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Selected Schools : A Profile
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This chapter presents the case studies of five selected schools, namely, Eklavya School, Ahmedabad, City Montessori School, Lucknow, Mayo College, Ajmer, Amity International School, Noida and Labour India Gurukulam Public School, Kottayam, Kerala. These cases outline the background, vision, mission and philosophy of the schools. Also, social orientation, academic aspects and structural features of the selected schools are presented.

4.1 Eklavya School, Ahmedabad

Eklavya School (ES), Ahmedabad is a non-conventional, co-educational English Medium day school for boys and girls. It was started in June 1997 with 34 children in Class I to III. The school aimed at providing a conducive ambience for the all-round personality development of children. Eklavya Education Foundation, a non-governmental, non-partisan, not-for-profit organization, established under Section 25(N) of Companies Act, was initially supported by ‘Core’, an ISO 9002 certified company based in Ahmedabad, Gujarat. The Foundation aimed at setting up and running educational institutions with high standard of excellence.

The concept of a school with a distinct philosophy, embedded on the theme of developing a ‘complete person’, was conceived by Mr. Sunil Handa along with three students of Indian Institute of Management, Ahmedabad (IIMA), who left their jobs in different multinational companies to join him as “Educational Managers”. In 1996 these students along with Mr. Handa, who teaches a course on entrepreneurship, Laboratory for Entrepreneurial Motivation at IIMA as visiting professor (since 1992) started Eklavya Education Foundation (EEF) with an idea to put up and run, in an idealistic manner, a high quality school and a teacher-training institute.
For about 15 months, these three people visited about 150 schools and colleges all over India and in 7 other countries. They studied different aspects of schools and spent their time meeting Principals and senior teachers. They primarily wanted to understand as to “What is a School”? A brainstorming team was set up in Ahmedabad, consisting of 20 people representing a cross section of society e.g. a Jesuit priest, a cycle shop owner, a professor from IIMA, a high court justice, a police officer, etc. One day in a month was reserved for the meeting of this team during which these three people made presentation of all that they saw, heard, read and visited in the previous month. ‘These were some of the most intellectually stimulating days of our lives’, reminisced Mr. Handa. Over this period, was born the concept of a school. The school was launched in the year 1997 and is located at a distance of 17 km. from Ahmedabad, amidst paddy fields of Santhal village in Sarkhej. After adding one class every year, the school is presently providing education till senior secondary level with affiliation from Council for Indian School Certificate Examination (CISCE). Its first batch of Class XII passed out in the year 2005.

4.1.1 Vision, Mission and Core Values

Eklavya’s mission is to bring a fundamental and structural change in the field of school education. It believes that education is an infrastructure, at least, as important as nation’s roads, electricity and telecom. EEF, the parent organization of ES, intends to revolutionize primary education in the country. It undertakes three sets of activities.

- It prepares and trains teachers for tomorrow.
- It felicitates and acknowledges the contribution of primary school teachers working in Government run schools in Gujarat.
- It runs a model school to provide a benchmark to answer the question as to what a school should be like.
Eklavya believes in the Chinese thought –

“If you are planning for one year, plant grains.
If you are planning for ten years, plant trees.
If you are planning for hundred years, plant men.”

Education is required for planting such men. Teachers are a vital component of that educational system. They act as catalysts to accelerate the process of development of child. Eklavya believes that teachers are the real makers of a child. A teacher has an even critical role than the parents. Parents create the body while the teachings of ‘Guru’ develop the related aspects, i.e. emotional, mental, physical and social avenues.

Eklavya School aims at developing a ‘complete person’. Its objective is to make each boy and girl who passes out of the school ‘an Eklavya’, i.e. a person who understands his/her responsibility towards society and is empowered to take up the challenges put forward by the society. Eklavya believes that the role of a teacher is to facilitate the blossoming of the child to help her/him discover the reservoir of talent within herself/himself and enjoy the nurturing of this talent. Education is a journey in which the child and the teacher travel together to discover the joys of the world, the pleasure of learning, the sense of fulfillment derived from knowing something, being able to do something and a sense of aesthetic pleasure. To that end, ES has adopted the Maria Montessori approach to primary school education. Dr. Maria Montessori felt that to understand men, one must understand the child for it is only in childhood can one read the mind in its undisguised state. Children should be provided good materials, books and experiences, as they like to learn. Maria believed that adults need not interfere in the child’s play. The child ought to be left on his own so that he develops in a congenial environment. Maria’s emphasis was on designing materials that allowed the child to learn on her own. Children prefer work to undirected play and have a strong sense of order and structure of their own. Maria designed a lot of aids for the implementation of the Montessori method keeping the child and his needs in mind.
Eklavya also emphasizes on learning by the child himself with active engagement of all the sensory perceptions. The focus of learning is on development and refinement of the senses in addition to building up of motor skills in the child. The use of Montessori aids helps the children in learning to correct their own mistakes and to understand concepts through ‘trial and error’ and repeated working. At ES, a “Block Room” with a number of block games is provided for primary children. Every day children spend sometime there and play with blocks thereby solving many puzzles and riddles.

