response to the fifty eighth statement i.e. “The Management has a good rapport with the neighbouring schools”, 57.89 % of the management marked ‘strongly agree’, 36.84 % of the management marked ‘agree’, 5.26% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 78. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between



the observed frequencies and expected frequencies and it can be concluded that The Management has a good rapport with the neighbouring schools.

4.4.1.59. In response to the fifty ninth statement i.e. “The Management has a good rapport with other NGOs”, 43.86 % of the management marked ‘strongly agree’, 45.61 % of the management marked ‘agree’, 10.53% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 60.28. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management has a good rapport with other NGOs.

4.4.1.60. In response to the sixtieth statement i.e. “The Management has a good rapport with the educational department”, 57.89 % of the management marked ‘strongly agree’, 36.84 % of the management marked ‘agree’, 5.26% of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 78. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management has a good rapport with the educational department.

4.4.1.61. In response to the sixty first statement i.e. “The Management updates the Staff members regularly”, 63.16 % of the management marked

‘strongly agree’, 35.09 % of the management marked ‘agree’, 1.75 % of the management marked ‘undecided’, 0% of the management marked ‘disagree’ and 0% of the management marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 91.86. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management updates the Staff members regularly.

#### 4.4.2 Teachers

**Table 7**

TEACHERS							
Sr. no.	Statements	Strongly agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly disagree (%)	Calculated Chi square value (%)
1	The school caters to the poor students	43.1579	53.6842	1.05263	1.05263	1.05263	130.5263158
2	Your school is following the preventive system	36.8421	60	1.05263	1.05263	1.05263	140.6315789
3	Your school is following the repressive system	10.5263	21.0526	11.5789	28.4211	28.4211	14.42105263
4	Your school is following the expressive system	42.1053	42.1053	5.26316	0	10.5263	80
5	In your school the student is the center of learning	49.4737	47.3684	1.05263	1.05263	1.05263	128

6	In your school the Management shows interest in the running of the school	44.2105	50.5263	3.15789	1.05263	1.05263	119.684 2105
7	In your school the Management single handedly run the school	10.5263	15.7895	12.6316	33.6842	27.3684	19.1578 9474
8	In your school the Management is aware of the schools vision, mission and objectives	50.5263	42.1053	3.15789	2.10526	2.10526	111.368 4211
9	The institution has considered and formulated the aims and objectives	48.4211	45.2632	3.15789	2.10526	1.05263	114.421 0526
10	The aims and objectives are in keeping with Don Bosco's philosophy of education	45.2632	51.5789	1.05263	1.05263	1.05263	128.842 1053
11	The aims and objectives are related to the needs of the students	52.6316	44.2105	1.05263	1.05263	1.05263	129.578 9474
12	The aims and objectives are adopted to the needs of the day	43.1579	52.6316	1.05263	2.10526	1.05263	125.368 4211
13	The Management selects staff according to their	43.1579	53.6842	1.05263	1.05263	1.05263	130.526 3158

	professional and individual ability to attain the aims of the institution						
14	The Staff is motivated to feel responsible for achieving the aims	36.8421	57.8947	2.10526	2.10526	1.05263	129.157 8947
15	The Management conducts orientation programmes regarding Don Bosco's system	43.1579	51.5789	2.10526	2.10526	1.05263	120.315 7895
16	The aims and objectives are communicated to the parents	45.2632	52.6316	1.05263	1.05263	0	134
17	The aims and objectives are regularly evaluated	64.2105	31.5789	1.05263	2.10526	1.05263	148.526 3158
18	The parents seek to admit their children in your school because of its aims and objectives	53.6842	42.1053	2.10526	1.05263	1.05263	126.421 0526
19	The schools programmes help the students to achieve the aims of the institution	32.6316	65.2632	1.05263	1.05263	0	158
20	The success of the institution is measured in terms of	45.2632	44.2105	7.36842	2.10526	1.05263	98

	its achievement of the aims						
21	The teaching community offers and witnesses to Don Bosco's philosophy of education	46.3158	52.6316	1.05263	0	0	138.526 3158
22	A family atmosphere with good inter relationship prevails	22.1053	76.8421	1.05263	0	0	208.736 8421
23	The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life	62.1053	31.5789	3.15789	2.10526	1.05263	136.315 7895
24	The teachers are motivated with proper incentives	43.1579	48.4211	4.21053	2.10526	2.10526	106.105 2632
25	The teachers participate with enthusiasm	31.5789	64.2105	2.10526	1.05263	1.05263	148.526 3158
26	There is good rapport within the educational community	43.1579	49.4737	3.15789	2.10526	2.10526	110.631 5789
27	The Principal/Headmaster divides his/her time suitably between administration and supervising duties	47.3684	43.1579	5.26316	2.10526	2.10526	101.789 4737

28	S/He fosters professional growth	32.6316	61.0526	1.05263	3.15789	2.10526	133.368 4211
29	S/He treats the Staff and Students with respect	45.2632	52.6316	1.05263	1.05263	0	134
30	S/He involves the Staff and Students in the yearly planning	37.8947	57.8947	2.10526	1.05263	1.05263	132.736 8421
31	Punishments are given very freely to the students	6.31579	8.42105	13.6842	34.7368	36.8421	40.9473 6842
32	The school caters to the overall development of the school	36.8421	57.8947	1.05263	3.15789	1.05263	129.263 1579
33	The school encourages co-curricular activities	42.1053	51.5789	2.10526	2.10526	2.10526	116.210 5263
34	A very good rapport exists between the Management and the Staff	36.8421	52.6316	4.21053	3.15789	3.15789	102.842 1053
35	A very good rapport exists between the Staff and Students	29.4737	63.1579	3.15789	3.15789	1.05263	136.736 8421
36	The Staff is always present with the students	36.8421	57.8947	3.15789	1.05263	1.05263	129.263 1579
37	The Staff is well-qualified	31.5789	65.2632	1.05263	1.05263	1.05263	154.842 1053
38	The Staff caters to the weak students	43.1579	53.6842	2.10526	1.05263	0	130.631 5789
39	The school	33.6842	63.1579	1.05263	1.05263	1.05263	148.526

	encourages creativity from the students						3158
40	The school gives an opportunity to practice leadership.	42.1053	51.5789	4.21053	1.05263	1.05263	116.526 3158
41	The school has a spirit of joy and optimism	31.5789	65.2632	1.05263	1.05263	1.05263	154.842 1053
42	The school caters to the physical development of the students	32.6316	62.1053	1.05263	2.10526	2.10526	139.263 1579
43	The school caters to the cultural development of the students	42.1053	54.7368	1.05263	1.05263	1.05263	131.684 2105
44	The school caters to the religious development of the students	54.7368	41.0526	1.05263	2.10526	1.05263	127.684 2105
45	The Management runs the school according to its rules and objectives.	34.7368	53.6842	6.31579	3.15789	2.10526	101.789 4737
46	The students are trained to be good citizens	31.5789	65.2632	1.05263	1.05263	1.05263	154.842 1053
47	The students are trained for life	41.0526	54.7368	1.05263	2.10526	1.05263	127.684 2105
48	The students are trained to contribute to the society	32.6316	62.1053	2.10526	2.10526	1.05263	139.263 1579

- 4.4.2.1. In response to the first statement i.e. “The school caters to the poor students”, 43.16 % of the teachers marked ‘strongly agree’, 53.68 % of the teachers marked ‘agree’, 1.05% of the teachers marked ‘undecided’, 1.05% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 130.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school caters to the poor students.
- 4.4.2.2. In response to the second statement i.e. “The school is following the preventive system”, 36.84 % of the teachers marked ‘strongly agree’, 60 % of the teachers marked ‘agree’, 1.05 % of the teachers marked ‘undecided’, 1.05% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 140.63. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school is following the preventive system.
- 4.4.2.3. In response to the third statement i.e. “The school is following the repressive system”, 10.53 % of the teachers marked ‘strongly agree’, 21.05 % of the teachers marked ‘agree’, 11.58% of the teachers marked ‘undecided’, 28.42% of the teachers marked ‘disagree’ and 28.42% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are



- 4.4.2.4. 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 14.42. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is significant difference between the observed frequencies and expected frequencies. Since a large majority of the respondents have either disagreed or strongly disagreed to the statement that the school is following the repressive system, it can be concluded that the school is not following the repressive system.
- 4.4.2.5. In response to the fourth statement i.e. “The school is following the expressive system”, 42.10 % of the teachers marked ‘strongly agree’, 42.10 % of the teachers marked ‘agree’, 5.26% of the teachers marked ‘undecided’, 0% of the teachers marked ‘disagree’ and 10.53% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 80. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school is following the expressive system.
- 4.4.2.6. In response to the fifth statement i.e. “In the school the student is the center of learning”, 49.47 % of the teachers marked ‘strongly agree’, 47.37 % of the teachers marked ‘agree’, 1.05% of the teachers marked ‘undecided’, 1.05% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 128. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the

observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that in the school the student is the center of learning.

4.4.2.7. In response to the sixth statement i.e. “In the school the Management shows interest in the running of the school”, 44.21 % of the teachers marked ‘strongly agree’, 50.53 % of the teachers marked ‘agree’, 3.16% of the teachers marked ‘undecided’, 1.05% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 119.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school caters to the poor students.

4.4.2.8. In response to the seventh statement i.e. “In the school the Management single handedly runs the school”, 10.53 % of the teachers marked ‘strongly agree’, 15.79 % of the teachers marked ‘agree’, 12.63% of the teachers marked ‘undecided’, 33.68 % of the teachers marked ‘disagree’ and 27.37% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 19.16. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies. Since a large majority of the respondents have either disagreed or strongly disagreed to the statement that the

management single handedly runs the school, it can be concluded that the Management does not single handedly run the school .

4.4.2.9. In response to the eighth statement i.e. “In the school the Management is aware of the schools vision, mission and objectives”, 50.53 % of the teachers marked ‘strongly agree’, 42.10 % of the teachers marked ‘agree’, 3.16% of the teachers marked ‘undecided’, 2.10% of the teachers marked ‘disagree’ and 2.10% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 111.36. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that in the school the Management is aware of the schools vision, mission and objectives.

4.4.2.10. In response to the ninth statement i.e. “The institution has considered and formulated the aims and objectives”, 48.42 % of the teachers marked ‘strongly agree’, 45.26 % of the teachers marked ‘agree’, 3.16% of the teachers marked ‘undecided’, 2.10% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 114.42. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the institution has considered and formulated the aims and objectives.

4.4.2.11. In response to the tenth statement i.e. “The aims and objectives are in keeping with Don Bosco’s philosophy of education”, 45.26 % of the teachers 5% of the teachers marked ‘undecided’, 1.05% of the teachers

marked 'disagree' and 1.05% of the teachers marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 128.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are in keeping with Don Bosco's philosophy of education.

4.4.2.12. In response to the eleventh statement i.e. "The aims and objectives are related to the needs of the students", 52.63% of the teachers marked 'strongly agree', 44.21 % of the teachers marked 'agree', 1.05% of the teachers marked 'undecided', 1.05% of the teachers marked 'disagree' and 1.05% of the teachers marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 129.58. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are related to the needs of the students.

4.4.2.13. In response to the twelfth statement i.e. "The aims and objectives are adopted to the needs of the day", 43.16 % of the teachers marked 'strongly agree', 52.63 % of the teachers marked 'agree', 1.05% of the teachers marked 'undecided', 2.10% of the teachers marked 'disagree' and 1.05% of the teachers marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 125.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant

difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are adapted to the needs of the day.

4.4.2.14. In response to the thirteenth statement i.e. “The Management selects staff according to their professional and individual ability to attain the aims of the institution”, 43.16 % of the teachers marked ‘strongly agree’, 53.68 % of the teachers marked ‘agree’, 1.05% of the teachers marked ‘undecided’, 1.05% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 130.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management selects staff according to their professional and individual ability to attain the aims of the institution.

4.4.2.15. In response to the fourteenth statement i.e. “The Staff is motivated to feel responsible for achieving the aims”, 36.84 % of the teachers marked ‘strongly agree’, 57.89 % of the teachers marked ‘agree’, 2.10% of the teachers marked ‘undecided’, 2.10% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 129.16. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies

and expected frequencies and it can be concluded that The Staff is motivated to feel responsible for achieving the aims.

4.4.2.16. In response to the fifteenth statement i.e. “The Management conducts orientation programmes regarding Don Bosco’s system”, 43.16 % of the teachers marked ‘strongly agree’, 51.58 % of the teachers marked ‘agree’, 2.10% of the teachers marked ‘undecided’, 2.10% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 120.31. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are communicated to the parents.

4.4.2.17. In response to the sixteenth statement i.e. “The aims and objectives are communicated to the parents”, 45.26 % of the teachers marked ‘strongly agree’, 52.63 % of the teachers marked ‘agree’, 1.05% of the teachers marked ‘undecided’, 1.05% of the teachers marked ‘disagree’ and 0 % of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 134. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are communicated to the parents.

4.4.2.18. In response to the seventeenth statement i.e. “The aims and objectives are regularly evaluated”, 64.21 % of the teachers marked ‘strongly agree’, 31.58 % of the teachers marked ‘agree’, 1.05% of the teachers marked ‘undecided’, 2.10% of the teachers

marked 'disagree' and 1.05% of the teachers marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 148.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are regularly evaluated.

4.4.2.19. In response to the eighteenth statement i.e. "The parents seek to admit their children in your school because of its aims and objectives", 53.68 % of the teachers marked 'strongly agree', 42.10 % of the teachers marked 'agree', 2.10% of the teachers marked 'undecided', 1.05% of the teachers marked 'disagree' and 1.05% of the teachers marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 126.42. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the parents seek to admit their children in your school because of its aims and objectives.

4.4.2.20. In response to the nineteenth statement i.e. "The schools programmes help the students to achieve the aims of the institution", 32.63 % of the teachers marked 'strongly agree', 65.26 % of the teachers marked 'agree', 1.05% of the teachers marked 'undecided', 1.05% of the teachers marked 'disagree' and 0% of the teachers marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 158. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant

difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the schools programmes help the students to achieve the aims of the institution.

4.4.2.21. In response to the twentieth statement i.e. “The success of the institution is measured in terms of its achievement of the aims”, 45.26% of the teachers marked ‘strongly agree’, 44.21 % of the teachers marked ‘agree’, 7.37% of the teachers marked ‘undecided’, 2.10% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 98. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the success of the institution is measured in terms of its achievement of the aims.

