

CHAPTER 5

FINDINGS AND DISCUSSION

5.0 Introduction

This Chapter presents the findings of the study objective wise followed by discussion.

5.1 Findings of Objective 01

Objective 01-To Study the Present Status of Don Bosco's Schools In the Western Region of India In Terms of:

- a. Use of punishments by the educative community/management in the holistic development of students.**

➤ **Management**

It was found that 37.5% of management believed in punishment and their idea of punishment was not corporal or humiliating but to correct the child, mould their behaviour, prevent them from going out of hand and see their growth. 93.75% set they had a punishment policy and the type of punishment they gave were: giving remarks in the handbook, staying back after school, calling parents and excluding from privileges. They punished out of duty especially when the offenders were physically or morally harmful to the others. 87.5% gave punishment proportionate to the fault, 93.70 % punished the particular defaulter when necessary and not the whole class.

It can be concluded that by and large the thinking of the management is in line with Don Bosco's approach keeping in mind the different situations all together today – two centuries later.

According to Parents, 47% stated that their children were punished in the school and according to the students, 56% stated that punishments were freely given.

This goes to show that there is a dichotomy between the observations of the management and the staff, parents and students.

➤ **Teachers**

It was found that 10.77% of teachers believed in punishment. Their idea of punishment was not physical. They considered punishment as personal advice and positive correction given out of duty to bring a change for the

betterment of the students. 52.30% replied that they had no punishment policy.

However one alarming factor was that around 30% of the teachers were silent on this whole area of punishment which casts a shadow.

Besides, while the teacher said that there was no punishment policy, the management said that there was which shows a lack of communication between the management and the staff in this matter.

b. Role of the PTA in curriculum transaction

Majority of the PTA members were aware of the vision, the rules and syllabus of the school. They felt part of the school, were happy with the standard of the school, mode of the teaching, overall development of the child, children being loved by the staff and the management. They stated that the teachers were well trained dedicated, kind and loving and gave time for weak students. About 50% of the PTA members felt that they were not involved in the planning and decision making of the school. They agreed that the child was the focus of the school and there was a spirit of joy and optimism in the school.

While the PTA felt, they were a part of the school and very positive and active, around 50% felt that they were not part of the planning and decision making. This needs to be looked into by the management.

c. Role of the Past Pupils association in curriculum transaction.

It was found that 67% of past pupils were proud and had fond memories of their school. They were aware of the system followed. They felt that the school curriculum tended to overall development, contributed to their lives, established values, was related to their life, was child-centered and met their need with the wide range of ability, aptitude and interest. They rated the standard of teaching very high and also acknowledged that the staff gave extra time to the weak students. 39% replied that they had a say in the running of the school and 30% in the curriculum transaction. Majority of them were happy with the present status of the school and felt that the spirit of Don Bosco was still prevalent.

The above findings indicated that the past pupils were proud of their alma mater and felt the spirit of Don Bosco still alive. However 61% had no say in the running of the school and the curriculum transaction which needs to be taken note of by the management.

d. Role of Curricular and Co-Curricular activities in the holistic development of the students.

➤ **Management**

As regards co curricular activities 100% of the management felt the importance of co curricular activities and stated that the teachers catered to the physical, social, emotional, moral, cultural, aesthetic and academic development of the students. There was a healthy balance between academics and activities and 100% stated that it had a positive effect on the students.

This proves that the schools were very much coherent to Don Bosco's approach in this regards.

➤ **Teachers**

The teachers too realized the role of curricular activities in the school. It helped the ability of the students, catered to the overall development and developed their skills.

➤ **Past Pupils**

The past pupils very strongly stated that co curricular activities catered to their overall development, developed their personality, enhanced their self confidence and prepared them for life.

e. Methods of teaching and presence of the teachers in the students' holistic development

➤ **Management**

Almost 100% of the management was very positive about the attendance and dedication of the teachers. They were concerned about the personal cleanliness and overall development of the students. They gave importance to co- curricular activities, slow learners and all types of students; they were good role models for the students. However 25% mentioned that the teachers were not in the class before the students to welcome them and

31.5% mentioned that their presence with the students was not noticed during the breaks.