Eklavya believes that the process of education requires a person who guides the child, facilitates her/him and inspires her/him regarding what she/he needs to do. Teaching connotes this abiding relationship. Yet, the teacher acts only a facilitator. His role is to ensure blossoming of the potential in the child without too much of interference. There is a statue in Akshardham temple in Gandhinagar, Gujarat that shows a boy, half-carved out of raw stone and half still inside. The boy has a hammer and chisel in his two hands and he himself is carving himself out of the stone. The philosophy of Eklavya is derived from this statue. The name ‘Eklavya’ symbolizes the philosophy of the school. The founders scanned the wisdom literature of the world and zeroed in on the inspiring example of Eklavya. Eklavya was a young tribal boy who lived in the forest. He was refused to be taught by Guru Dronacharya. Disappointed, Eklavya went to the forest and made a replica of Guru Drona out of mud and offered his prayer to it. By deriving inspiration from the statue he taught himself archery. Eklavya School facilitates such self-inspired learning. It is like the process of conversion of caterpillar into a butterfly. The caterpillar strives on its own. Outside inducement actually kills the caterpillar. The caterpillar develops strength on its own and then comes out of its shell in the form of a beautiful butterfly.

Eklavya trusts in words like ‘enabling’ and ‘empowering’. Their aim is to make each boy and girl who passes out of the school ‘an Eklavya’ i.e. a person who understands his/her responsibility towards society and is empowered to take up the challenges put forth by the society. It strives to make each Eklavya a ‘change agent’ capable of providing transformational and entrepreneurial leadership to the society.
4.1.2 Social Orientation

Eklavya school management actively involves itself and its educators with its social surroundings. The School feels responsible towards the society, primarily the parents and guardians of children studying there. Home visits are a regular and unique feature of the school. These visits are arranged in the beginning of the session by the class teacher of each section. The aim is to understand the social and family context of each child. These visits are coordinated with the parents and it is required that both parents with other family members be present at home when the visit is made. The teachers experience mixed reactions from parents and family members, sometimes admiring, while at other times downbeat. The parents talk to the educators not only regarding their child’s studies but also about their behavior at home, their eating habits, etc. The educator notes down the relevant details that are then included in the personal folder of each child. This visit enables the teacher to develop social sensitivity. It allows him/her to carry necessary adjustments in handling each child. Mother’s Workshop is another innovative concept evolved by Eklavya. Once in a fortnight, an hour’s workshop is held for every class where the educators share with the mothers (fathers are also welcome) the content to be covered in the next fifteen days. Areas like child development, handling emotions, nutrition, etc. are also explored. Although, mother’s workshops are voluntary, yet, the school has evolved approaches that parents find them worth attending. Individual Parent Educators Meet is another occasion during which parents had an occasion to interact with educators to assess the progress of their children.

The school believes in recovering the genuine cost that it incurs in delivering a quality inputs. It therefore has a fee structure that may be rated as one on the higher side. Yet, it provides financial assistance to 25 percent of its students belonging to lower strata of the society. Out of these, one fourth amongst them, are offered fee waivers to the tune of 100 percent. Another quarter is offered assistance to the extent of 75 percent. Still another quarter is offered fee concession to the tune of 50 percent and the rest are entitled to a fee waiver of 25 percent only. The Chairman himself gets personally involved in assessing the genuineness of the claim. Through this scheme of assistance, the school ensures
availability and grooming of cross section of society in the School. Some such students are
picked up straight from slums. These children belong to real marginalized groups. The
school has an elaborate scheme of remedial teaching to help weak students come up to the
level of their more blessed counterparts.

The ES works like a community. It has evolved yet another innovative approach to
strengthen bonds with the family of the child. In all its events and functions, it desists
inviting high profile politicians and their ilk to school. Instead it invites parents, and more
often grand parents, of children of the school as chief guest of the various events. For the
children as also their guardian these events turn out to be cherished moments. They
become an inseparable part of the extended family of ES.

Eklavya academic and co-curricular activities are also organized to ensure interaction with
the larger society. The school organizes interactions of local artisans and craftsmen in its
premises. Students learn the intricacies of each craft from the master of that craft. It helps
them develop a discerning eye to appreciate the nuances of various crafts. They also are, in
this way, groomed to imbibe values of respecting dignity of labour.