4.4.2.22. In response to the twenty first statement i.e. “The teaching community offers and witnesses to Don Bosco’s philosophy of education”, 46.31 % of the teachers marked ‘strongly agree’, 52.63 % of the teachers marked ‘agree’, 1.05% of the teachers marked ‘undecided’, 0% of the teachers marked ‘disagree’ and 0% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 138.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the teaching community offers and witnesses to Don Bosco’s philosophy of education.



4.4.2.23. In response to the twenty second statement i.e. “A family atmosphere with good inter relationship prevails”, 22.10 % of the teachers marked ‘strongly agree’, 76.84 % of the teachers marked ‘agree’, 1.05% of the teachers marked ‘undecided’, 0% of the teachers marked ‘disagree’ and 0% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 208.74. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A family atmosphere with good inter relationship prevails.

4.4.2.24. In response to the twenty third statement i.e. “The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life”, 62.10 % of the teachers marked ‘strongly agree’, 31.58 % of the teachers marked ‘agree’, 3.16% of the teachers marked ‘undecided’, 2.10% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 136.31. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life.

4.4.2.25. In response to the twenty fourth statement i.e. “The teachers are motivated with proper incentives”, 43.16 % of the teachers marked ‘strongly agree’, 48.42 % of the teachers marked ‘agree’, 4.21% of the teachers marked ‘undecided’, 2.10% of the teachers marked ‘disagree’ and 2.10% of the

teachers marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 106.10. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the teachers are motivated with proper incentives.

4.4.2.26. In response to the twenty fifth statement i.e. "The teachers participate with enthusiasm", 31.58 % of the teachers marked 'strongly agree', 64.21 % of the teachers marked 'agree', 2.10% of the teachers marked 'undecided', 1.05% of the teachers marked 'disagree' and 1.05% of the teachers marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 148.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the teachers participate with enthusiasm.

4.4.2.27. In response to the twenty sixth statement i.e. "There is good rapport within the educational community", 43.16 % of the teachers marked 'strongly agree', 49.47 % of the teachers marked 'agree', 3.16% of the teachers marked 'undecided', 2.10% of the teachers marked 'disagree' and 2.10% of the teachers marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 110.63. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies

against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded there is good rapport within the educational community.

4.4.2.28. In response to the twenty seventh statement i.e. “The Principal/Headmaster divides his/her time suitably between administration and supervising duties”, 47.37% of the teachers marked ‘strongly agree’, 43.16% of the teachers marked ‘agree’, 5.26% of the teachers marked ‘undecided’, 2.10% of the teachers marked ‘disagree’ and 2.10% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 101.79. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Principal/Headmaster divides his/her time suitably between administration and supervising duties

4.4.2.29. In response to the twenty eighth statement i.e. “S/He fosters professional growth”, 32.63 % of the teachers marked ‘strongly agree’, 61.05 % of the teachers marked ‘agree’, 1.05% of the teachers marked ‘undecided’, 3.15% of the teachers marked ‘disagree’ and 2.10% of the teachers marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 133.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that S/He fosters professional growth.

4.4.2.30. In response to the twenty ninth statement i.e. “S/He treats the Staff and Students with respect”, 45.26 % of the teachers marked ‘strongly agree’, 52.63 % of the teachers marked ‘agree’, 1.05% of the teachers marked ‘undecided’, 1.05% of the teachers marked ‘disagree’ and 0% of the teachers marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 134. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that S/He treats the Staff and Students with respect.

4.4.2.31. In response to the thirtieth statement i.e. “S/He involves the Staff and Students in the yearly planning”, 37.89 % of the teachers marked ‘strongly agree’, 57.89% of the teachers marked ‘agree’, 2.10% of the teachers marked ‘undecided’, 1.05% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 132.74. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that S/He involves the Staff and Students in the yearly planning.

4.4.2.32. In response to the thirty first statement i.e. “Punishments are given very freely to the students”, 6.31% of the teachers marked ‘strongly agree’, 8.42 % of the teachers marked ‘agree’, 13.68% of the teachers marked ‘undecided’, 34.74% of the teachers marked ‘disagree’ and 36.84% of the teachers marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated

chi-square value is 40.95. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that Punishments are given very freely to the students.

4.4.2.33. In response to the thirty second statement i.e. “The school caters to the overall development of the school”, 36.84 % of the teachers marked ‘strongly agree’, 57.89 % of the teachers marked ‘agree’, 1.05% of the teachers marked ‘undecided’, 3.16% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 129.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the overall development of the school.

4.4.2.34. In response to the thirty third statement i.e. “The school encourages co-curricular activities”, 42.10 % of the teachers marked ‘strongly agree’, 51.58% of the teachers marked ‘agree’, 2.10% of the teachers marked ‘undecided’, 2.10% of the teachers marked ‘disagree’ and 2.10% of the teachers marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 129.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected

frequencies and it can be concluded that The school encourages co-curricular activities.

4.4.2.35. In response to the thirty fourth statement i.e. “A very good rapport exists between the Management and the Staff”, 36.84 % of the teachers marked ‘strongly agree’, 52.63% of the teachers marked ‘agree’, 4.21% of the teachers marked ‘undecided’, 3.15% of the teachers marked ‘disagree’ and 3.15% of the teachers marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 102.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A very good rapport exists between the Management and the Staff.

4.4.2.36. In response to the thirty fifth statement i.e. “A very good rapport exists between the Staff and Students”, 29.47 % of the teachers marked ‘strongly agree’, 63.16% of the teachers marked ‘agree’, 3.15% of the teachers marked ‘undecided’, 3.15% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 136.74. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A very good rapport exists between the Staff and Students.

4.4.2.37. In response to the thirty sixth statement i.e. “The Staff is always present with the students”, 36.84 % of the teachers marked ‘strongly agree’, 57.89 % of the teachers marked ‘agree’, 3.16% of the teachers marked ‘undecided’, 1.05% of the teachers marked ‘disagree’ and 1.05% of the

teachers marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 129.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff is always present with the students.

4.4.2.38. In response to the thirty seventh statement i.e. "The Staff is well-qualified", 31.58 % of the teachers marked 'strongly agree', 65.26 % of the teachers marked 'agree', 1.05% of the teachers marked 'undecided', 1.05% of the teachers marked 'disagree' and 1.05% of the teachers marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 154.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff is well-qualified.

4.4.2.39. In response to the thirty eighth statement i.e. "The Staff caters to the weak students", 43.16 % of the teachers marked 'strongly agree', 53.68 % of the teachers marked 'agree', 2.10% of the teachers marked 'undecided', 1.05% of the teachers marked 'disagree' and 0% of the teachers marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 130.63. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant

difference between the observed frequencies and expected frequencies and it can be concluded that The Staff caters to the weak students.

4.4.2.40. In response to the thirty ninth statement i.e. “The school encourages creativity from the students”, 33.68 % of the teachers marked ‘strongly agree’, 63.16 % of the teachers marked ‘agree’, 1.05% of the teachers marked ‘undecided’, 1.05% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 148.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school encourages creativity from the students.

4.4.2.41. In response to the fortieth statement i.e. “The school gives an opportunity to practice leadership.”, 32.63 % of the teachers marked ‘strongly agree’, 61.056 % of the teachers marked ‘agree’, 4.21% of the teachers marked ‘undecided’, 1.05% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 116.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school gives an opportunity to practice leadership.

4.4.2.42. In response to the forty first statement i.e. “The school has a spirit of joy and optimism”, 31.58 % of the teachers marked ‘strongly agree’, 65.26 % of the teachers marked ‘agree’, 1.05% of the teachers marked ‘undecided’, 1.05% of the teachers marked ‘disagree’ and 1.05% of the



teachers marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 154.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school has a spirit of joy and optimism.

4.4.2.43. In response to the forty second statement i.e. "The school caters to the physical development of the students", 32.63 % of the teachers marked 'strongly agree', 62.10 % of the teachers marked 'agree', 1.05% of the teachers marked 'undecided', 2.10% of the teachers marked 'disagree' and 2.10% of the teachers marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 139.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the physical development of the students.

4.4.2.44. In response to the forty third statement i.e. The school caters to the cultural development of the students", 42.10% of the teachers marked 'strongly agree', 54.74 % of the teachers marked 'agree', 1.05% of the teachers marked 'undecided', 1.05% of the teachers marked 'disagree' and 1.05% of the teachers marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 131.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies

against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the cultural development of the students.

4.4.2.45. In response to the forty fourth statement i.e. “The school caters to the religious development of the students”, 54.74 % of the teachers marked ‘strongly agree’, 41.05 % of the teachers marked ‘agree’, 1.05% of the teachers marked ‘undecided’, 2.10% of the teachers marked ‘disagree’ and 1.05% of the teachers marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 127.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the religious development of the students.

4.4.2.46. In response to the forty fifth statement i.e. “The Management runs the school according to its rules and objectives.”, 34.74 % of the teachers marked ‘strongly agree’, 53.68 % of the teachers marked ‘agree’, 6.31% of the teachers marked ‘undecided’, 3.16% of the teachers teachers marked ‘disagree’ and 2.10% of the teachers marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 101.79. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the Management runs the school according to its rules and objectives.

4.4.2.47. In response to the forty sixth statement i.e. “The students are trained to be good citizens”, 31.58 % of the teachers marked ‘strongly agree’, 65.26 %

of the teachers marked 'agree', 1.05% of the teachers marked 'undecided', 1.05% of the teachers marked 'disagree' and 1.05% of the teachers marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 154.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The students are trained to be good citizens.

4.4.2.48. In response to the forty seventh statement i.e. "The students are trained for life", 41.05% of the teachers marked 'strongly agree', 54.74 % of the teachers marked 'agree', 1.05% of the teachers marked 'undecided', 2.10% of the teachers S marked 'disagree' and 1.05% of the teachers marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 127.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The students are trained for life.

4.4.2.49. In response to the forty eighth statement i.e. "The students are trained to contribute to the society", 32.63 % of the teachers marked 'strongly agree', 62.10 % of the teachers S marked 'agree', 2.10% of the teachers marked 'undecided', 2.10% of the teachers marked 'disagree' and 1.05% of the teachers teachers marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 139.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of

significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The students are trained to contribute to the society.

#### 4.4.3 PTA

**Table 8**

PTA							
Sr. no.	Statements	Strongly agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly disagree (%)	Calculated Chi square value (%)
1	The school caters to the poor students	48.4211	31.5789	10.5263	5.26316	4.21053	71.15789474
2	The school is following the preventive system	52.6316	42.1053	2.10526	2.10526	1.05263	121.2631579
3	The school is following the repressive system	6.31579	12.6316	5.26316	43.1579	32.6316	54.84210526
4	The school is following the expressive system	15.7895	25.2632	6.31579	31.5789	21.0526	17.47368421
5	In the school the student is the center of learning	63.1579	21.0526	8.42105	7.36842	0	121.4736842
6	In the school the management shows interest in the running of the school	68.4211	20	11.5789	0	0	152.7368421
7	In the school the management single handedly run the school	7.36842	13.6842	5.26316	47.3684	26.3158	57.26315789
8	In the school the management is aware of the schools vision, mission and objectives	42.1053	52.6316	3.15789	1.05263	1.05263	121.3684211
9	The institution has considered and formulated the aims and objectives	41.0526	52.6316	2.10526	2.10526	2.10526	117.2631579
10	The aims and objectives are in keeping with Don Bosco's philosophy of education	48.4211	46.3158	3.15789	1.05263	1.05263	118.8421053
11	The aims and objectives	32.6316	61.0526	1.05263	3.15789	2.10526	133.3684211

	are related to the needs of the students						
12	The aims and objectives are adopted to the needs of the day	35.7895	56.8421	2.10526	2.10526	3.15789	120.2105263
13	The Staff is motivated to feel responsible for achieving the aims	29.4737	63.1579	3.15789	3.15789	1.05263	136.7368421
14	The Management conducts orientation programmes regarding Don Bosco's system	29.4737	63.1579	3.15789	3.15789	1.05263	136.7368421
15	The aims and objectives are communicated to the parents	36.8421	57.8947	2.10526	2.10526	1.05263	129.1578947
16	The parents seek to admit their children in your school because of its aims and objectives	31.5789	62.1053	4.21053	1.05263	1.05263	136.5263158
17	The schools programmes help the students to achieve the aims of the institution	31.5789	63.1579	3.15789	1.05263	1.05263	142.4210526
18	The teaching community offers and witnesses to Don Bosco's philosophy of education	31.5789	57.8947	2.10526	7.36842	1.05263	114.4210526
19	A family atmosphere with good inter relationship prevails	43.1579	45.2632	5.26316	4.21053	2.10526	93.15789474
20	The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life	35.7895	56.8421	3.15789	3.15789	1.05263	120.3157895
21	The teachers are motivated with proper incentives	38.9474	46.3158	8.42105	3.15789	3.15789	83.26315789
22	The teachers participate with enthusiasm	36.8421	52.6316	6.31579	2.10526	2.10526	103.3684211
23	There is good rapport within the educational community	42.1053	50.5263	3.15789	2.10526	2.10526	111.3684211
24	The principal/headmaster divides his/her time suitably between	32.6316	58.9474	2.10526	3.15789	3.15789	121.7894737

	administration and supervising duties						
25	S/He treats the Staff and Students with respect	43.1579	49.4737	2.10526	3.15789	2.10526	110.6315789
26	S/He involves the Staff and Students in the yearly planning	23.1579	70.5263	3.15789	2.10526	1.05263	167.4736842
27	Punishments are given very freely to the students	14.7368	22.1053	10.5263	29.4737	23.1579	10.52631579
28	The school caters to the overall development of the school	31.5789	64.2105	1.05263	2.10526	1.05263	148.5263158
29	The school encourages co-curricular activities	36.8421	61.0526	2.10526	0	0	146.7368421
30	A very good rapport exists between the Management and the Staff	15.7895	78.9474	3.15789	1.05263	1.05263	213.4736842
31	A very good rapport exists between the Staff and Students	26.3158	67.3684	3.15789	2.10526	1.05263	154.2105263
32	The Staff is always present with the students	36.8421	56.8421	3.15789	2.10526	1.05263	123.6842105
33	The Staff is well-qualified	37.8947	56.8421	2.10526	2.10526	1.05263	127.1578947
34	The Staff caters to the weak students	42.1053	51.5789	4.21053	1.05263	1.05263	116.5263158
35	The school encourages creativity from the students	33.6842	63.1579	1.05263	1.05263	1.05263	148.5263158
36	The school gives an opportunity to practice leadership.	42.1053	53.6842	2.10526	1.05263	1.05263	126.4210526
37	The school has a spirit of joy and optimism	31.5789	65.2632	1.05263	1.05263	1.05263	154.8421053
38	The school caters to the physical development of the students	43.1579	53.6842	1.05263	1.05263	1.05263	130.5263158
39	The school caters to the cultural development of the students	45.2632	52.6316	1.05263	1.05263	0	134
40	The school caters to the religious development of the students	32.6316	61.0526	4.21053	1.05263	1.05263	133.5789474
41	The students are aware of Don Bosco's system	53.6842	41.0526	1.05263	2.10526	2.10526	122.4210526

	of education						
42	The students are trained to be good citizens	36.8421	57.8947	3.15789	1.05263	1.05263	129.2631579
43	The students are trained for life	35.7895	60	2.10526	1.05263	1.05263	137.1578947
44	The students are trained to contribute to the society	48.4211	47.3684	2.10526	1.05263	1.05263	123.2631579
45	The PTA body exists in the school	54.7368	41.0526	2.10526	1.05263	1.05263	127.6842105
46	The PTA is involved in the running of the school	62.1053	32.6316	2.10526	2.10526	1.05263	139.2631579
47	Meetings with the general body of the parents are held often	34.7368	58.9474	2.10526	3.15789	1.05263	128.1052632
48	The parents are allowed to meet the teachers	48.4211	47.3684	2.10526	1.05263	1.05263	123.2631579
49	The Management has a good rapport with the parents	41.0526	54.7368	2.10526	1.05263	1.05263	127.6842105