➤ **Teachers**

It was found that the teachers employed the two way method, discussion, play way, storytelling, innovative, interactive, preventive and creative teaching methods besides the traditional chalk talk and lecture method. Real life experiences and expression of views were also used. Computer aided, audio visual, e-learning were also used by the teachers.

➤ **Past-Pupils**

84 % of the students rated the teachers' method of teaching good.

➤ **Students**

64% stated that teachers used interactive methods, 52%- e learning and 44% project.

The above findings show that the teachers were very regular and dedicated, adopted innovative teaching methods and catered to the overall development of the students. However there was a decline in the teachers' presence before the students entered the class and during breaks. This was a very important trait of Don Bosco's educational approach and should be a matter of concern for the management.

f. Role of various clubs run in the school for the holistic development of the students.

Clubs are an important feature of the holistic development of the students.

➤ **Management**

69% teachers catered to the holistic development of the students through clubs. It increased their interest, helped showcase their talents, improved their level of confidence, emphasized team spirit and enhanced social development. The aims and objectives were, to develop their personality, choose their area of interest, enhance team work, discipline and responsibility, the criteria for the membership was interest, choice and willingness to work. The mode of selection was interest, affinity and ability. The management and teachers were in charge of the club, they met to plan and evaluate regularly and undertook minimum one activity in a year. The following clubs were active in the school - eco clubs, scouting,

science, literary, sports, cultural, nature, language, maths, art, assignment, social service NCC, RSP and house system.

The above findings indicate the active presence of clubs in 87.5% of the schools which in turn catered to the holistic development of the students.

g. Functioning, challenges and opportunities for the students and teachers in employing Don Bosco's educational approach

➤ **Functioning**

The management was clear about the vision and mission statement and education system of the school. 81.25% had an admission policy for students and appointment policy for teachers, 75% schools had the necessary infrastructure and policies were framed according to Don Bosco's system. 69 % of the management met once a month to plan and evaluate. 75% deemed their relationship with teachers, educational institutions, other NGOs, and neighbouring schools as cordial and collaborative. 75% sent their teachers for orientation and updating. Don Bosco's educational approach was carried out with respect to the past pupils, parents, staff and students through seminars, implementation of EPP, behavior policy, discipline policy, conducting extra-curricular activities, following the preventive system and db way, through reason, religion and loving kindness and initiating the teachers into Don Bosco's pedagogy. The school was financially viable and catered to the overall development of the students.

➤ **Challenges**

The management did not face any opposition from religious, political, educational and other NGOs.

➤ **Opportunities**

• **Teachers**

77% teachers took part in orientation programmes, 76% received personal, professional, economical and spiritual benefits besides counseling and seminars. 67.27% stated that their religious development was catered to through masses, prayer services, seminars and retreats. 66% stated that their social development was catered to through orientations, celebration, seminars and social activities. 52 % stated that their emotional

development was catered to through seminars, guidance, talks, in-service training, counseling and workshops. 60 % stated that their aesthetic development was catered to through tours, picnics, personality development, go green, arts and crafts, boards, charts, projects, 64% stated that new trends, updating software, information, knowledge and new ways of teaching through organizing acts, guidance, inspiring to do something different, meeting, training and orientation programmes were carried out.

- **Students**

88.11% students received experience through leadership, 88% participated in activities outside, 87% replied that the school contributed to their physical development, 83% replied that the school contributed to their social development, 78% to their aesthetic development, 84% to their religious development and 93% to their overall development.

5.2 Findings of Objective 02

Objective 02- To Study the Credibility of Don Bosco's Schools in employing Don Bosco's Educational Approach

- **General**

It was found that almost all the teachers attended school and took casual and sick leaves when necessary. 84.21% of teachers took less than 10 days leave in a year. This shows their presence and regularity in the school. 87.37% teachers welcomed the students when they entered the class, 74% left school 10 minutes after the school.

- **Reason**

Most of the teachers were aware about the rules and they explained them to the students. 85% teachers believed that students broke rules because of thoughtlessness rather than malice and made them understand that rules were for their betterment. They talked to the students about their faults in private after sometime and not in public and forgave them and wrote remarks in calendar. 94% of teachers praised their students for their good work to build their self-confidence. Almost all the teachers didn't punish the students without serious reason or for slight faults and dialogued with

them about occasions like sickness, calamities during explanation of lessons and outside the class too. Most of them kept watch on the students to prevent them from committing faults and didn't accept any other engagement other than school work during school hours in order to be with the students.