Primary education system decides, in the long run, the kind of society the nation would
have. EEF, parent organization of ES, operates on this core belief. Each year, therefore,
EEF acknowledges the contribution of primary school teachers working in the Government
run primary schools. These teachers are selected on the basis of nominations received from
the entire state of Gujrat. A committee headed by retired judge of High Court decides the
list of awardees. These committed teachers are then conferred “Educator of the Year
awards” containing citation and cash prizes in state level function organized for the
purpose.

Eklavya is conscious of its social responsibilities to the society at large. When calamities
struck Ahmedabad and its adjoining areas, EEF, contributed its bit to redeem the situation.
When an earthquake affected Gujrat. EEF adopted a school in adjoining Adriana village
that was destroyed in that calamity. It rebuild the entire school building, through
contributions received from its benefactors. The village now boasts of having a much bigger and better building. When riots disrupted the social fabric of Ahmedabad, EEF contributed its bit to arrest polarisation and resultant ghettoisation of Muslims. It offered to provide training to teachers of Muslim-managed schools. It exhorted the residents of Juhapura, a Muslim dominated locality, to admit its wards in the school. Around 65 Muslim children affected by riots were provided separate transport facility and given admission in the school.

4.1.3 Delivery of Academic Inputs

ES has four sections - Pre-school, Junior school, Middle school and Senior school. Each of these sections has its own building and related facilities like rest rooms for teachers, drinking water, tea maker, etc. The school ensures physical development of children by providing playing space and sports facilities in each section, in addition to common facilities like an indoor gym, a huge football ground, nature's park, dance room, skating rink, block room, etc.

Eklavya Pre-school is a co-educational English medium school for children between 3.5 to 5.5 years of age. There are two classes, Junior K.G. and Senior K.G. with 5 sections in each standard with not more than 16 children in one section. Key highlights of pre-school education are:

- It provides a child friendly environment. It aims to develop the child's curiosity and creativity and encourages discovery through exploration.
- There is adequate space both physical and mental for the child to play, learn and reflect.
- Through diverse activities like puzzles, picnics, games, etc., children are provided opportunities to learn from others as well as each other.
- A teacher student ratio of 1:15-20 enables individual attention on each child and provides scope for development of children.
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- Students in Junior K.G. spend their time in playway activities only. There is no writing work for them. Once they reach Senior K.G., writing work starts.
- Maintenance of individual records of each child and understanding the family and social context of the child through ‘home visits’ is a unique feature of pre-school.
- There is provision for indoor and outdoor games and corridors for children to move freely. The section of the school building is so designed that it is a part of the main building, yet separate.
- The subjects taught in the pre-school are - English, Hindi, Mathematics, Art & Craft and Dance.
- Eklavya believes that every child is born with unique abilities. So, there is no formality in the admission procedure and admission to the school is open to each and every child. The school believes that each child is blessed with unique abilities.
- School prayer is held only twice a week. The children are free to wear casual dresses in this section of School, i.e., there is no uniform code. Eklavya believes that a small child develops better on its own without restrictions and controls.
- During break time, all students are made to sit on mats outside the classroom and have their lunch together. This is the time when children enjoy swings, rides, seesaw, etc. after taking lunch.
- Devotional hymns and instrumental music are played through speakers fixed in different parts of school in the morning and break time.

The Junior School comprises of classes from I to IV thereby distinguishing these children from the very little children in the pre-school.

- The day at Junior School starts at 7:30 A.M. with school prayer. After the choral singing of school prayer, some or the other group activity like English or Hindi skit, demonstration, etc. is conducted by the little children guided by their teachers. The researcher witnessed a well-organized and scripted skit on “Means of Communication” on her visit to the school assembly.
- The subjects taught in this school are a bit different from the preschool. English, Hindi, Maths, Theme (Social Studies + Environmental Sciences), 3rd language.
Value education and Art & Craft are taught here. There are six themes assigned in a year. The theme refers to a topic like Communication, Transportation, Solar System, etc. One theme is allotted to all classes from I to IV and studies are conducted in each class on this theme depending on the level of the class. Students prepare charts, models, posters, etc. on the theme and collective or individual presentations are organized in different classes. There is a science laboratory for children with specimens, science equipments, models, etc.

- There is no entrance test for admission of students in the junior school. In place only a discussion is conducted with the child and parents.
- Teachers are involved in 'Interactive teaching' in which they encourage children to pose questions as well as respond to questions.
- Games and sports are a regular feature of the Junior school. Children engage themselves in football, T.T. and other games in the allotted periods. The skating rink provides opportunity to learn the skill besides maintaining physical fitness.
- There is a limit to the number of students (not exceeding 25) in each section. Eklavya ensures enough individual attention to each student by restricting class size.
- Students have a specified school uniform from this stage onward.
- Continuous Evaluation of the students is carried out through the class activities and tests conducted during the year.

The Middle School comprises of classes from V to VIII standards, while the Senior School holds classes from IX to XII standards.