4.4.3.1. In response to the first statement i.e. “The school caters to the poor students”, 48.42 % of the PTA marked ‘strongly agree’, 31.58 % of the PTA marked ‘agree’, 10.53% of the PTA marked ‘undecided’, 5.26% of the PTA marked ‘disagree’ and 4.210% of the PTA marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 71.16. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school caters to the poor students.

4.4.3.2. In response to the second statement i.e. “The school is following the preventive system”, 52.63 % of the PTA marked ‘strongly agree’, 42.10 % of the PTA marked ‘agree’, 2.10% of the PTA marked ‘undecided’, 2.10% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at

0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 121.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school is following the preventive system.

4.4.3.3. In response to the third statement i.e. “The school is following the repressive system”, 6.32 % of the PTA marked ‘strongly agree’, 12.63 % of the PTA marked ‘agree’, 5.26% of the PTA marked ‘undecided’, 43.16% of the PTA marked ‘disagree’ and 32.63% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 54.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is significant difference between the observed frequencies and expected frequencies. Since a large majority of the respondents have either disagreed or strongly disagreed to the statement that the school is following the repressive system, it can be concluded that the school is not following the repressive system.

4.4.3.4. In response to the fourth statement i.e. “The school is following the expressive system”, 15.79 % of the PTA marked ‘strongly agree’, 25.26 % of the PTA marked ‘agree’, 6.31% of the PTA marked ‘undecided’, 31.57% of the PTA marked ‘disagree’ and 21.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 17.47. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the



observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies. Since a large majority of the respondents have either disagreed or strongly disagreed to the statement that the school is following the expressive system, it can be concluded that the school is not following the expressive system.

4.4.3.5. In response to the fifth statement i.e. “In the school the student is the center of learning”, 63.16 % of the PTA marked ‘strongly agree’, 21.05 % of the PTA marked ‘agree’, 8.42% of the PTA marked ‘undecided’, 7.37% of the PTA marked ‘disagree’ and 0% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 121.47. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that In the school the student is the center of learning.

4.4.3.6. In response to the sixth statement i.e. “In the school the Management shows interest in the running of the school”, 68.42 % of the PTA marked ‘strongly agree’, 20 % of the PTA marked ‘agree’, 11.58% of the PTA marked ‘undecided’, 0% of the PTA marked ‘disagree’ and 0% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 152.74. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school caters to the poor students.

- 4.4.3.7. In response to the seventh statement i.e. “In the school the Management single handedly runs the school”, 7.37 % of the PTA marked ‘strongly agree’, 13.68 % of the PTA marked ‘agree’, 5.26% of the PTA marked ‘undecided’, 47.36% of the PTA marked ‘disagree’ and 26.32% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 57.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies. Since a large majority of the respondents have either disagreed or strongly disagreed to the statement that the Management single handedly runs the school, it can be concluded that the Management single handedly does not run the school.
- 4.4.3.8. In response to the eighth statement i.e. “In the school the Management is aware of the schools vision, mission and objectives”, 42.10 % of the PTA marked ‘strongly agree’, 52.63 % of the PTA marked ‘agree’, 3.16% of the PTA marked ‘undecided’, 1.05% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 121.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that In the school the Management is aware of the schools vision, mission and objectives.
- 4.4.3.9. In response to the ninth statement i.e. “The institution has considered and formulated the aims and objectives”, 41.05 % of the PTA marked ‘strongly agree’, 52.63 % of the PTA marked ‘agree’, 2.10% of the PTA marked ‘undecided’, 2.10% of the PTA marked ‘disagree’ and 2.10% of

the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 117.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the institution has considered and formulated the aims and objectives.

4.4.3.10. In response to the tenth statement i.e. “The aims and objectives are in keeping with Don Bosco’s philosophy of education”, 48.42 % of the PTA marked ‘strongly agree’, 46.31 % of the PTA marked ‘agree’, 3.16% of the PTA marked ‘undecided’, 1.05% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 118.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The aims and objectives are in keeping with Don Bosco’s philosophy of education.

4.4.3.11. In response to the eleventh statement i.e. “The aims and objectives are related to the needs of the students”, 32.63% of the PTA marked ‘strongly agree’, 61.05 % of the PTA marked ‘agree’, 1.05% of the PTA marked ‘undecided’, 3.16% of the PTA marked ‘disagree’ and 2.10% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 133.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis

is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The aims and objectives are related to the needs of the students.

4.4.3.12. In response to the twelfth statement i.e. “The aims and objectives are adopted to the needs of the day”, 35.79 % of the PTA marked ‘strongly agree’, 56.84 % of the PTA marked ‘agree’, 2.10% of the PTA marked ‘undecided’, 2.10% of the PTA marked ‘disagree’ and 3.15% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 120.21. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The aims and objectives are adapted to the needs of the day.

4.4.3.13. In response to the thirteenth statement i.e. “The staff is motivated to feel responsible for achieving the aims”, 29.47 % of the PTA marked ‘strongly agree’, 63.15 % of the PTA marked ‘agree’, 3.16% of the PTA marked ‘undecided’, 3.16% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 136.73. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The staff is motivated to feel responsible for achieving the aims.

4.4.3.14. In response to the fourteenth statement i.e. “The Management conducts orientation programmes regarding Don Bosco’s system”, 29.47 % of the

PTA marked 'strongly agree', 63.16 % of the PTA marked 'agree', 3.16% of the PTA marked 'undecided', 1.05% of the PTA marked 'disagree' and 1.05% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 136.74. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management conducts orientation programmes regarding Don Bosco's system.

4.4.3.15. In response to the fifteenth statement i.e. "The aims and objectives are communicated to the parents", 36.84 % of the PTA marked 'strongly agree', 57.89 % of the PTA marked 'agree', 2.10% of the PTA marked 'undecided', 2.10% of the PTA marked 'disagree' and 1.05% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 129.16. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The aims and objectives are communicated to the parents.

4.4.3.16. In response to the sixteenth statement i.e. "The parents seek to admit their children in your school because of its aims and objectives", 31.16 % of the PTA marked 'strongly agree', 62.10 % of the PTA marked 'agree', 4.21% of the PTA marked 'undecided', 1.05% of the PTA marked 'disagree' and 1.05 % of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 136.53. As the calculated chi-square value is higher than the table value at both the 0.01

and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The parents seek to admit their children in your school because of its aims and objectives.

4.4.3.17. In response to the seventeenth statement i.e. “The schools programmes help the students to achieve the aims of the institution”, 31.58 % of the PTA marked ‘strongly agree’, 63.16 % of the PTA marked ‘agree’, 3.16% of the PTA marked ‘undecided’, 1.05% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 142.42. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The schools programmes help the students to achieve the aims of the institution.

4.4.3.18. In response to the eighteenth statement i.e. “The teaching community offers and witnesses to Don Bosco’s philosophy of education”, 31.58 % of the PTA marked ‘strongly agree’, 57.89 % of the PTA marked ‘agree’, 2.10% of the PTA marked ‘undecided’, 7.37% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 114.42. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies

and expected frequencies and it can be concluded that The teaching community offers and witnesses to Don Bosco's philosophy of education.

4.4.3.19. In response to the nineteenth statement i.e. "A family atmosphere with good inter relationship prevails", 43.16 % of the PTA marked 'strongly agree', 45.26 % of the PTA marked 'agree', 5.26% of the PTA marked 'undecided', 4.21% of the PTA marked 'disagree' and 2.10% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 93.16. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A family atmosphere with good inter relationship prevails.

4.4.3.20. In response to the twentieth statement i.e. "The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life", 35.79 % of the PTA marked 'strongly agree', 56.84 % of the PTA marked 'agree', 3.16% of the PTA marked 'undecided', 3.16% of the PTA marked 'disagree' and 1.05% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 120.32. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life.

4.4.3.21. In response to the twenty first statement i.e. "The teachers are motivated with proper incentives", 38.95 % of the PTA marked 'strongly agree',

46.32 % of the PTA marked 'agree', 8.42% of the PTA marked 'undecided', 3.16% of the PTA marked 'disagree' and 3.16% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 83.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The teachers are motivated with proper incentives.

4.4.3.22. In response to the twenty second statement i.e. "The teachers participate with enthusiasm", 36.84 % of the PTA marked 'strongly agree', 52.63 % of the PTA marked 'agree', 6.32% of the PTA marked 'undecided', 2.10% of the PTA marked 'disagree' and 2.10% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 103.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The teachers participate with enthusiasm.

4.4.3.23. In response to the twenty third statement i.e. "There is good rapport within the educational community", 42.11 % of the PTA marked 'strongly agree', 50.53 % of the PTA marked 'agree', 3.16% of the PTA marked 'undecided', 2.10% of the PTA marked 'disagree' and 2.10% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 111.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed



frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that There is good rapport within the educational community.

4.4.3.24. In response to the twenty fourth statement i.e. “The Principal/Headmaster divides his/her time suitably between administration and supervising duties ”, 32.63 % of the PTA marked ‘strongly agree’, 58.95 % of the PTA marked ‘agree’, 2.10% of the PTA marked ‘undecided’, 3.16% of the PTA marked ‘disagree’ and 3.16% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 121.79. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Principal/Headmaster divides his/her time suitably between administration and supervising duties.

4.4.3.25. In response to the twenty fifth statement i.e. “S/He treats the Staff and Students with respect”, 43.16 % of the PTA marked ‘strongly agree’, 49.47 % of the PTA marked ‘agree’, 2.10% of the PTA marked ‘undecided’, 3.16% of the PTA marked ‘disagree’ and 2.10% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 110.63. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that S/He treats the Staff and Students with respect.

4.4.3.26. In response to the twenty sixth statement i.e. “S/He involves the Staff and Students in the yearly planning”, 23.16 % of the PTA marked ‘strongly agree’, 70.53 % of the PTA marked ‘agree’, 3.16% of the PTA marked ‘undecided’, 2.10% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 167.47. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that S/He involves the Staff and Students in the yearly planning.

4.4.3.27. In response to the twenty seventh statement i.e. “Punishments are given very freely to the students”, 14.74% of the PTA marked ‘strongly agree’, 22.10 % of the PTA marked ‘agree’, 10.53% of the PTA marked ‘undecided’, 29.47% of the PTA marked ‘disagree’ and 23.16% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 10.53. As the calculated chi-square value is higher than the table value at the 0.05 level of significance and not higher at 0.01 level. So, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected at 0.05 level and accepted at 0.01 level. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies at 0.05 level and hence it can be concluded that Punishments are given very freely to the students and at the degree of freedom at 0.01 level, there is no significant difference between the observed frequencies and expected frequencies, hence it can be concluded that punishments are not given very freely to the students.

4.4.3.28. In response to the twenty eighth statement i.e. “The school caters to the overall development of the school”, 31.58 % of the PTA marked ‘strongly

agree', 64.21 % of the PTA marked 'agree', 1.05% of the PTA marked 'undecided', 2.10% of the PTA marked 'disagree' and 1.05% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 148.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the overall development of the school.

4.4.3.29. In response to the twenty ninth statement i.e. "The school encourages co-curricular activities", 36.84 % of the PTA marked 'strongly agree', 61.05 % of the PTA marked 'agree', 2.10% of the PTA marked 'undecided', 0% of the PTA marked 'disagree' and 0% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 109.79. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school encourages co-curricular activities.

4.4.3.30. In response to the thirtieth statement i.e. "A very good rapport exists between the Management and the Staff", 15.79 % of the PTA marked 'strongly agree', 78.95 % of the PTA marked 'agree', 3.16% of the PTA marked 'undecided', 1.05% of the PTA marked 'disagree' and 1.05% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 213.47. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the

observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A very good rapport exists between the Management and the Staff.

4.4.3.31. In response to the thirty first statement i.e. “A very good rapport exists between the Staff and Students”, 26.31% of the PTA marked ‘strongly agree’, 67.37 % of the PTA marked ‘agree’, 3.16% of the PTA marked ‘undecided’, 2.10% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 154.21. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A very good rapport exists between the Staff and Students.

4.4.3.32. In response to the thirty second statement i.e. “The Staff is always present with the students”, 36.84 % of the PTA marked ‘strongly agree’, 56.84 % of the PTA marked ‘agree’, 3.16% of the PTA marked ‘undecided’, 2.10% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 123.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff is always present with the students.

4.4.3.33. In response to the thirty third statement i.e. “The Staff is well-qualified”, 37.89 % of the PTA marked ‘strongly agree’, 56.84 % of the PTA marked

‘agree’, 2.10% of the PTA marked ‘undecided’, 2.10% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 127.16. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff is well-qualified.