➤ **Religion**

All the religions were given equal importance by explaining the lives of Saints and making sure that students of different religions stayed together as brothers and sisters during feasts and festival celebrations. Teachers prayed with the students before and after the class and for the success of exams.

➤ **Rapport**

92% teachers tried to create rapport with students through interactions, affectionate collaboration, directing them towards goals of life and making students know that they were loved by them. 82% of teachers made sure whether students took responsibilities by checking their lessons, daily study time table and giving them responsible positions. Teachers were patient in dealing with troublesome students. 91% teachers treated the students with kindness in spite of their rebuffs and difficult character. Most of the teachers were personally in contact with the students. In order to create a friendly atmosphere and avoid domination, 75% teachers didn't publicly criticize the behavior of the students and overlooked their faults. 88% teachers took the lead in activities and corrected the students in a gentle way. 85% teachers helped the poor students financially. 75% teachers advised and helped the past pupils in their difficult moments. 91% teachers won the students' confidence through loving kindness. 85% students confided in their doubts, fears, anxieties and secrets. 66% teachers showed concern for the sick students by waiting for their return. 70% teachers replied that the past pupils met them once a year. 97% teachers mentioned that the past pupils visited their alma mater when possible. 87% teachers replied that the past pupils had correspondent with them and participated in activities conducted in the school. 96% teachers accepted the students as they were, learnt their names and enjoyed their company. 86% loved and cared for their students' welfare. 80% teachers had kind

words for the students. 68% teachers were lenient towards weaknesses of their students. 87% didn't strike or beat them. 91% supervised them in order to help them to avoid falling into trouble. 91% teachers mixed freely with the students, advised them, counseled them and coached the weak students.

➤ **Punishment**

78.95% gave punishments proportionate to the faults committed, 87.37% punished only the particular defaulter, 82.10% gave punishments of short duration, 84.21% gave punishment out of duty not out of revenge, 94.74% teachers made the disciplinary measures clearly known to the students, 80% withheld responsible positions and avoided disrespectful punishments. 94% also gave rewards and recorded their good deeds and praised them.

➤ **Presence**

Most of the teachers made formal interventions on behalf of the students in class and during recreation. They watched over them in such a way so as to avoid bad companions from influencing them. They joined the students for get-togethers and enjoyed what they loved. Their relationship with them was informal and affectionate and they respected the rights and freedom of the students.

5.3 Findings of Objective 3

Objective 03- To evaluate the teaching staff's extent of understanding and following the educational approach of Don Bosco.

Based on the observations gathered from the online test, it can be concluded that 100% of the teachers knew about 60 % of Don Bosco's system which was very heartening to know. However on the other side, it was concluded that 73% of the teachers knew less than 80% of Don Bosco's system which raised 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?

5.4 Findings of Objective 4

Objective 04- To examine the reactions of the educative community of the Don Bosco schools to Don Bosco's educational approach.

➤ **Management**

The reactions of the management showed that in 60 out of 61 statements, there was a significant difference between the observed frequency and the expected frequency and in one statement there was no significant difference between the observed frequency and the expected frequency. The findings indicated that : all the schools catered to poor students, they followed the preventive as well as repressive systems, the students were the centre of their education, the aims and objectives were formulated keeping in mind Don Bosco's educational approach and the need of the hour and students, the staff was motivated through various orientation programmes and incentives, parents, teachers and management together planned and evaluated the overall development of the students, the principals divided the time suitably for supervising duties and fostering professional growth of the teachers, the educative community catered to the overall development of the students through curricular, co- curricular and extracurricular activities, providing leadership practices and at the same time punishments were freely given to the students.

The Management agreed that the school catered to the physical, cultural and religious development of the students so that they could contribute to society and become honest citizens. The management had a good rapport with the PTA body and past pupils who were part of the running of the school activities. It was also found that the management had a good rapport with other NGOs , educational department and neighbouring schools.