- The day at Middle and Senior School begins at 8:45 A.M. with prayers, thoughts by students, sharing of ‘Shlokas’ and announcements by the Principal and Teachers.
- From 9:00 a.m. to 10:00 a.m., on all days except Saturday, it is compulsory for each student of Middle and Senior Schools to engage himself/herself in a game of his/her choice - be it football, basketball, Volleyball, hockey, T.T., badminton, etc. Coaches/P.E.Ts. are appointed for each game to train students.
• Studies in the schools start at 10:00 a.m. Each student is allotted a “Home Room” which has a teacher as a “Mentor”. In this room, children keep their bags and other essential articles and have lunch during break time. Home room enables students of different classes to interact and share their views with each other during break and other specified times. The title ‘Home room’ suggests that students of varying classes and different age groups mix up well like family members of different ages in a home.

• Teaching in the Senior school is assisted through use of computer aided methods like CDs. Computers are attached to a terminal which is operated by the teacher.

4.1.4 Structural Features

The School’s entire effort is directed to actualize the mission and philosophy detailed above. In line with that, the school’s structure has an element of order as also flexibility. The school maintains a flat organizational structure. The Chairman, Mr. Sunil Handa, heads the team with four principals, looking after each wing of the school. The focus is on creating multiple channels of communication. The Chairman meets the four principals each week to take stock of the existing activities. These meetings explore future courses of action to handle emerging challenges. In addition, the Chairman meets students as also teachers separately. These structural interactions enable the Chairman to understand each of these group’s perspectives. This helps him establish direct communication with all the key constituents of the school. The school activities are primarily grouped on the basis of four sections namely pre-school, junior school, middle school and senior school. Yet, there are common facilities that may be accessed by the entire school. These facilities include a dance room, a block room, a counseling center called lavya, a large amphitheatre, wherein school functions are organized, both indoor as also outdoor, depending on nature of program and its timings. In addition the school has a nature’s park wherein students are earmarked a position of land in which they grow plants and vegetables.
Illustration 4.1  Researcher along with an Educator in Block Room at Eklavya School, Ahmedabad

Illustration 4.2  Researcher Visiting a Classroom at Eklavya School, Ahmedabad
The school has common sport facilities also like football ground, a gym with facilities for T.T., badminton, etc and a skating rink. The school has even installed a discarded boat procured from a neighboring shipyard of Alang, suitably repaired and converted into a make shift classroom. The school has arranged wagons of a train as well that are provided with facilities to hold a class. The key focus is to ensure that learning remains an adventurous and fun-filled activity. The school has various slides and fun games also that are based on one scientific principle or the other, spread out in open area of the school.

“Indradhanush” is a room for differently asked children. There is a separate teacher for such children. In line with its philosophy “If I am slow, I simply have to start earlier”, “Indradhanush” provides for academic and psychological development of the children with special needs. Once a child is able to mix up well with other children, he/she is shifted to the regular classroom.

The school’s architectural design has ensured that each section of the school is distinct. The incumbents of each section have a sense of ownership of their section. Yet, they get a feeling of being part of the larger whole with host of rich and creative common facilities. The school’s structure is designed on the premise that management of school ought to remain in the hands of trained professionals. The school has, therefore, evolved the concept of educational managers. These educational managers form the backbone of administrative infrastructure of the school. Activities like arranging transport for school and teachers, fee collection, awarding scholarship and granting fee concessions, handling admission related queries, updating and maintaining data base, preparing accounts, arranging board meetings, conceptualizing activities that ensure interaction of school with the larger society, etc., are carried out at corporate head quarters, Core House, situated in the heart of the city. Through these educational managers, an effort is made to ensure that teachers devote their undivided attention on academic and co-curricular activities and they are not burdened with routine administrative chores. Even the principals are expected to focus on ‘insides’ to bring excellence in the delivery of academic inputs. The decision to assign responsibility of each section to four separate principals is also based on the logic that varied competency base is required to handle students of varying age groups. In
running their sections, the principals have a free hand. The researcher experienced an air of excitement and involvement among teachers as also principals. It was evident that teachers and principals have a sense of control over their area of operations. The school, on one hand, gives freedom to operate independently to teachers and principals. Yet, on the other hand, there are core values that are central to school’s functioning. One such value is reflected in the emblem of the school i.e. the half carved statue, described earlier. The belief is that every individual be it teachers, students or even support staff, like drivers, have some inherent potential in themselves. The school should provide a platform for their development so that they can carve out themselves like boy in the emblem of school who is holding chisel and hammer in his hand and is carving out himself through his own efforts. The school aims at providing a structured opportunity so that the blossoming of talent is facilitated. The researcher was a witness to an interesting incident that explains how this core value gets translated into actions and how challenges that arise as a result are handled. A vacancy of a science teacher arose in the senior section of school in the mid of the session. A teacher in the junior school was vying to get that position and was otherwise qualified to take up that higher-level assignment. She had already put in enough number of years in the school to establish her credentials. The principals of the two sections had a consultation on the matter. The preliminary discussion helped identify various operational bottlenecks in implementing that decision like disruption in the timetable and academic schedule in the junior section. When this decision was communicated to Mr. Handa, he prodded the two principals to explore how best the operational hurdles can be overcome. He sighted the school’s commitment of providing opportunities of growth and development to its existing staff. Having communicated his perspective, he desired that the two principals take decision in the best interest of the school. Further exploration led to arrival of a decision point wherein the two principals agreed to upgrade the teacher from junior section to senior section. The teacher in question volunteered to share the additional academic load in junior section till an alternate arrangement is made on the resultant vacancy.