4.4.3.34. In response to the thirty fourth statement i.e. “The Staff caters to the weak students”, 42.10 % of the PTA marked ‘strongly agree’, 51.58% of the PTA marked ‘agree’, 4.21% of the PTA marked ‘undecided’, 1.05% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 116.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff caters to the weak students.

4.4.3.35. In response to the thirty fifth statement i.e. “The school encourages creativity from the students”, 33.68 % of the PTA marked ‘strongly agree’, 63.16% of the PTA marked ‘agree’, 1.05 % of the PTA marked ‘undecided’, 1.05% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 148.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis

is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school encourages creativity from the students.

4.4.3.36. In response to the thirty sixth statement i.e. “The school gives an opportunity to practice leadership”, 42.10 % of the PTA marked ‘strongly agree’, 53.68 % of the PTA marked ‘agree’, 2.10% of the PTA marked ‘undecided’, 1.05% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 126.42. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school gives an opportunity to practice leadership.

4.4.3.37. In response to the thirty seventh statement i.e. “The school has a spirit of joy and optimism”, 31.58 % of the PTA marked ‘strongly agree’, 65.26 % of the PTA marked ‘agree’, 1.05% of the PTA marked ‘undecided’, 1.05% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 154.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school has a spirit of joy and optimism.

4.4.3.38. In response to the thirty eighth statement i.e. “The school caters to the physical development of the students”, 43.16 % of the PTA marked ‘strongly agree’, 53.68 % of the PTA marked ‘agree’, 1.05% of the PTA

marked 'undecided', 1.05% of the PTA marked 'disagree' and 1.05% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 130.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the physical development of the students.

4.4.3.39. In response to the thirty ninth statement i.e. "The school caters to the cultural development of the students", 45.26 % of the PTA marked 'strongly agree', 52.63 % of the PTA marked 'agree', 1.05% of the PTA marked 'undecided', 1.05% of the PTA marked 'disagree' and 0% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 134. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the cultural development of the students.

4.4.3.40. In response to the fortieth statement i.e. "The school caters to the religious development of the students", 32.63 % of the PTA marked 'strongly agree', 61.056 % of the PTA marked 'agree', 4.21% of the PTA marked 'undecided', 1.05% of the PTA marked 'disagree' and 1.05% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 133.57. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed

frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the religious development of the students.

4.4.3.41. In response to the forty-first statement i.e. “The students are aware of Don Bosco’s system of education”, 53.68 % of the PTA marked ‘strongly agree’, 41.05 % of the PTA marked ‘agree’, 1.05% of the PTA marked ‘undecided’, 2.10% of the PTA marked ‘disagree’ and 2.10% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 122.42. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the students are aware of Don Bosco’s system of education.

4.4.3.42. In response to the forty second statement i.e. “The students are trained to be good citizens”, 36.84 % of the PTA marked ‘strongly agree’, 57.89 % of the PTA marked ‘agree’, 3.15% of the PTA marked ‘undecided’, 1.05% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 129.26 As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The students are trained to be good citizens.

4.4.3.43. In response to the forty third statement i.e. “The students are trained for life”, 35.79% of the PTA marked ‘strongly agree’, 60 % of the PTA



marked 'agree', 2.10% of the PTA marked 'undecided', 1.05% of the PTA marked 'disagree' and 1.05% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 137.16. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The students are trained for life.

4.4.3.44. In response to the forty fourth statement i.e. "The students are trained to contribute to the society", 48.42 % of the PTA marked 'strongly agree', 47.37 % of the PTA marked 'agree', 2.10% of the PTA marked 'undecided', 1.05% of the PTA marked 'disagree' and 1.05% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 123.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The students are trained to contribute to the society.

4.4.3.45. In response to the forty fifth statement i.e. "The PTA body exists in the school", 54.74 % of the PTA marked 'strongly agree', 41.05 % of the PTA marked 'agree', 2.10% of the PTA marked 'undecided', 1.05% of the PTA marked 'disagree' and 1.05% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 127.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and

expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The PTA body exists in the school.

4.4.3.46. In response to the forty sixth statement i.e. “The PTA is involved in the running of the school”, 62.10 % of the PTA marked ‘strongly agree’, 32.63 % of the PTA marked ‘agree’, 2.10% of the PTA marked ‘undecided’, 2.10% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 139.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The PTA is involved in the running of the school.

4.4.3.47. In response to the forty seventh statement i.e. “Meetings with the general body of the parents are held often”, 34.74% of the PTA marked ‘strongly agree’, 58.95 % of the PTA marked ‘agree’, 2.10% of the PTA marked ‘undecided’, 3.16% of the PTA marked ‘disagree’ and 1.05% of the PTA marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 128.10. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that Meetings with the general body of the parents are held often.

4.4.3.48. In response to the forty eighth statement i.e. “The parents are allowed to meet the teachers”, 48.42 % of the PTA marked ‘strongly agree’, 47.37 %

of the PTA marked 'agree', 2.10% of the PTA marked 'undecided', 1.05% of the PTA marked 'disagree' and 1.05% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 123.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The parents are allowed to meet the teachers.

4.4.3.49. In response to the forty-ninth statement i.e. "The Management has a good rapport with the parents", 41.05 % of the PTA marked 'strongly agree', 54.74 % of the PTA marked 'agree', 2.10% of the PTA marked 'undecided', 1.05% of the PTA marked 'disagree' and 1.05% of the PTA marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 127.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management has a good rapport with the parents.

#### 4.4.4. Past Pupils

**Table 9**

	Past pupils						
	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	No.
1	The school caters to the poor students	34.7368	63.1579	1.05263	1.05263	0	151.8947368
2	The school is following the preventive system	34.7368	55.7895	6.31579	2.10526	1.05263	112.3157895
3	The school is following the repressive system	22.1053	21.0526	16.8421	26.3158	13.6842	4.526315789
4	The school is following the expressive system	21.0526	21.0526	12.6316	45.2632	0	52
5	In the school the student is the center of learning	52.6316	43.1579	2.10526	1.05263	1.05263	125.3684211
6	In the school the Management shows interest in the running of the school	63.1579	21.0526	8.42105	7.36842	0	121.4736842
7	In the school the Management single handedly run the school	8.42105	12.6316	17.8947	34.7368	26.3158	21.36842105
8	In the school the Management is aware of the schools vision, mission and objectives	38.9474	57.8947	1.05263	1.05263	1.05263	136.4210526
9	The institution has considered and formulated the aims and objectives	52.6316	46.3158	1.05263	0	0	138.5263158
10	The aims and objectives are in keeping with Don Bosco's philosophy of education	44.2105	52.6316	1.05263	1.05263	1.05263	129.5789474
11	The aims and objectives are related to the needs of the students	51.5789	43.1579	3.15789	1.05263	1.05263	120.4210526
12	The aims and objectives are adopted to the needs of the day	36.8421	55.7895	5.26316	1.05263	1.05263	118.7368421
13	The staff is motivated to feel responsible for achieving the aims	48.4211	48.4211	1.05263	1.05263	1.05263	127.8947368
14	The Management conducts orientation programmes regarding Don Bosco's system	38.9474	53.6842	5.26316	1.05263	1.05263	115.3684211

15	The aims and objectives are communicated to the parents	41.0526	55.7895	1.05263	1.05263	1.05263	133.0526316
16	The parents seek to admit their children in your school because of its aims and objectives	29.4737	64.2105	3.15789	2.10526	1.05263	142.8421053
17	The schools programmes help the students to achieve the aims of the institution	36.8421	58.9474	2.10526	1.05263	1.05263	134.8421053
18	The teaching community offers and witnesses to Don Bosco's philosophy of education	30.5263	66.3158	1.05263	1.05263	1.05263	158.3157895
19	A family atmosphere with good inter relationship prevails	37.8947	57.8947	1.05263	2.10526	1.05263	132.7368421
20	The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life	33.6842	61.0526	2.10526	2.10526	1.05263	136.4210526
21	The teachers are motivated with proper incentives	10.5263	83.1579	4.21053	1.05263	1.05263	239.6842105
22	The teachers participate with enthusiasm	34.7368	61.0526	2.10526	1.05263	1.05263	139.6842105
24	The Principal/Headmaster divides his/her time suitably between administration and supervising duties	31.5789	64.2105	1.05263	2.10526	1.05263	148.5263158
25	S/He treats the Staff and Students with respect	49.4737	45.2632	2.10526	2.10526	1.05263	119.0526316
26	S/He involves the Staff and Students in the yearly planning	33.6842	60	4.21053	1.05263	1.05263	130.8421053
27	Punishments are given very freely to the students	0	18.9474	24.2105	29.4737	27.3684	26.73684211
28	The school caters to the overall development of the school	52.6316	35.7895	6.31579	3.15789	2.10526	100
29	The school encourages co-curricular activities	47.3684	45.2632	3.15789	2.10526	2.10526	109.7894737
30	A very good rapport exists between the Management and the Staff	33.6842	60	3.15789	2.10526	1.05263	130.6315789
31	A very good rapport exists between the Staff and Students	43.1579	49.4737	3.15789	2.10526	2.10526	110.6315789
32	The Staff is always present with the students	31.5789	60	5.26316	2.10526	1.05263	124.9473684
33	The Staff is well-qualified	41.0526	53.6842	2.10526	2.10526	1.05263	122.4210526
34	The Staff caters to the weak students	43.1579	50.5263	4.21053	1.05263	1.05263	115.6842105
35	The school encourages creativity from the students	41.0526	53.6842	3.15789	1.05263	1.05263	122.5263158

36	The school gives an opportunity to practice leadership.	40	52.6316	3.15789	2.10526	2.10526	113.4736842
37	The school has a spirit of joy and optimism	36.8421	58.9474	2.10526	1.05263	1.05263	134.8421053
38	The school caters to the physical development of the students	27.3684	69.4737	1.05263	1.05263	1.05263	170
39	The school caters to the cultural development of the students	35.7895	58.9474	2.10526	2.10526	1.05263	131.3684211
40	The school caters to the religious development of the students	47.3684	45.2632	4.21053	2.10526	1.05263	110
41	The students are aware of Don Bosco's system of education	42.1053	53.6842	2.10526	1.05263	1.05263	126.4210526
42	The students are trained to be good citizens	52.6316	44.2105	1.05263	1.05263	1.05263	129.5789474
43	The students are trained for life	51.5789	45.2632	1.05263	1.05263	1.05263	128.8421053
44	The students are trained to contribute to the society	32.6316	64.2105	1.05263	1.05263	1.05263	151.5789474
45	The PTA body exists in the school	40	55.7895	2.10526	1.05263	1.05263	129.1578947
46	There is a Past pupils association in the school	36.8421	53.6842	3.15789	4.21053	2.10526	107.8947368
47	The Past pupils are always welcome to the school	43.1579	53.6842	1.05263	1.05263	1.05263	130.5263158
48	The Past pupils are catered with respect	42.1053	54.7368	1.05263	1.05263	1.05263	131.6842105
49	The Past pupils are permitted to use the premises with permission	31.5789	57.8947	8.42105	1.05263	1.05263	115.0526316
50	The Past pupils are welcome to be part of the school activities	33.6842	62.1053	2.10526	1.05263	1.05263	142.4210526

4.4.4.1. In response to the first statement i.e. "The school caters to the poor students", 34.74 % of the past pupils marked 'strongly agree', 63.16 % of the past pupils marked 'agree', 1.05% of the past pupils marked 'undecided', 1.05% of the past pupils marked 'disagree' and 0% of the past pupils marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 151.89. As the calculated chi-square value is higher

than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school caters to the poor students.

4.4.4.2. In response to the second statement i.e. “The school is following the preventive system”, 34.74 % of the past pupils marked ‘strongly agree’, 55.79 % of the past pupils marked ‘agree’, 6.32% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 112.31. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school is following the preventive system.

4.4.4.3. In response to the third statement i.e. “The school is following the repressive system”, 22.10 % of the past pupils marked ‘strongly agree’, 21.05 % of the past pupils marked ‘agree’, 16.84% of the past pupils marked ‘undecided’, 26.32% of the past pupils marked ‘disagree’ and 13.68% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 4.53. As the calculated chi-square value is lesser than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is accepted. In other words, it can be said that there is no significant difference between the

observed frequencies and expected frequencies and it can be concluded that the school is following the repressive system.

4.4.4.4. In response to the fourth statement i.e. “The school is following the expressive system”, 21.05 % of the past pupils marked ‘strongly agree’, 21.05 % of the past pupils marked ‘agree’, 12.63% of the past pupils marked ‘undecided’, 45.26% of the past pupils marked ‘disagree’ and 0% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 52. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school is following the expressive system.

4.4.4.5. In response to the fifth statement i.e. “In the school the student is the center of learning”, 52.63 % of the past pupils marked ‘strongly agree’, 43.16 % of the past pupils marked ‘agree’, 2.10% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 125.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that In the school the student is the center of learning.

4.4.4.6. In response to the sixth statement i.e. “In the school the Management shows interest in the running of the school”, 63.16 % of the past pupils marked ‘strongly agree’, 21.05 % of the past pupils marked ‘agree’, 8.42% of the past pupils marked ‘undecided’, 7.37% of the past



pupils marked 'disagree' and 0% of the past pupils marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 121.47. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that in the school the Management shows interest in the running of the school.

- 4.4.4.7. In response to the seventh statement i.e. "In the school the Management single handedly runs the school", 8.42 % of the past pupils marked 'strongly agree', 12.63 % of the past pupils marked 'agree', 17.89% of the past pupils marked 'undecided', 34.74% of the past pupils marked 'disagree' and 26.32% of the past pupils marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 21.36. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the Management does not single handedly run the school
- 4.4.4.8. In response to the eighth statement i.e. "In the school the Management is aware of the schools vision, mission and objectives", 38.95 % of the past pupils marked 'strongly agree', 57.89 % of the past pupils marked 'agree', 1.05% of the past pupils marked 'undecided', 1.05% of the past pupils marked 'disagree' and 1.05% of the past pupils marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 136.42. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there

will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that In the school the Management is aware of the schools vision, mission and objectives.

4.4.4.9. In response to the ninth statement i.e. “The institution has considered and formulated the aims and objectives”, 52.63 % of the past pupils marked ‘strongly agree’, 46.32 % of the past pupils marked ‘agree’, 1.05% of the past pupils marked ‘undecided’, 0% of the past pupils marked ‘disagree’ and 0% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 138.52. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The institution has considered and formulated the aims and objectives.