➤ **Teachers**

The reactions of the teachers towards Don Bosco's educational approach showed that the poor students were catered to, all the three systems viz. preventive , expressive and repressive were followed, the management showed interest in the running of the schools, the aims and objectives were

framed and achieved by following Don Bosco's educational approach; there was a good rapport among the educative community; the staff was motivated to feel responsible for achieving aims and were treated with respect and they were well qualified and encouraged creativity from the students. Most of them reflected that the students were trained for life, to contribute to the society and become good citizens.

➤ **PTA**

The PTA also reflected that : they admitted their child to the school because of its aims and objectives , Don Bosco's philosophy and they were communicated to the aims and objectives of the school, there was a good rapport among the PTA, teachers and management for the overall development of the students, the staff was well-qualified and oriented through orientation programmes, the staff and PTA were involved in the running of the school, the PTA body existed and was active in the school, the parents were allowed to meet the teachers for the progress of their children, the students' cultural , religious, physical development was catered to, there was an atmosphere of joy and optimism in the school, however about 36.84% agreed that punishments were freely given to the students.

➤ **Past pupils**

The reactions of the past pupils towards Don Bosco's educational approach showed that: the poor students were catered to, all the three systems viz. preventive , expressive and repressive were followed, the management showed interest in the running of the schools, the aims and objectives were framed and achieved by following Don Bosco's educational approach, there was a good rapport among the educative community, the staff was motivated to feel responsible for achieving the aims , were treated with respect ,were well qualified and encouraged creativity from the students. Most of them reflected that the students were trained for life, to contribute to the society and become good citizens, they were welcomed and respected as past pupils in the school, they were permitted to use the school premises with permission and they felt themselves as a part of the school activities.

➤ **Students**

The reactions of the students towards Don Bosco's educational approach showed that: the poor students were catered to, all the three systems viz. preventive, expressive and repressive were followed, the management showed interest in the running of the schools, the aims and objectives were framed and achieved by following Don Bosco's educational approach, there was a good rapport among the educative community, the staff was motivated to feel responsible for achieving the aims, were treated with respect, they were well qualified and encouraged creativity from the students. Most of them reflected that the students were trained for life, to contribute to society and become good citizens, they were encouraged to participate in co-curricular activities, they experienced a family atmosphere at school, they were involved in the yearly planning and evaluation and they were encouraged to participate in co-curricular activities. 90% students said that the institution catered to the weak students and 37% said that punishments were freely given.

5.5 Findings of Objective 05

Objective – 05 To Case Study One of The Schools Employing Don Bosco's Educational Approach-Don Bosco Yerwada

➤ **Semi Structured Interview**

The researcher interviewed the Supervisor of the School who served the institution for many years. The following findings were drawn:

The supervisor was aware of the vision, mission and information about the school and students. She mentioned that the school was financially viable because of which concessions were given to the poor students. She mentioned about the school having an admission and behaviour policy but no punishment policy. The management sometimes mingled with the students. There was no interference from them. The Rector and the Administrator had a role to play in the school. The relation between: the management and staff was excellent; between the students and staff was good and among the staff was good with a few ups and downs. There was a school and managing committee. The teachers were given regular orientations and participated in

courses and seminars. An online test administered to them proved their adequate knowledge of Don Bosco and his system. They mixed freely with the students and gave special importance to slow learners. They prepared the students for life. The students felt loved by them. They catered to the physical, moral, intellectual, cultural and aesthetic development of the students. The PTA played an important role in the school. A family atmosphere reigned among the educative community.

➤ **Finding of Focused Group Discussion For Staff**

The researcher after going through the observations concluded that the staff was aware about the system and gave importance to the following of reason, religion and rapport. They experienced a very cooperative management and parent body. They knew the health background of the students, were friendly with them, identified weak students and constructively punished them. The staff felt that there was a balance between academics and activity, the student was the centre of their education and they were educated in order to be agents of change by imparting peace education, human rights education in order to bring about social transformation. However personally, they were not happy with the school timings as they felt they were working two hours extra and expected a higher salary. They also expected more quality teachers and better commitment from the teachers.

➤ **Findings of Focused Group Discussion For Students**

It was discovered that the students by and large were aware of Don Bosco, his system and the principles of prevention ,reason, religion, rapport, presence, family atmosphere and over-all development. As regards the teachers, teaching methods, activities, counseling facilities, new trends of teaching and relationship with the staff, a huge majority was happy. As to whether the school trained them for social transformation and education to peace, love and media, the students replied to a certain extent.