It may be noted that ES has helped establish two other schools – one in Jullundhar and other in Baroda. It has provided various academic and administrative inputs (free of cost)
to the founders of those two institutions to help establish an ideal school. When the founder of those two schools approached Mr. Handa to locate a suitable person to shoulder the responsibility of principals he proposed candidature of two of his own bright teachers who had rendered committed service to Eklavya. In fact, he provided necessary assistance to facilitate the process of relocating family of one of them from Ahmedabad to Baroda, who was tipped for position of principal of Nalanda School in Baroda. The researcher sensed a feeling of elation among the existing staff on this up-gradation of their colleague. The message communicated was that every person could rise beyond his existing level even if it meant school making a sacrifice in terms of losing a committed teacher. It is in this context, that motivational and leadership approaches, at Eklavya, may be visualized. Even the drivers of school are exhorted to identify and perform such task, for which they may have an inclination, during two hours of spare time that they have. The researcher observed some of them performing tasks like attending phone calls in the office, arranging stacks in the school's library, learning typing on computer, etc. It is this shared uplifting culture that school intends to create. Another core value of ES is concerned with teaching and learning process in the classroom. Eklavya believes strongly in 'no tuitions'. If a student desires to go for tuitions, it is believed to be a challenge to the dignity of the concerned teacher. So, all out efforts are made to provide right and fuller education.

It is said that to teach is to learn twice. ES converts this idea into action. Teachers and principals are involved in host of training and development initiatives. Mr. Handa himself conducts regular training session for teachers. The design of these sessions presents an interesting approach. For example, in one academic session, an inspiring book from the wisdom literature of the world is selected. The book is divided into distinct parts. Each teacher, attending HRD sessions, is expected to read that part and share his learning with the group in presence of Mr. Handa. That interaction becomes the basis of evolving a shared understanding of the central idea of that chapter. Mr. Handa would offer his own inputs, off and on. The researcher attended one such session where in one chapter of Bhagvat Geeta, was being discussed. The researcher came to know later that after all the eighteen chapters of Geeta were covered in this manner, each teacher was exhorted to write
a reflective note of his/her learning from that book. The researcher had an occasion to read a poem that one teacher wrote, crystallizing his learning from that book.

In addition to enabling teachers to handle and reflect on philosophical and esoteric concerns, teachers are exhorted to develop their expertise in specific areas also, for example, using blocks for improving teaching effectiveness. The school has a common facility, a section called Taleem. This section develops educational material that can provide a visual and spatial dimension to child's learning. Teachers are exhorted to develop expertise in handling these educational aids. Teachers, who develop an expertise in handling an educational aid, are exhorted to conduct training sessions for other teachers. Eklavya's Teacher Training Institute provides synergy to such efforts. ES teachers don the roles of trainers to trainees at TTI. Teachers conduct such workshops and hold session for teachers of adjoining schools as well.

Reward orientation is a key element of Eklavya's core strategy. Developmental efforts, as also commitment in delivering routine academic input, need to be sustained over a long period of time. Therefore, ES has evolved a system of performance appraisal and rewards based on that. Based on a detailed feedback proforma, with its content and dimensions known well in advance, teachers are evaluated by principals in consultations with Mr. Sunil Handa. Based on that assessment, teachers are grouped in three categories. Those who are in the top category, are given a significant annual raise in their remuneration (Rs.800, to be precise). Those who fall in next category (B) are given a moderate raise only (Rs.400), while bottom most are not given any raise. They are exhorted to improve their weak areas. They are provided one full year to improve their rank, with a condition that if they fail to live up to school's expectations, they may be asked to discontinue their association with the school. In addition, the school awards Eklavya's Educator of year award in a glittering ceremony organized each year for that purpose. In addition to above student feedback is also obtained to assess soft dimensions like teacher student relationship. Teachers are exhorted to obtain feedback on their own also to assess their teaching effectiveness and how it is being perceived by students.
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The above discussion presents the vision, mission and philosophy of Eklavya School, Ahmedabad. The school’s outlook towards the social organs, delivery of its academic inputs and structural features has been specified. The next case study is of City Montessori School, Lucknow.