4.4.4.10. In response to the tenth statement i.e. “The aims and objectives are in keeping with Don Bosco’s philosophy of education”, 44.21 % of the past pupils marked ‘strongly agree’, 52.63 % of the past pupils marked ‘agree’, 1.05% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 129.58. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be

concluded that the aims and objectives are in keeping with Don Bosco's philosophy of education.

- 4.4.4.11. In response to the eleventh statement i.e. "The aims and objectives are related to the needs of the students", 51.58 % of the past pupils marked 'strongly agree', 43.16 % of the past pupils marked 'agree', 3.16% of the past pupils marked 'undecided', 1.05% of the past pupils marked 'disagree' and 1.05% of the past pupils marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 120.42. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are related to the needs of the students.
- 4.4.4.12. In response to the twelfth statement i.e. "The aims and objectives are adopted to the needs of the day", 36.84 % of the past pupils marked 'strongly agree', 55.79 % of the past pupils marked 'agree', 5.26% of the past pupils marked 'undecided', 1.05% of the past pupils marked 'disagree' and 1.05% of the past pupils marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 118.73. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The aims and objectives are adapted to the needs of the day.
- 4.4.4.13. In response to the thirteenth statement i.e. "The staff is motivated to feel responsible for achieving the aims", 48.42 % of the past pupils marked

‘strongly agree’, 48.42 % of the past pupils marked ‘agree’, 1.05% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 127.89. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the staff is motivated to feel responsible for achieving the aims.

4.4.4.14. In response to the fourteenth statement i.e. “The Management conducts orientation programmes regarding Don Bosco’s system”, 38.95 % of the past pupils marked ‘strongly agree’, 53.68 % of the past pupils marked ‘agree’, 5.26% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 115.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management conducts orientation programmes regarding Don Bosco’s system.

4.4.4.15. In response to the fifteenth statement i.e. “The aims and objectives are communicated to the parents”, 41.05 % of the past pupils marked ‘strongly agree’, 55.79 % of the past pupils marked ‘agree’, 1.05% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of

significance and the calculated chi-square value is 133.05. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are communicated to the parents.

4.4.4.16. In response to the sixteenth statement i.e. “The parents seek to admit their children in your school because of its aims and objectives”, 29.47 % of the past pupils marked ‘strongly agree’, 64.21 % of the past pupils marked ‘agree’, 3.16% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 1.05 % of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 142.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the parents seek to admit their children in your school because of its aims and objectives.

4.4.4.17. In response to the seventeenth statement i.e. “The schools programmes help the students to achieve the aims of the institution”, 36.84 % of the past pupils marked ‘strongly agree’, 58.95 % of the past pupils marked ‘agree’, 2.10% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 134.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In

other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the schools programmes help the students to achieve the aims of the institutions.

- 4.4.4.18. In response to the eighteenth statement i.e. “The teaching community offers and witnesses to Don Bosco’s philosophy of education”, 30.53 % of the past pupils marked ‘strongly agree’, 66.32 % of the past pupils marked ‘agree’, 1.05% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 158.32. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The teaching community offers and witnesses to Don Bosco’s philosophy of education.
- 4.4.4.19. In response to the nineteenth statement i.e. “A family atmosphere with good inter relationship prevails”, 37.89 % of the past pupils marked ‘strongly agree’, 57.89 % of the past pupils marked ‘agree’, 1.05% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 132.74. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A family atmosphere with good inter relationship prevails.

- 4.4.4.20. In response to the twentieth statement i.e. “The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life”, 33.68 % of the past pupils marked ‘strongly agree’, 61.05 % of the past pupils marked ‘agree’, 2.10% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 136.42. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life.
- 4.4.4.21. In response to the twenty first statement i.e. “The teachers are motivated with proper incentives”, 10.52 % of the past pupils marked ‘strongly agree’, 83.15 % of the past pupils marked ‘agree’, 4.21% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 239.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the teachers are motivated with proper incentives.
- 4.4.4.22. In response to the twenty second statement i.e. “The teachers participate with enthusiasm”, 34.74 % of the past pupils marked ‘strongly agree’, 61.05 % of the past pupils marked ‘agree’, 2.10% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and

1.05% of the past pupils marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 139.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The teachers participate with enthusiasm.

4.4.4.23. In response to the twenty third statement i.e. "There is good rapport within the educational community", 28.42 % of the past pupils marked 'strongly agree', 66.31 % of the past pupils marked 'agree', 3.15% of the past pupils marked 'undecided', 1.05% of the past pupils marked 'disagree' and 1.05% of the past pupils marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 152.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that There is good rapport within the educational community.

4.4.4.24. In response to the twenty fourth statement i.e. "The Principal/Headmaster divides his/her time suitably between administration and supervising duties ", 31.58 % of the past pupils marked 'strongly agree', 64.21 % of the past pupils marked 'agree', 1.05% of the past pupils marked 'undecided', 2.10% of the past pupils marked 'disagree' and 1.05% of the past pupils marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 148.53s. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there



will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Principal/Headmaster divides his/her time suitably between administration and supervising duties.

4.4.4.25. In response to the twenty fifth statement i.e. “S/He treats the Staff and Students with respect”, 49.47 % of the past pupils marked ‘strongly agree’, 45.26 % of the past pupils marked ‘agree’, 2.10% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 119.05. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that S/He treats the Staff and Students with respect.

4.4.4.26. In response to the twenty sixth statement i.e. “S/He involves the Staff and Students in the yearly planning”, 33.68 % of the past pupils marked ‘strongly agree’, 60 % of the past pupils marked ‘agree’, 4.21% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 130.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be

concluded that S/He involves the Staff and Students in the yearly planning.

- 4.4.4.27. In response to the twenty seventh statement i.e. “Punishments are given very freely to the students”, 0% of the past pupils marked ‘strongly agree’, 18.95 % of the past pupils marked ‘agree’, 24.21% of the past pupils marked ‘undecided’, 29.47% of the past pupils marked ‘disagree’ and 27.36% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 26.73. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies. Since a large majority of the respondents have either disagreed or strongly disagreed to the statement, it can be concluded that punishments are not given very freely to the students.
- 4.4.4.28. In response to the twenty eighth statement i.e. “The school caters to the overall development of the school”, 52.63 % of the past pupils marked ‘strongly agree’, 35.59 % of the past pupils marked ‘agree’, 6.32% of the past pupils marked ‘undecided’, 3.16% of the past pupils marked ‘disagree’ and 2.10% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 100. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the overall development of the school.

- 4.4.4.29. In response to the twenty ninth statement i.e. “The school encourages co-curricular activities”, 47.36 % of the past pupils marked ‘strongly agree’, 45.26 % of the past pupils marked ‘agree’, 3.15% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 2.10% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 109.79. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school encourages co-curricular activities.
- 4.4.4.30. In response to the thirtieth statement i.e. “A very good rapport exists between the Management and the Staff”, 33.68 % of the past pupils marked ‘strongly agree’, 60 % of the past pupils marked ‘agree’, 3.15% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 130.63. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A very good rapport exists between the Management and the Staff.
- 4.4.4.31. In response to the thirty first statement i.e. “A very good rapport exists between the Staff and Students”, 43.16% of the past pupils marked ‘strongly agree’, 49.47 % of the past pupils marked ‘agree’, 3.16% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 2.10% of the past pupils marked ‘strongly disagree’.

The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 110.63. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A very good rapport exists between the Staff and Students.

4.4.4.32. In response to the thirty second statement i.e. “The Staff is always present with the students”, 31.58 % of the past pupils marked ‘strongly agree’, 60 % of the past pupils marked ‘agree’, 5.26% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 124.95. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff is always present with the students.

4.4.4.33. In response to the thirty third statement i.e. “The Staff is well-qualified”, 41.05 % of the past pupils marked ‘strongly agree’, 53.68 % of the past pupils marked ‘agree’, 2.10% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 122.42. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies

against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff is well-qualified.

- 4.4.4.34. In response to the thirty fourth statement i.e. “The Staff caters to the weak students”, 43.16 % of the past pupils marked ‘strongly agree’, 50.53% of the past pupils marked ‘agree’, 4.21% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 115.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff caters to the weak students.
- 4.4.4.35. In response to the thirty fifth statement i.e. “The school encourages creativity from the students”, 41.05 % of the past pupils marked ‘strongly agree’, 53.68 % of the past pupils marked ‘agree’, 3.15% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 122.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school encourages creativity from the students.
- 4.4.4.36. In response to the thirty sixth statement i.e. “The school gives an opportunity to practice leadership”, 40 % of the past pupils marked

‘strongly agree’, 52.63 % of the past pupils marked ‘agree’, 3.15% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 2.10% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 113.47. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school gives an opportunity to practice leadership.

4.4.4.37. In response to the thirty seventh statement i.e. “The school has a spirit of joy and optimism”, 36.84 % of the past pupils marked ‘strongly agree’, 58.95 % of the past pupils marked ‘agree’, 2.10% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 134.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school has a spirit of joy and optimism.

4.4.4.38. In response to the thirty eighth statement i.e. “The school caters to the physical development of the students”, 27.37 % of the past pupils marked ‘strongly agree’, 69.47 % of the past pupils marked ‘agree’, 1.05% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 170. As the calculated chi-square value is higher than the table value at both the

0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the physical development of the students.

4.4.4.39. In response to the thirty ninth statement i.e. “The school caters to the cultural development of the students”, 35.39 % of the past pupils marked ‘strongly agree’, 58.95 % of the past pupils marked ‘agree’, 2.10% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 131.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school caters to the cultural development of the students.

4.4.4.40. In response to the fortieth statement i.e. “The school caters to the religious development of the students”, 17.36 % of the past pupils marked ‘strongly agree’, 45.26 % of the past pupils marked ‘agree’, 4.21% of the past pupils marked ‘undecided’, 2.10% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 110. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between

the observed frequencies and expected frequencies and it can be concluded that The school caters to the religious development of the students.

- 4.4.4.41. In response to the forty first statement i.e. “The students are aware of Don Bosco’s system of education”, 42.10 % of the past pupils marked ‘strongly agree’, 53.68 % of the past pupils marked ‘agree’, 2.10% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 126.42. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The students are aware of Don Bosco’s system of education.
- 4.4.4.42. In response to the forty second statement i.e. “The students are trained to be good citizens”, 52.63 % of the past pupils marked ‘strongly agree’, 44.21 % of the past pupils marked ‘agree’, 1.05% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 129.58. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The students are trained to be good citizens.
- 4.4.4.43. In response to the forty third statement i.e. “The students are trained for life”, 51.57 % of the past pupils marked ‘strongly agree’, 45.26 % of the



past pupils marked 'agree', 1.05% of the past pupils marked 'undecided', 1.05% of the past pupils marked 'disagree' and 1.05% of the past pupils marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 128.84. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The students are trained for life s.

- 4.4.4.44. In response to the forty fourth statement i.e. "The students are trained to contribute to the society", 32.63 % of the past pupils marked 'strongly agree', 64.21 % of the past pupils marked 'agree', 1.05% of the past pupils marked 'undecided', 1.05% of the past pupils marked 'disagree' and 1.05% of the past pupils marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 151.57. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The students are trained to contribute to the society.
- 4.4.4.45. In response to the forty fifth statement i.e. "The PTA body exists in the school", 40 % of the past pupils marked 'strongly agree', 55.79 % of the past pupils marked 'agree', 2.10% of the past pupils marked 'undecided', 1.05% of the past pupils marked 'disagree' and 1.05% of the past pupils marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 129.16. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of

significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The PTA body exists in the school.

4.4.4.46. In response to the forty sixth statement i.e. “There is a Past pupils association in the school”, 36.24 % of the past pupils marked ‘strongly agree’, 53.68 % of the past pupils marked ‘agree’, 3.15% of the past pupils marked ‘undecided’, 4.21% of the past pupils marked ‘disagree’ and 2.10% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 107.89. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that There is a Past pupils association in the school.

4.4.4.47. In response to the forty seventh statement i.e. “The Past pupils are always welcomed to the school”, 13.15% of the past pupils marked ‘strongly agree’, 53.68 % of the past pupils marked ‘agree’, 1.05% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 130.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Past pupils are always welcomed to the school.

- 4.4.4.48. In response to the forty eighth statement i.e. “The Past pupils are catered with respect”, 42.10 % of the past pupils marked ‘strongly agree’, 54.74 % of the past pupils marked ‘agree’, 1.05% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 131.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Past pupils are catered with respect.
- 4.4.4.49. In response to the forty ninth statement i.e. “The Past pupils are permitted to use the premises with permission”, 31.57 % of the past pupils marked ‘strongly agree’, 57.89 % of the past pupils marked ‘agree’, 8.42% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 115.05. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Past pupils are permitted to use the premises with permission.
- 4.4.4.50. In response to the fiftieth statement i.e. “The Past pupils are welcomed to be part of the school activities”, 33.68 % of the past pupils marked ‘strongly agree’, 62.10 % of the past pupils marked ‘agree’, 2.10% of the past pupils marked ‘undecided’, 1.05% of the past pupils marked ‘disagree’ and 1.05% of the past pupils marked ‘strongly disagree’. The

critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 151.89. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Past pupils are welcomed to be part of the school activities.