The researcher from the above observations concluded that the students were by and large aware of Don Bosco's system which was employed in their school and considered themselves fortunate beneficiaries. However a

few felt they would have benefitted more with a better orientation to education to transformation, love and media.

➤ **Findings of the Observation Schedule**

The researcher observed that the students seemed quite happy to come to school and were also very cordial and welcoming. 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 was longer than usual. The time table was well set and the workload too was appropriate. The relationship between the management and staff was quite respectful. The teachers were quite committed and dedicated, however a few stray individual teachers whiled away their time and used mobiles in the class. The teachers used a lot of innovative teaching methods, however it was observed that at times, classes would be without a teacher. The curriculum had a good blend of curricular, co-curricular and extra-curricular activities however it was felt that they were held for the sake of it. As regards the behaviour of the students, acts of indiscipline were noticed. When it came to maintaining discipline, some of the teachers did resort to physical punishment. It was also observed that some of the gent staff quite often raised their hands on the children. 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. 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 before school and during breaks.

Going through the office records, the researcher observed that it was well recorded but the archives were not stored well.

The parents seemed very much part of the institution and the PTA members were very co-operative. The past pupils unit however wasn't active and many past pupils were not seen visiting their Alma mater.

➤ **Findings of the Inventory**

It was found that Don Bosco High School and Junior College Yerwada was an English medium, co-ed, granted school with all the necessary permissions. From humble beginnings, it had reached great heights in all respects but had kept to their vision and mission, viz. working for the poor and underprivileged. It had all its policies in place. The infrastructure was in place. They had well qualified staff who were regularly updated. They catered to the overall development of the child who they considered the centre of their education. Their specialty was their concern for weak students.

➤ **Findings of the Checklist**

It was found that as far as infrastructure was concerned, 100% teachers affirmed that they had the prescribed number, size and type of class-rooms, corridors, offices, libraries, laboratories, indoor and outdoor playgrounds, with necessary equipment and facilities, scout room, computer lab, visual aids, teaching aids, stationery, water and toilet facilities.

As far as records and registers were concerned, it was well maintained and filed, though storage facility was found lacking. As regards human resources, the school had the prescribed number of well trained teaching and non teaching staff.

However, it lacked a gymnasium and required equipment, class library, infirmary, place to have meals, language lab and transportation facilities.

Hence we can rightly conclude that though by and large the school was well equipped, it needed to update itself by way of infrastructure and functioning.

5.6 Discussion

The researcher began his study with two research questions: To what extent are the Don Bosco schools following Don Bosco's educational approach and is the educative community of Don Bosco Yerwada fully aware of Don Bosco's educational approach?

The findings of the survey indicated that, the Management was aware of its vision and mission, had a role to play in the school, but didn't interfere in its running; provided the necessary infrastructure and facilities; had an admission

policy for students in place and appointed good, qualified teachers who catered to the overall development of the students by giving importance to curricular, co-curricular and extracurricular activities. They were aware of around 80% of Don Bosco's educational approach, were reasonable, friendly and enhanced the religious development of the students through their example. However the reality showed that their presence with the students was not felt before classes began and during breaks. They made use of punishments though didn't state it, but saw punishment as corrective measures to a better growth. The PTA were aware of Don Bosco's approach, felt part of the school and were happy with the education imparted to their children. However wanted to be more involved in the curriculum transaction of the school. The Past pupils were proud of their school, owed their success in life to their alma mater, but they too felt that they were not involved in the running of the school.

The findings of the case study indicated that there was a good relationship among the members of the educative community, viz: management, staff, PTA members, past pupils and students. From humble beginnings, the school had reached great heights in all respects but had kept to their vision and mission, viz. working for the poor and underprivileged. It had all its policies in place. The infrastructure was in place, however a gym, place to have meals, language laboratory and better transport facilities were found lacking. They had well qualified staff who were regularly updated. They catered to the overall development of the child who they considered the centre of their education. Their specialty was their concern for weak students. The PTA was very supportive and cooperative, but wanted more meetings to be held. The students basked in their overall development and felt that education to love, media education and education to social transformation would make them more complete.