4.2 City Montessori School, Lucknow

City Montessori School, Lucknow, popularly known as CMS, was established in 1959 in Lucknow (India) by a young Gandhian couple, Jagdish and Bharti Gandhi, on a borrowed capital of Rs.300/- and with just 5 pupils on roll. After accepting the Baha’i faith in 1947, Mr. Gandhi left politics to focus entirely on educating children. The first words inscribed on the slates by the five children on the first day of the school were ‘Jai Jagat’ or ‘Glory be to the World’. This slogan, first coined by Mahatma Gandhi and later propounded by his disciple Saint Vinoba Bhave, was adopted as the school motto and also became the greeting call with which the students and teachers greet each other to this date.

Founder- Manager, Mr. Jagdish Gandhi and Founder- Director, Dr.(Mrs.) Bharti Gandhi are fully devoted to the cause of education. Mr. Gandhi believes that young students have great potential and boundless energy. In this dark and dismal scenario, it is increasingly becoming evident that education should be examined in the light of its contribution to individual growth and to bring about fundamental structural change in society, changes that are necessary for the creation of a just, peaceful and harmonious society. Mr. Gandhi believes that the key reason for all the ills of the present day society is the meaninglessness of education. It is, therefore, not only education per se, but a meaningful education that is the need of the hour as per the requirement of the present day society.

Presently, over 25,000 students in 20 locations of Lucknow receive education from the pre-primary to the ISC level (Grade XII). CMS prepares its students for life- to become conscious and contributing members of the society, proactive agents of change, builders of peace and coexistence and upholders of high moral values. CMS provides global exposure to its students through a number of international exchanges and opportunities for close
collaboration and competition with students nationally and internationally. It thus provides many avenues for creative expression and confidence building.

### 4.2.1 Vision, Mission and Philosophy

CMS believes that every child is potentially the light of the world. It strives to inspire every child to become a useful and productive citizen serving the best interests of the community. It feels that “education must prepare children for creating a united and peaceful world since humanity has passed through the stages of infancy and youth and is now about to enter the age of maturity as symbolized by the physical and emotional integration of all human beings in one global village”.

CMS believes that education must be comprehensive and must mould the mindset of children by inculcating –

i. universal values  
ii. global understanding  
iii. excellence in all things  
iv. service to the world.

CMS believes that children must be taught the values of universal brotherhood, building in their minds and heart, the defenses of peace through respect and tolerance for all religions. The vision and ideology of its CEO is encapsulated in the school motto ‘Jai Jagat’. Mr. Gandhi has all along emphasized on the “inculcation of moral values and spiritual awareness in its students and teachers so that they can go out into the world and spread universal brotherhood, making the world a better place to live, for generations to come”.

CMS believes that true education releases capacities, develops analytical abilities, self-confidence, will power and goal setting competencies, and instills the vision that enables one to become a self-motivated agent of social change, serving the best interests of the community. CMS philosophy is simplified in its mission to inspire ‘every child to become
both good and smart’ – good at heart with high moral values, self-discipline and manners, smart in thought and action and capable of high thinking, hereby, turning this gift of God to mankind into a pride of the human race.

CMS believes that true education must address all three realities of a child, i.e., material, human and divine and therefore the school strives to make every child both good and smart, a gift of God to mankind and a pride of the human race. CMS upholds that school must be a lighthouse of society and provide meaningful guidance and direction to students, parents and society. A modern school should take up leadership role and concern itself with the affairs of the age in which we live.

CMS education is founded upon four pillars— knowledge, wisdom, spiritual perception and eloquent speech. The school believes in three kinds of education- Material, Human and Divine. Material Education is concerned with the progress and development of body through gaining its sustenance, its material comfort and ease. This education is common to human beings and animals. Human Education signifies civilization and progress, that is to say, administration, charitable works, trades, arts and handicrafts, sciences and great inventions, etc. which are the activities essential to man as distinguished from animals. Divine Education consists of achieving divine perfection, and this is true education; for in this state becomes the focus of divine blessings and the manifestation of words ‘Let us make man in our image and after our likeness’. This is the goal of humanity.