#### 4.4.5. Students

**Table 10**

STUDENTS							
Sr. no.	Statements	Strongly agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly disagree (%)	Calculated Chi square value (%)
1	The school caters to the poor students	48.7069	40.94828	6.25	3.232759	0.862069	974.112069
2	Your school is following the preventive system	37.17672	47.19828	9.482759	4.633621	1.508621	799.6831897
3	Your school is following the repressive system	23.7069	31.57328	15.40948	16.81034	12.5	109.1228448
4	Your school is following the expressive system	39.00862	43.64224	11.31466	4.849138	1.185345	732.7758621
5	In your school the student is the center of learning	48.92241	38.25431	8.728448	3.340517	0.75431	902.3448276
6	In your school the Management shows interest in the running of the school	53.125	33.83621	7.758621	3.87931	1.400862	948.5840517
7	In your school the Management single handedly runs the school	23.59914	28.01724	13.7931	20.79741	13.7931	71.88146552
8	In your school the Management is aware of the schools vision, mission and objectives	44.07328	41.59483	8.836207	4.418103	1.077586	821.9030172
9	The institution has considered and formulated the aims and objectives	42.99569	43.31897	8.512931	4.202586	0.969828	842.7327586

10	The aims and objectives are in keeping with Don Bosco's philosophy of education	50.10776	37.93103	8.189655	2.693966	1.077586	939.6185345
11	The aims and objectives are related to the needs of the students	41.70259	40.84052	11.42241	4.956897	1.077586	725.3512931
12	The aims and objectives are adopted to the needs of the day	32.21983	43.21121	15.625	6.573276	2.37069	556.0086207
13	The Staff is motivated to feel responsible for achieving the aims	41.16379	41.37931	11.96121	3.987069	1.508621	727.5280172
14	The Management conducts orientation programmes regarding Don Bosco's system	40.30172	43.10345	11.31466	4.310345	0.969828	756.1702586
15	The aims and objectives are communicated to the parents	44.93534	42.99569	7.435345	3.771552	0.862069	899.262931
16	The parents seek to admit their children in your school because of its aims and objectives	36.53017	40.08621	14.43966	6.357759	2.586207	555.3943966
17	The schools programmes help the students to achieve the aims of the institution	43.10345	44.28879	7.543103	4.310345	0.75431	879.4892241
18	The teaching community offers and witnesses to Don Bosco's philosophy of education	33.40517	45.90517	14.76293	4.525862	1.400862	679.1012931
19	A family atmosphere with good inter relationship prevails	36.42241	42.4569	14.3319	4.094828	2.693966	630.3943966
20	The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life	44.50431	38.36207	10.34483	4.956897	1.831897	736.4719828
21	The teachers are motivated with proper incentives	43.10345	38.25431	12.39224	4.633621	1.616379	695.512931
22	The teachers participate with enthusiasm	49.03017	36.31466	8.728448	3.987069	1.939655	843.8103448
23	There is good rapport within the educational community	35.34483	45.25862	11.96121	4.956897	2.478448	682.7219828
24	The Principal/Headmaster divides his/her time suitably between administration and supervising duties	44.07328	37.82328	9.698276	5.172414	3.232759	698.0021552

25	S/He treats the Staff and Students with respect	50.21552	34.59052	7.650862	4.741379	2.801724	838.4331897
26	S/He involves the Staff and Students in the yearly planning	41.16379	38.57759	12.06897	4.741379	3.448276	632.3017241
27	Punishments are given very freely to the students	25.96983	30.17241	15.40948	16.70259	11.74569	110.987069
28	The school caters to the overall development of the school	44.18103	40.73276	10.23707	3.663793	1.185345	803.0668103
29	The school encourages co-curricular activities	57.21983	29.84914	8.081897	3.556034	1.293103	1041.547414
30	A very good rapport exists between the Management and the Staff	39.00862	41.9181	13.03879	4.310345	1.724138	682.2478448
31	A very good rapport exists between the Staff and Students	39.11638	42.88793	10.99138	4.741379	2.262931	704.2952586
32	The Staff is always present with the students	39.65517	39.87069	11.42241	6.142241	2.909483	621.2349138
33	The Staff is well-qualified	46.76724	38.7931	8.512931	4.310345	1.616379	828.5840517
34	The Staff caters to the weak students	41.59483	40.30172	10.6681	4.956897	2.478448	695.4806034
35	The school encourages creativity from the students	48.92241	37.93103	8.297414	3.232759	1.616379	888.1314655
36	The school gives an opportunity to practice leadership.	48.59914	36.53017	8.297414	5.172414	1.400862	832.3663793
37	The school has a spirit of joy and optimism	43.96552	41.16379	8.728448	4.525862	1.616379	801.1918103
38	The school caters to the physical development of the students	43.31897	42.78017	8.297414	4.956897	0.646552	835.4375
39	The school caters to the cultural development of the students	42.4569	43.85776	8.62069	3.87931	1.185345	843.0237069
40	The school caters to the religious development of the students	42.34914	40.51724	10.88362	4.741379	1.508621	732.3340517
41	The students are aware of Don Bosco's system of education	44.50431	38.03879	10.6681	5.064655	1.724138	728.487069
42	The students are trained to be good citizens	55.60345	33.51293	7.00431	3.340517	0.538793	1055.771552
43	The students are trained life	49.46121	35.77586	9.051724	4.741379	0.969828	849.8987069

44	The students are trained contribute to the society	45.25862	41.37931	7.650862	3.987069	1.724138	852.8297414
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4.4.5.1. In response to the first statement i.e. “The school caters to the poor students”, 48.71 % of the students marked ‘strongly agree’, 40.95 % of the students marked ‘agree’, 6.25% of the students marked ‘undecided’, 3.23% of the students marked ‘disagree’ and 0.86% of the students marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 974.11. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school caters to the poor students.

4.4.5.2. In response to the second statement i.e. “The school is following the preventive system”, 36.84 % of the students marked ‘strongly agree’, 37.18 % of the students marked ‘agree’, 47.20 % of the students marked ‘undecided’, 9.48% of the students marked ‘disagree’ and 1.50% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 799.68. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school is following the preventive system.

4.4.5.3. In response to the third statement i.e. “The school is following the repressive system”, 23.71 % of the students marked ‘strongly agree’, 31.57 % of the students marked ‘agree’, 15.41% of the students marked

‘undecided’, 16.81% of the students marked ‘disagree’ and 12.5% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 109.12. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is significant difference between the observed frequencies and expected frequencies and it can be concluded that the school is following the repressive system.

4.4.5.4. In response to the fourth statement i.e. “The school is following the expressive system”, 39 % of the students marked ‘strongly agree’, 43.64 % of the students marked ‘agree’, 11.31% of the students marked ‘undecided’, 4.850% of the students marked ‘disagree’ and 11.18% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 732.77. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school is following the expressive system.

4.4.5.5. In response to the fifth statement i.e. “In the school the student is the center of learning”, 48.92 % of the students marked ‘strongly agree’, 38.25 % of the students marked ‘agree’, 8.73% of the students marked ‘undecided’, 3.34% of the students marked ‘disagree’ and 0.75% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 902.34. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the



observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that in the school the student is the center of learning.

4.4.5.6. In response to the sixth statement i.e. “In the school the Management shows interest in the running of the school”, 53.12 % of the students marked ‘strongly agree’, 33.84 % of the students marked ‘agree’, 7.76% of the students marked ‘undecided’, 3.88% of the students marked ‘disagree’ and 1.4% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 948.58. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school caters to the poor students.

4.4.5.7. In response to the seventh statement i.e. “In the school the Management single handedly run the school”, 23.60 % of the students marked ‘strongly agree’, 28.02 % of the students marked ‘agree’, 13.79% of the students marked ‘undecided’, 20.80 % of the students marked ‘disagree’ and 13.79% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 71.88. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that In the school the Management single handedly run the school

- 4.4.5.8. In response to the eighth statement i.e. “In the school the Management is aware of the schools vision, mission and objectives”, 44.07 % of the students marked ‘strongly agree’, 41.59 % of the students marked ‘agree’, 8.84% of the students marked ‘undecided’, 4.42% of the students marked ‘disagree’ and 1.08% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 821.90. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that in the school the Management is aware of the schools vision, mission and objectives.
- 4.4.5.9. In response to the ninth statement i.e. “The institution has considered and formulated the aims and objectives”, 42.99% of the students marked ‘strongly agree’, 43.32 % of the students marked ‘agree’, 8.51% of the students marked ‘undecided’, 4.20% of the students marked ‘disagree’ and 0.97% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 842.73. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the institution has considered and formulated the aims and objectives.
- 4.4.5.10. In response to the tenth statement i.e. “The aims and objectives are in keeping with Don Bosco’s philosophy of education”, 50.11 % of the students marked ‘strongly agree’, 37.93 % of the students marked ‘agree’, 8.19% of the students marked ‘undecided’, 2.69% of the students marked ‘disagree’ and 1.08% of the students marked ‘strongly disagree’.

The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 939.62. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are in keeping with Don Bosco's philosophy of education.

4.4.5.11. In response to the eleventh statement i.e. "The aims and objectives are related to the needs of the students", 41.70% of the students marked 'strongly agree', 40.84 % of the students marked 'agree', 11.42% of the students marked 'undecided', 4.96% of the students marked 'disagree' and 1.08% of the students marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 725.35. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are related to the needs of the students.

4.4.5.12. In response to the twelfth statement i.e. "The aims and objectives are adopted to the needs of the day", 32.22 % of the students marked 'strongly agree', 43.21 % of the students marked 'agree', 15.62% of the students marked 'undecided', 6.57% of the students marked 'disagree' and 2.37% of the students marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 556. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability

hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are adapted to the needs of the day.

4.4.5.13. In response to the thirteenth statement i.e. “The staff is motivated to feel responsible for achieving the aims”, 41.16 % of the students marked ‘strongly agree’, 41.38 % of the students marked ‘agree’, 11.96% of the students marked ‘undecided’, 3.99% of the students marked ‘disagree’ and 1.50% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 727.53. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the staff is motivated to feel responsible for achieving the aims.

4.4.5.14. In response to the fourteenth statement i.e. “The Management conducts orientation programmes regarding Don Bosco’s system”, 40.30 % of the students marked ‘strongly agree’, 43.10 % of the students marked ‘agree’, 11.31% of the students marked ‘undecided’, 4.31% of the students marked ‘disagree’ and 0.97% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 756.17. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Management conducts orientation programmes regarding Don Bosco’s system.

4.4.5.15. In response to the fifteenth statement i.e. “The aims and objectives are communicated to the parents”, 44.93 % of the students marked ‘strongly agree’, 42.99 % of the students marked ‘agree’, 7.43% of the students marked ‘undecided’, 3.77% of the students marked ‘disagree’ and 0.86% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 899.26. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the aims and objectives are communicated to the parents.

4.4.5.16. In response to the sixteenth statement i.e. “The parents seek to admit their children in your school because of its aims and objectives”, 36.53 % of the students marked ‘strongly agree’, 40.09 % of the students marked ‘agree’, 14.44% of the students marked ‘undecided’, 6.36% of the students marked ‘disagree’ and 2.59 % of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 555.39. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the parents seek to admit their children in your school because of its aims and objectives.

4.4.5.17. In response to the seventeenth statement i.e. “The schools programmes help the students to achieve the aims of the institution”, 43.10 % of the students marked ‘strongly agree’, 44.29 % of the students marked ‘agree’, 7.54% of the students marked ‘undecided’, 4.31% of the students marked ‘disagree’ and 0.75% of the students marked ‘strongly disagree’.

The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 879.49. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the schools programmes help the students to achieve the aims of the institutions.

4.4.5.18. In response to the eighteenth statement i.e. “The teaching community offers and witnesses to Don Bosco’s philosophy of education”, 37.40 % of the students marked ‘strongly agree’, 45.90 % of the students marked ‘agree’, 14.76% of the students marked ‘undecided’, 4.52% of the students marked ‘disagree’ and 1.05% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 679.10. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis “there will be no significant difference between the observed frequencies and expected frequencies against equal probability” is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the teaching community offers and witnesses to Don Bosco’s philosophy of education.

4.4.5.19. In response to the nineteenth statement i.e. “A family atmosphere with good inter relationship prevails”, 36.42 % of the students marked ‘strongly agree’, 42.46 % of the students marked ‘agree’, 14.33% of the students marked ‘undecided’, 4.09% of the students marked ‘disagree’ and 2.69% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 630.39. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies

against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A family atmosphere with good inter relationship prevails.

4.4.5.20. In response to the twentieth statement i.e. “The institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life”, 44.50% of the students marked ‘strongly agree’, 38.36 % of the students marked ‘agree’, 10.34% of the students marked ‘undecided’, 4.96% of the students marked ‘disagree’ and 1.05% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 736.47. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be concluded that the institution gives moral and spiritual formation to its Students while being sensitive to their personal philosophies of life.

4.4.5.21. In response to the twenty first statement i.e. “The students are motivated with proper incentives”, 43.10 % of the students marked ‘strongly agree’, 38.25 % of the students marked ‘agree’, 12.39% of the students marked ‘undecided’, 4.63% of the students marked ‘disagree’ and 1.61% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 695.51. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the students are motivated with proper incentives.

4.4.5.22. In response to the twenty second statement i.e. “The students participate with enthusiasm”, 49.03 % of the students marked ‘strongly agree’, 36.31

% of the students marked 'agree', 8.73% of the students marked 'undecided', 3.99% of the students marked 'disagree' and 1.94% of the students marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 843.81. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the students participate with enthusiasm.

4.4.5.23. In response to the twenty third statement i.e. "There is good rapport within the educational community", 35.34 % of the students marked 'strongly agree', 45.26 % of the students marked 'agree', 11.96% of the students marked 'undecided', 4.96% of the students marked 'disagree' and 2.48% of the students marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 682.72. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that there is good rapport within the educational community.

4.4.5.24. In response to the twenty fourth statement i.e. "The Principal/Headmaster divides his/her time suitably between administration and supervising duties", 44.07 % of the students marked 'strongly agree', 37.82 % of the students marked 'agree', 9.69% of the students marked 'undecided', 5.15% of the students marked 'disagree' and 3.23% of the students marked 'strongly disagree'. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 698. As the calculated chi-square value is higher than



the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Principal/Headmaster divides his/her time suitably between administration and supervising duties.

4.4.5.25. In response to the twenty fifth statement i.e. “S/He treats the Staff and Students with respect”, 50.21 % of the students marked ‘strongly agree’, 34.59 % of the students marked ‘agree’, 7.65% of the students marked ‘undecided’, 4.74% of the students marked ‘disagree’ and 2.80% of the students marked ‘strongly disagree’. The critical values for 4 DF are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 838.43. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that S/He treats the Staff and Students with respect.

4.4.5.26. In response to the twenty sixth statement i.e. “S/He involves the Staff and Students in the yearly planning”, 41.16 % of the students marked ‘strongly agree’, 38.58 % of the students marked ‘agree’, 12.07% of the students marked ‘undecided’, 4.74% of the students marked ‘disagree’ and 3.45% of the students marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 632.30. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies

and expected frequencies and it can be concluded that S/He involves the Staff and Students in the yearly planning.

4.4.5.27. In response to the twenty seventh statement i.e. “Punishments are given very freely to the students”, 25.96% of the students marked ‘strongly agree’, 30.17% of the students marked ‘agree’, 15.41% of the students marked ‘undecided’, 16.70% of the students marked ‘disagree’ and 11.74% of the students marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 110.98. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that Punishments are given very freely to the students.