4.2.2 Social Orientation

CMS management realizes the importance of societal organs in the development of education and values. It involves its teachers and students in a number of social activities. Through home-visits by the Teacher- Guardians, CMS strives to bring home and school closer, thus helping to re-emphasize what is taught at school, again at home. CMS lays greater emphasis on involving parents in school activities. Parents are regularly invited to participate at all the school activities and occasionally also to the daily prayer assemblies to speak to the students. The school communicates regularly with the parents through
pamphlets and posters on a variety of topics including sharing good inspiring quotations and parenting tips. Each CMS student has a teacher-guardian who guides him/her and provides personal counseling to the child and to his/her parents. Parents and teachers work in tandem to create an environment of encouragement, love and care so that each child can grow up to become an ideal member of society. CMS teachers act as ‘parent-surrogate’ to the students. They liaise between home and school to help children solve their academic, non-academic and personal problems through individual counseling and home-visits. The home visits are conducted once every six months and reports of all home-visits are recorded and appropriate remedial action taken. The spirit of Parent-Teacher partnership is recognized through a variety of means and the award of titles to mothers, like- Mother Queen, Mother Glory, Mother Majesty, Mother Excellent and so on for the mothers of position holders of various examinations.

CMS believes that bright and deserving students should be encouraged through one or the other means. In pursuance of this belief, CMS offers a number of financial benefits free of cost to its deserving students apart from providing free education to the wards of its teachers and employees.

- Free enrichment and remedial classes for students weak in any subject.
- Free coaching to students preparing for various competitions and entrance examinations in engineering, medical and other professional fields including the Indian Administrative Service exams.
- Free courses for National and International Maths, Physics, Chemistry, Astronomy, Robotics and other Olympiads and competitions.
- Free career counseling, guidance and home-visits by teacher-guardians.
- Free exposure to informative lectures by world-renowned experts such as Donald Dewar of the Quality Control International, USA, motivating speakers like Shiv Khera, Quiz masters like Barry O’Brien, etc.

CMS management lays equal stress on providing job satisfaction to its staff members. Through financial and non-financial motivation, teachers are inspired to action. Financial
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incentives like home visit allowance, non-tuition allowance, remedial teaching allowance, and education allowance for own children, etc. stabilize the work force and enable the personnel to contribute best possible efforts towards the fulfillment of the organization goals. Non-financial incentives like appreciation of work and assigning challenging jobs like remedial teaching for weak students drive the employees towards better performance.

CMS teachers and students are constantly involved in socially useful activities thereby exhibiting social responsibility. Inspired by the values instilled by its founders, CMS renders service in their local and national communities. The school through its students and staff has formed Eco Clubs, hosted environmental seminars, organized tree plantations and clean-up projects, and worked for water, air and environmental pollution control. Through the facilitation of DEVI Samsthan standing for Dignity, Education, Vision, International, a non-profit NGO dedicated to empowering rural/urban poor and women. CMS students have participated in one-to-one village literacy programs and worked side by side with village residents to build roads. CMS students recently expanded their service projects to include fund raising for the Indian Cancer Society.

CMS issues literature on values and virtues in the form of handbooks for teachers and parents, story and workbooks for children and guidelines for prayer assemblies. CMS website www.cmseducation.org is a source of useful information for all. Mr. Jagdish Gandhi’s views on Indian philosophy and religion are available on all-India TV channels like Aastha and Sanskar. Mr. Gandhi also delivers lectures on spiritual well being and moral values to children of different branches from time to time, thereby invoking good moral thinking in them.

CMS has a “nurturing” culture that recognizes children and treats them as individuals. CMS teaches its children the fundamental values of life and impresses upon them the importance of being a ‘good person’. Gandhi himself spends time with them and during his interaction passes on spiritual and moral knowledge to the students. Also, students are given ample opportunity to develop their managerial skills by assigning them inter-school
activities. The researcher was a witness to the immense enthusiasm of students for the organization of an International event in the Kanpur Road branch of CMS.

### 4.2.3 Delivery of Academic Inputs

City Montessori School is a chain of schools situated in different localities of the capital city of Uttar Pradesh, Lucknow. All CMS branches have a vertically integrated *House System*, which has been helpful in ensuring good discipline, general cleanliness, team spirit, cooperation and competitive spirit. Named *Unity, Peace, Love and Hope*, these houses help develop initiative and leadership qualities in children and inspire and encourage them to participate in sports, games and other co-curricular activities. In line with the belief that education is a continuous and creative process and its aim is to develop the capacities latent in human nature and to coordinate their expressions for the enrichment and progress of society, CMS equips its children with spiritual, moral, intellectual and emotional capabilities. Focus is on reinforcement and endorsement rather than judgement of a child's capability. The last working Saturday of every month is NO BAG DAY. This day is designed to be enrichment day with manifold activities and learning exercises.