4.4.5.28. In response to the twenty eighth statement i.e. “The school caters to the overall development of the school”, 44.18 % of the students marked ‘strongly agree’, 40.73 % of the students marked ‘agree’, 10.24% of the students marked ‘undecided’, 3.66% of the students marked ‘disagree’ and 1.18% of the students marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 803.07. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the overall development of the school.

4.4.5.29. In response to the twenty ninth statement i.e. “The school encourages co-curricular activities”, 57.22 % of the students marked ‘strongly agree’, 29.85 % of the students marked ‘agree’, 8.08% of the students marked ‘undecided’, 3.56% of the students marked ‘disagree’ and 1.29% of the

students marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 1041.54. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school encourages co-curricular activities.

4.4.5.30. In response to the thirtieth statement i.e. "A very good rapport exists between the Management and the Staff", 39 % of the students marked 'strongly agree', 41.92% of the students marked 'agree', 13.04% of the students marked 'undecided', 4.31% of the students marked 'disagree' and 1.72% of the students marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 682.25. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A very good rapport exists between the Management and the Staff.

4.4.5.31. In response to the thirty first statement i.e. "A very good rapport exists between the Staff and Students", 39.12% of the students marked 'strongly agree', 42.89 % of the students marked 'agree', 10.99% of the students marked 'undecided', 4.74% of the students marked 'disagree' and 2.26% of the students marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 704.29. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies

against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that A very good rapport exists between the Staff and Students.

4.4.5.32. In response to the thirty second statement i.e. “The Staff is always present with the students”, 39.65 % of the students marked ‘strongly agree’, 39.87 % of the students marked ‘agree’, 11.42% of the students marked ‘undecided’, 6.14% of the students marked ‘disagree’ and 2.91% of the students marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 621.23. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff is always present with the students.

4.4.5.33. In response to the thirty third statement i.e. “The Staff is well-qualified”, 46.77 % of the students marked ‘strongly agree’, 38.79% of the students marked ‘agree’, 8.51% of the students marked ‘undecided’, 4.31% of the students marked ‘disagree’ and 1.62% of the students marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 828.58. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff is well-qualified.

4.4.5.34. In response to the thirty fourth statement i.e. “The Staff caters to the weak students”, 41.59 % of the students marked ‘strongly agree’, 40.30% of the students marked ‘agree’, 10.67% of the students marked ‘undecided’,

4.96% of the students marked 'disagree' and 2.48% of the students marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 695.48. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The Staff caters to the weak students.

4.4.5.35. In response to the thirty fifth statement i.e. "The school encourages creativity from the students", 48.92 % of the students marked 'strongly agree', 37.93% of the students marked 'agree', 8.30% of the students marked 'undecided', 3.23% of the students marked 'disagree' and 1.61% of the students marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 888.13. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school encourages creativity from the students.

4.4.5.36. In response to the thirty sixth statement i.e. "The school gives an opportunity to practice leadership", 48.60 % of the students marked 'strongly agree', 36.53 % of the students marked 'agree', 8.30% of the students marked 'undecided', 5.17% of the students marked 'disagree' and 1.40% of the students marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 832.37. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies

against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school gives an opportunity to practice leadership.

4.4.5.37. In response to the thirty seventh statement i.e. “The school has a spirit of joy and optimism”, 43.96 % of the students marked ‘strongly agree’, 41.16 % of the students marked ‘agree’, 8.73% of the students marked ‘undecided’, 4.52% of the students marked ‘disagree’ and 1.62% of the students marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 801.19. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school has a spirit of joy and optimism.

4.4.5.38. In response to the thirty eighth statement i.e. “The school caters to the physical development of the students”, 43.32 % of the students marked ‘strongly agree’, 42.78 % of the students marked ‘agree’, 8.30% of the students marked ‘undecided’, 4.96% of the students marked ‘disagree’ and 0.65% of the students marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 835.44. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the school caters to the physical development of the students.

4.4.5.39. In response to the thirty ninth statement i.e. “The school caters to the cultural development of the students”, 42.46 % of the students marked

‘strongly agree’, 43.86 % of the students marked ‘agree’, 8.62% of the students marked ‘undecided’, 3.88% of the students marked ‘disagree’ and 1.18% of the students marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 843.02. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the cultural development of the students.

4.4.5.40. In response to the fortieth statement i.e. “The school caters to the religious development of the students”, 42.35 % of the students marked ‘strongly agree’, 40.52 % of the students marked ‘agree’, 10.88% of the students marked ‘undecided’, 4.74% of the students marked ‘disagree’ and 1.51% of the students marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 732.33. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The school caters to the religious development of the students.

4.4.5.41. In response to the forty first statement i.e. “The students are aware of Don Bosco’s system of education”, 44.5 % of the students marked ‘strongly agree’, 38.04 % of the students marked ‘agree’, 10.67% of the students marked ‘undecided’, 5.06% of the students marked ‘disagree’ and 1.72% of the students marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 728.49. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of

significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the students are aware of Don Bosco's system of education.

4.4.5.42. In response to the forty second statement i.e. "The students are trained to be good citizens", 55.60 % of the students marked 'strongly agree', 33.51 % of the students marked 'agree', 7% of the students marked 'undecided', 3.34% of the students marked 'disagree' and 0.54% of the students marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 1055.77. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The students are trained to be good citizens.

4.4.5.43. In response to the forty third statement i.e. "The students are trained for life", 49.46% of the students marked 'strongly agree', 35.77 % of the students marked 'agree', 9.05% of the students marked 'undecided', 4.74% of the students marked 'disagree' and 0.97% of the students marked 'strongly disagree'. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 849.90. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the students are trained for life.



4.4.5.44. In response to the forty fourth statement i.e. “The students are trained to contribute to the society”, 45.26 % of the students marked ‘strongly agree’, 41.38 % of the students marked ‘agree’, 7.65% of the students marked ‘undecided’, and 3.99% of the students marked ‘disagree’ and 1.72% of the students marked ‘strongly disagree’. The critical values for 4 df are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 852.83. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that The students are trained to contribute to the society.

## **4.5 Analysis and Interpretation of Objective 5**

### **Objective 5- To Case Study One of The Schools Employing Don Bosco’s Educational Approach-Don Bosco Yerwada**

#### **4.5.1 Semi Structured Interview Schedule**

The researcher conducted a semi structured interview with the Supervisor of the School, who has served the institution for a very long time, in order to get an understanding of the background and functioning of the school.

- To the question when the School began, she replied, 1971.
- When asked to share about the vision /mission statement/aims and objectives,
- As to where the School was situated, she replied, Yerwada.
- As to whether the School was aided /unaided, she mentioned that Std1st-10<sup>th</sup> was aided.
- Regarding the structure of the School in the beginning and now, she shared that it began in a tin shed and now in a three floor building, with 2 shifts for KG and two divisions for the rest.
- When asked how many classes they had, she replied 22.

- As to whether they had the necessary infrastructure to run the School, she replied yes.
- As to what kind of students they catered to, she replied, 1<sup>st</sup> priority was given to Catholics, underprivileged, children of single parents and orphaned.
- When asked from where they got the funds to run the School, She replied from the parents, PTA and School management at beginning in the year.
- As to whether the School was financially viable, she replied yes with difficulty.
- As to whether they granted concession to poor students, she said yes with the full support of the Rector and Management.
- As to whether they had an admission policy? Mention a few salient features. kg 25% free for reserved point system
- As to what their priorities were in selecting the Staff, she replied qualified Catholics and those staying close by.
- As to whether the Staff was given an orientation on Don Bosco's method of education, she replied yes, once a year.
- As to whether the Staff was frequently evaluated, how, she replied by the Supervisor and the Principal at the end of the term and year.
- As to whether the staff members answered the online test on Don Bosco's system, she replied yes.
- As to whether the Staff had an adequate knowledge of Don Bosco's method of education she replied yes.
- As to how she rated the presence of the Staff with the students, she replied they were present with the students during breaks and activities.
- As to whether the Staff had a sufficient background of the students, she replied every teacher had the students' profile in the class.
- As to whether the Staff mixed around freely with the students, she replied yes.
- As to whether the Staff identified slow learners, she replied yes through the BOLD programme.

- As to how the Staff dealt with the slow learners, she replied classes were conducted during zero period, before and after the school; the parents were called to meet the counsellor.
- As to whether the Staff attended any seminars regarding how to deal with the slow learners, she replied that they attended once.
- As to whether the Staff was encouraged to participate in courses and seminars, she replied yes – Government sponsored and other seminars.
- As to how the relationship between the Management and Staff was, she replied excellent.
- As to how the relationship among the staff members was, she replied basically good with some ups and downs.
- As to how the relationship between the Staff and students was, she replied good.
- As to whether all the Staff members were qualified, she replied yes.
- As to whether there was a spirit of joy and optimism in the School, she replied yes.
- As to whether the members of the Management mingled with the students during the breaks, she replied sometimes.
- As to whether the Manager met the students of the higher classes, she replied that he met the std 10<sup>th</sup> students.
- As to what role religion played in their school, she replied faith formation classes, value education classes, celebration of festivals, retreats, recollection, daily masses and prayer services were held.
- As to whether the rules and regulations of the school were clearly mentioned in the calendar, she replied yes.
- As to whether their School was preparing the students for life, she replied yes through different activities.
- As to what teaching methods the Staff employed, she replied chalk- talk, lecture, discussion and LCD.
- As to what measures were used to enforce discipline, she replied no measures. However they were corrected and counselled and parents were called.
- As to whether their School had a punishment policy, she replied no.

- As to whether the teachers regularly punished the students, she replied sometimes.
- As to what steps were taken to correct erring teachers, she replied one to one meeting and memos issued if necessary.
- As to whether the students felt loved by the Staff, she replied yes.
- As to whether the School catered to the overall development of the students, she replied yes.
- As to what they did to inculcate moral uprightness in the School, she replied morning talks, catechism and value education classes prayer services and celebration of festivals were conducted.
- As to what measures were taken to develop physical and aesthetic talents, she replied sports, games, classes, flower arrangement , rangoli, art competitions and exams and art and craft periods.
- As to whether they fostered intellectual skills and competences of the students, she replied yes through general knowledge quizzes, science competitions, abacus, talks and discussions.
- As to whether the students were trained in occupational skills, she said yes through work experience, art, needle work classes.
- As to whether the School fostered cultural development and social integration, she replied yes through celebration of festivals, dance , drama, music, inviting people to give talks, visits to Mother Teresa's homes, and visiting the needy ones.
- As to what activities aimed at training the head of the students, she replied quizzes, science exhibitions, interschool competitions, debates and elocution competitions.
- As to what activities aimed at training the heart of the students, she replied moral/value education, celebration of festivals, visit to homes, poor boys' fund, disaster collection and street plays.
- As to what activities aimed at training the hand of the students , she replied work experience, needle work, art and craft, scouting and guiding.
- As to what role the PTA played in the School, she replied that they were always ready to help and co-operated in all the activities.

- As to what difficulties they faced in employing the preventive system in the school, she replied it was difficult to make the parents and child understand because of their background and level of understanding.
- As to whether there was an atmosphere of a joyful learning experience in your school, she replied yes.
- As to how much importance was given to a value based education, she replied quite a bit through yoga, PT and aerobics.
- As to whether a family spirit existed in their School, she replied yes.
- As to whether they followed the norms laid down by the education department and the province, she replied yes.
- As to whether they met with obstacles or interference from the Management in the running of the School, she replied no.
- As to whether they had a School committee, she replied yes.
- As to whether they had a Managing committee, she replied yes.
- As to whether the Rector and Administrator had a role to play in the School, she replied yes through guidance and administration.
- As to whether the School maintained the required documents and records, she replied yes.
- As to how they termed their relationship with the neighbouring Schools, Education department and other NGO's ,she explained with regards to the Education department there was no choice, good rapport with the neighbouring schools and Bosco Samajik Sanstha and other NGOs and adopted one School, visited it from the beginning to now.

#### **4.5.2 Observation Schedule**

The researcher visited the school and observed the functioning of the school with regards to time table, workload, curriculum, teaching methods followed, physical facilities, use of human resources, activities conducted, discipline of the students , methods employed to maintaining discipline by the teacher, rapport between management and staff, among the staff members, between staff and students, maintaining of records, role of the PTA, past pupils and parents in the running of the school, innovative methods used and the prevailing ambient in the school, the use of reason, religion rapport and the presence of the teacher.

- **Time table**

The researcher was present as the students were coming in. they seemed quite happy to come to school and kept themselves busy playing till assembly time. They were also very cordial and welcoming. However the researcher didn't notice any staff members mingling with them at that time which shows that the presence of the teacher was lacking. When going through the register, the researcher noticed that the number of daily absentees and late comers were quite large and no serious action was taken.

The **assemblies** were well conducted and there was active participation of the students. A lot of importance was given to personal hygiene and cleanliness. Only a few teachers were present in the class to welcome the students. The **school timing** the researcher, felt was longer than usual. However there was enough time for breaks.

The **time table** was well set and the workload too was appropriate. The serious subjects were slated for the earlier part of the day and the lighter toward the end of the day.

As regards the **curriculum**, the school was following the curriculum laid down by the education department. It had a good blend of curricular, co-curricular and extra-curricular activities.

The teachers by and large followed the chalk and talk method and discussion **method**. Though the smart class was not appropriated, quite a few teachers taught their subject through A.V. aids.

The human recourses were utilized to the full. However it was observed that at times, classes would be without a teacher.

A lot of **activities** of different types were conducted. Though the students enjoyed them to the full, some of the teachers felt that it was a bit too much and that some of the activities were held for the sake of it.

As regards the **behaviour** of the students, acts of indiscipline were noticed. In some classes, the teachers were finding quite difficult to teach. Actually there were a few undisciplined students who were causing trouble. When it came to maintaining discipline, some of the teachers did resort to **physical punishment**. In some cases , parents were called. It was also observed that some of the gent staff quite often raised their hands on the

children. The **relationship** between the management and staff was quite respectful. The manager was aware of all that happened in the school and was always present on important occasions to guide the staff. It was brought to notice that the principal and teachers worked as a team at large, however stray individual teachers whiled away their time and used mobiles in the class.

The **teachers** were quite committed and the relationship among the teachers seemed quite cordial, though the researcher observed a strained relationship between the supervisor and the staff.

Going through the **office records**, the researcher observed that the clerks had a good rapport with the department and in the office by and large everything was maintained well. However when on his research, the researcher noticed that the earlier records were not archived in a proper manner.

The parents seemed very much part of the institution and the **PTA** members were very co-operative and made their presence felt on important occasions. However the **past pupils** unit wasn't active and many past pupils were not seen visiting their Alma mater.

With regards to the running of the school, a lot of innovative teaching like discussion, debates, use of audio visual aids tried out and implemented and a lot of exposure was given to the students in the fields of speech, drama, dance and sports. There was a special programme called BOLD for identifying and following the **weak students**. In the pre-primary section, the parents of the weak students were often called and guided as to how to follow up their children. The **general atmosphere** in the school was quite cordial and friendly however, the researcher didn't notice any staff members spending time with the students during breaks. The researcher also observed that a lot of importance was given to religious instructions and value education.

#### **4.5. 3 Focused Group Discussion For Staff**

The researcher conducted a focused group discussion with the teachers to find out whether they were familiar with Don Bosco, his system and witnessed his principles in practice.

- As to what system of education Don Bosco started, the staff answered preventive system.
- As to what the three pillars of Don Bosco's education system were, the staff answered reason, religion and loving kindness.
- As to how they employed reason in the school, the staff answered, by explaining to the students the effects of not meeting the counselor; discussing about problems of being beaten at home, depression and speaking to parents about the background of the child.
- As to how much importance was given to religion in their school, the staff answered a lot through catechism, moral science, religion, meditation, celebration of festivals and retreats.
- As to how they employed loving kindness in their school, the staff answered by pointing out the student's mistakes, trying not to lose the child, appreciating when they did good, teaching them to be optimistic, giving responsibility and giving more attention to problematic kids.
- As to whether they knew their students personally, the staff answered they knew their health background.
- As to whether they made an effort to intervene personally in their lives, the staff answered yes by paying fees, providing guidance, providing food and home visits.
- As to whether they identified weak students and how, the staff answered yes through extra classes and assessment.
- As to what was their intervention for the weak students, the staff answered extra classes, remedial classes, one to one ,calling them for extra classes ,appreciating, clapping for them and giving good rewards.
- As to how they termed their relationship with the students, the staff answered friendly and not threatening.
- As to what role punishments played in their school, the staff answered house visits and calling parents.
- As to what means of punishments were used in their school, the staff answered constructive.



- As to whether they were happy with the school timing/time-table? the staff answered no as there was an increase of 2 hours, difficult and lengthy.
- As to how they termed the relationship between staff and management, the staff answered that the management was approachable, lovable and good.
- As to whether the management knew them personally, the staff answered yes and they were caring.
- As to what teaching methods they used, the staff answered demonstration, teaching/touching approaches, LCD , internet, group discussion and description.
- As to how much importance was given for counseling in the school, the staff answered quite a lot through individual counseling and educational psychology.
- As to how much importance was given to career guidance in the school, the staff answered through placements and aptitude tests.
- As to, to what extent were the parents involved in the school, the staff answered quite a bit, through PTA, annual day, sports day and festivals.
- As to how their school brought about social transformation, the staff answered by giving admission, education, way of talking teaching them to be well behaved and street smart, attending social service camps and visiting Mother Teresa's homes.
- As to how their school helped students to defend human rights, the staff answered through giving importance to girl child and through human rights education.
- As to how their school helped students to be agents of social change, the staff didn't answer.
- As to whether there was education for peace in their school, the staff answered yes.
- As to whether there was education to love in their school, the staff answered no but there was personality development.

- As to whether there was education for social communication/mass media in their school, the staff answered that they were going to start media classes.
- As to whether there was a balance between academics and activities in their school, the staff answered yes.
- As to whether all the sections were given equal importance, the staff answered yes.
- As to who was the center of education in their school, the staff answered the child.
- As to what were the benefits of the house system in the school, the staff answered healthy competition and participation in activities.
- As to what role the school leaders played in the school, the staff answered carried out their duties, parliament system, and responsibilities.
- As to naming the things that they liked in the school, the staff answered, the Principal was ever ready to help, the children loved to come to school, co-operative management and the students felt at home.
- As to naming the areas in their school that needed improvement, the staff answered good quality teachers, more salary and more commitment from them.

#### ➤ **Focused Group Discussion For Students (Class 10 Yerwada)**

The researcher conducted a focused group discussion with the students to find out whether they were familiar with Don Bosco, his system and witnessed his principles in practice.

- When asked who ran the school, the students replied Fr. Rector.
- When asked which congregation/society the fathers belonged to, the students replied the Salesian society.
- When asked who the founder of this congregation was, the students replied, Don Bosco.

- When asked what system of education Don Bosco started, the students answered, the Preventive, Freedom.
- When asked if they knew which the three pillars of his education system were, the students replied Reason, religion and loving kindness.
- When asked how reason was being used in the school, the students replied ,by being reasonable and showing the right path
- When asked how much importance religion was given in the school, the students replied all were free to practice their religions, mass, prayer services and festival celebrations.
- When asked if they witnessed loving kindness and how, the students replied yes, through forgiveness and understanding their feelings.
- When asked how they described the atmosphere in the school, the students replied loving, caring and happy to be at school.
- When asked in what way their school was different from the other schools the students replied it corrected them, worried about them, was unique, helped, understood, and conducted curricular activities, loved and nurtured nature.
- When asked if they were happy with the school timing/time-table, the students replied negatively. Instead of 8.30-3.45, it should be 8.30-2.00.
- When asked how they rated the teachers, the students replied very good, strict and kind.
- When asked what teaching method their teachers used, the students replied chalk talk, discussion and LCD projector.
- When asked if their school stressed only on academics, the students replied negatively.
- When asked what activities were conducted in their school, the students replied football, basketball, indoor games, table tennis, inter football competitions, ex tempo, speaking, dancing, quiz, inter school activities, scouting, guiding, RSP, science clubs, social service, work experience and handicrafts.
- When asked what the role of punishment in their school was, the students replied running on the ground, remarks in calendar, cleaning the environment and calling parents by the supervisor.

- When asked if they were punished publically, some of the students replied Yes and some no.
- When asked how the relationship between students and teachers was, the students replied friendly, frank and guiding.
- When asked if they could say that their teachers had personal contact with them, most of the students replied class teachers were in contact not the others while 4 students said all were in personal contact.
- When asked how many fathers were there in the campus, the students replied three fathers viz administrator, rector, and principal. 1 didn't know their names.
- When asked if they could say that the fathers were in touch with them, the students replied Fr. Rector and Fr. Principal met them outside the class.
- When asked if their school had a counselor, the students replied yes.
- When asked if they had an opportunity to consult the counselor, the students replied yes.
- When asked what facilities were there for career guidance, the students replied scholarships, could ask freely, library books and chart in junior college.
- When asked if their parents had a role to play in the school and what, the students replied yes, PTA, general body meeting, open day and annual day.
- When asked if their school brought about social transformation and how, the students replied yes though social service, interaction and planting of trees inside not outside.
- When asked if their education taught them to defend human rights, the students replied yes through right to education, everyone was available for education and processions about girl child were taken.
- When asked if there was education for peace in their school, the students replied no.
- When asked if there was education to love programme in their school, the students replied no but there was personality development.
- When asked if there was education for mass media/social communication, the students replied yes through newspapers.

- When asked if their school prepared them for social change, the students replied yes.
- When asked what new trends they saw in their school, the students replied projectors, group discussion and charts.
- When asked to name the things they liked about their school, the students replied greenery in school, play ground, basketball, library, teaching methods, labs, teachers and well qualified coaches, rules, set up , activities and computer lab.
- When asked to name the things needed to improve in their school, the students replied that the toilets were not clean, they didn't have a school bus and faced transportation problem.

### ➤ **Inventory**

The researcher constructed an Inventory to check the level of fulfilment of the staff and students of Don Bosco Yerwada.

The researcher got the following data from the Inventory: Don Bosco High school is a granted English medium co-ed school with two divisions from Jr. KG to 12<sup>th</sup> std, with a strength of 3418 students of which 1850 were Christian and 1568 non Christians. It was a full day school. It had its own Admission Policy where importance was given to Catholics, siblings of students, proximity to school and economically under privileged. In the KG, 25 % admissions are reserved for the economically low. As regards the selection of staff, a priority was given to good Catholic teachers. There were 67.5 teachers out of which 42 were Catholics. The Staff had meetings for animation thrice a year and meetings for administration every month. The teachers attended workshops in English, Science and computers conducted by the Zilla Parishad and also courses in relationship, Value education, media, use of the internet and education policies conducted by private organisations. The school had a PTA which met regularly. As for their religious development, the teachers attended recollections and retreats conducted by the management. The staff also have their annual excursion. The management took up new ventures in education. LCD projectors were fixed in all the classes of the primary section.

Coming to the students, besides academics, a lot of importance was given to co-curricular and extra-curricular activities. In the field of sports, students played around 18 different types of games, they also participated in inter school sports competitions. Besides, they have a house system where inter house matches were conducted. Besides sports and games, the students are exposed to different areas like singing, music, dance, elocution, debate, spelling bee, drawing, painting, mehendi, rangoli, dramatics, general knowledge, abacus and various other competitions. The students also celebrate class national festivals, cultural days and house jayantis. Besides, the students were encouraged to participate in programmes of social relevance like social service camps, poor students fund, and also visited orphanages and hospitals. Their religious development was also catered to, through regular prayer services, masses, recollections and morning talks. Though there was no trained person for vocation guidance, tests were administered and communicated to students in career guidance. The school gave importance to students with learning deficiencies. There was the BOLD programme in place which dealt with slow learners identified by the teachers. 13 students were identified so far. The school also had a Counsellor.

The school had a behaviour policy in place in order to maintain discipline. However there was no punishment policy. The school also had a grievance cell.

Coming to the whole area of infrastructure, the school had the required number of classrooms, toilets and offices. It also had a playground and indoor hall, scout room, well equipped library and laboratories. They had a well furnished computer lab and teaching aids. The school also had its own website.

#### ➤ **Checklist for Staff**

The researcher constructed a check list for teachers of Don Bosco High School Yerwada to check whether they had the necessary infrastructure, human resources and to check their way of functioning.

- In response to the statement, “The school has the prescribed number of classrooms” all five answered positively.
- In response to the statement, “The classrooms are airy and of the prescribed size.” all five answered positively.
- In response to the statement, “The school has spacious corridors.” all five answered positively.
- In response to the statement, “The teaching Staff is selected by the Principal/Headmistress and the management.” all five answered positively.
- In response to the statement, “The selection is made on the basis of the fitness of the candidate for the particular position.” all five answered positively.
- In response to the statement, “The School has been organized on departmental lines.” all five answered positively.
- In response to the statement, “The specified teacher pupil ratio is maintained.” all five answered negatively.
- In response to the statement, “The School recruits non-teaching Staff according to its needs.” all five answered positively.
- In response to the statement, “Facilities in terms of quiet, space and equipment for easy flow of work exist.” all five answered positively
- In response to the statement, “The school has the required offices viz. Principal’s Office, Staff Room, School Office and Supervisor’s Office.” all five answered positively.
- In response to the statement, “The school has the required number of trained teachers.” all five answered positively.
- In response to the statement, “The school is well furnished with dustbins at all required places.” all five answered positively.
- In response to the statement, “The school has clean drinking water facilities.” all five answered positively.
- In response to the statement, “The school has required number of toilets for boys and girls separately.” all five answered positively.

- In response to the statement, “The school has a decent playground for athletics, cricket, hockey, football, volleyball, basketball etc.” all five answered positively.
- In response to the statement, “The school has a decent hall for table tennis, badminton, chess etc.” all five answered positively.
- In response to the statement, “The school has a gymnasium”, all five answered negatively.
- In response to the statement, “The school has necessary equipment for gymnastics.” all five answered negatively
- In response to the statement, “The school has the necessary sports equipment for athletics, cricket, hockey, football, volleyball, basketball, table tennis, badminton, chess etc.” all five answered positively.
- In response to the statement, “The school has a canteen and a place to have meals.” three answered negatively and two were undecided
- In response to the statement, “The school has stationery facilities.” all five answered positively.
- In response to the statement, “The school has the necessary office stationery.” all five answered positively.
- In response to the statement, “Adequate records are maintained.” all five answered positively.
- In response to the statement, “Book keeping and recording are done regularly.” all five answered positively.
- In response to the statement, “Records are systematically filed.” all five answered positively.
- In response to the statement, “Old records are transferred to the archives.” all five answered positively.
- In response to the statement, “Receipts are given for payments accepted.” all five answered positively.
- In response to the statement, “Vouchers are received for payment made.” all five answered positively.
- In response to the statement, “The school has a language laboratory.” all five answered negatively



- In response to the statement, “The school has a scout room.” All five answered positively.
- In response to the statement, “The school has a computer lab with internet facility.” all five answered positively.
- In response to the statement, “The school has a well-equipped library.” all five answered positively.
- In response to the statement, “The school has a decent number of books, reference books, classics, fiction, magazines, periodicals and newspapers.” all five answered positively.
- In response to the statement, “The school updates the library regularly” all five answered positively.
- In response to the statement, “The school has a class library.” All five answered negatively.
- In response to the statement, “The school has a librarian to assist the students.” all five answered positively.
- In response to the statement, “The school has well equipped physics, chemistry and biology laboratories.” all five answered positively.
- In response to the statement, “The school has a math’s lab” all five answered negatively.
- In response to the statement, “The school has a well equipped audio-visual hall.”, all five answered positively.
- In response to the statement, “The school has necessary audio-visual equipments viz. television set, CD player, tape recorder, overhead projector, mikes and loud speakers, film projector, intercom system.” all five answered positively.
- In response to the statement, “The school has sufficient teaching aids in all the subjects’ viz. maps, charts and models” all five answered positively.
- In response to the statement, “The school has the necessary equipments/ instruments for drawing/craft/needle work, work experience, music, social service, scouting, R.S.P., N.C.C. etc.”, all five answered positively.

- In response to the statement, “The school has a well equipped stage for cultural events.” all five answered positively.
- In response to the statement, “The school has an infirmary and first aid facilities.” three answered negatively and two were undecided
- In response to the statement, “The school has a bus.” all five answered negatively.
- In response to the statement “The school has a counseling room and a counselor” all five answered positively.