At the CMS *Preschool and Primary school*, toddlers are taught through the Montessori method in a carefully prepared environment that stimulates and nurtures the mental and physical capacities of the “absorbent minds” as Maria Montessori referred to this precious age in a child’s life as the most critical in the development process. Dr. Maria Montessori believed that “the discovery of the powers of the child is the most important discovery humanity has ever made and uncovers the very roots of our life”. The school has adopted the Montessori method of pre-school education and appoints Montessori trained teachers of proven ability and temperament to take care of the little ones and to initiate them into learning by doing. A British expert, Ms. Jo Lewington Hignett, spent over a year to remodel the Montessori classrooms and to develop a workshop for producing classroom materials for CMS. Other Montessori trained international teachers and trainers frequently assist the CMS program so that it matches world standards of Montessori pre-school education.
Admission to pre-primary classes is made according to the age of the child: 2-3 years for Montessori; 4 years for Nursery and above 5 years for K.G. A child’s ability is also taken into consideration in this matter. Admission to primary and higher classes is made after a pre-admission test and the production of a valid Transfer Certificate from the previous institution. CMS seeks the support and cooperation of parents and guardians to assist each child in developing within himself/herself a strong foundation of habits, attitudes, values and skills. In order to bridge the gap between school and home, CMS has provisions which include – Home visits by teachers, informative quizzes, parental counselling, parent motivation programs, CMS help line for parents, divine education conference, positive telephone call scheme, etc.

Apart from academics, sports, games and physical fitness activities are an integral part of CMS Middle school and Senior school education. CMS students have won a record number of prizes in various sports and games at the district, state and national levels. CMS has consistently won top honors in Bharatiyam games organized under the aegis of the Sports Authority of India. Physical fitness activities are also taken up by the school. CMS has adopted the American cooperative games which emphasize and develop the spirit of cooperation as against that of competition. CMS invited Dr. H.T.D. Rost from USA to teach cooperative games to CMS teachers and students. Apart from this, City Montessori School offers a wide range of hobbies like photography, dramatics, clay modeling, gardening, western music, scouts/guides, cookery, tailoring & embroidery, science club, etc. and each child pursues at least two of these hobbies. This offers hands-on opportunity for learning and creative expression. In all classes from K.G. to senior secondary, homework is given in English, Hindi, Math and Science everyday. Guardians are requested to see that their children complete their homework regularly.

The first activity of CMS students every day is a half an hour prayer assembly period for spiritual upliftment. In order to make prayer assemblies more effective, parents are invited to attend them. CMS believes that exchange of views between teachers and parents prove very useful in the grooming of children. CMS tries to bring out the hidden talents of the
children through exposure to co-curricular activities such as music and dance, arts and crafts. The monthly CMS Bulletin and the annual CMS Creative Talent Magazine provide an opportunity for students to find an outlet for their creativity through articles, poems and drawings. At CMS, art is part of an all-round development of students, which includes not only the education of the mind and the heart, but of the hands and body as well. Emotional balance is also enhanced by the development of aesthetics.

Special remedial classes are conducted free of cost for weak students after school hours. CMS believes that parental cooperation in remedial teaching is very essential and desirable. Moral education is given the greatest emphasis in CMS and is integrated fully within its fabric. Especially designed moral education books for children and manuals for the guidance of teachers supplement a wealth of implementation tools used by the teachers. CMS program for moral education is based on universally applicable moral principles, devoid of superstition and prejudice, and utilizing multi-faith teachings.

Evaluation of students is done on the basis of weekly, half-yearly and annual examinations. Promotion is granted on the basis of a whole year's work. All students are also evaluated and marked annually for their performance in the areas of Behavior and Conduct, Physical Training, Science Project, Music and Hobby and Craft.

4.2.4 Structural Features

CMS has 20 branches and 1 Degree College in different localities of Lucknow city. These schools have their separate infrastructure facilities, personnel and administrative setup. Each school is headed by a Principal, who is assisted by Vice-Principals, Headmaster/Headmistress and Section Incharges. There are clear authority-responsibility relationships and channels of communication in the different branches of CMS. Plans and
Illustration 4.3  In a Primary Class at City Montessori School, Lucknow

Illustration 4.4  Researcher During her Visit to City Montessori School, Lucknow
policies related to manpower, recruitment and selection, training and development, etc. are made at the CMS headquarter, located at Station Road. The Manager meets the principals of different branches on regular intervals and discuss strategic as well as routine matters with them. The Manager also interacts with the teachers to discuss academic as well as non-academic aspects. Mrs. and Mr. Gandhi conduct interaction sessions with students as well to ascertain their needs and aspirations.

Each CMS branch is complete in itself as regards the infrastructural facilities. Each school has facilities for indoor as well as outdoor sports, auditorium for conducting cultural programs and lectures on spiritual and peaceful living by Mr. Gandhi, art and SUPW rooms, well equipped laboratories, etc. which are managed by experienced staff. Creativity can be both ‘caught’ and ‘taught’ in the right environment and with the right kind of help (Gupta, 2004). City Montessori School provides the environment and the vision to undertake innovation and creativity. It emphasizes on developing and encouraging innovation and creativity among its students and teachers. CMS is one of the few schools in the world that have a separate innovation center. A staff of almost 25 persons is dedicated to constantly research, innovate, develop and adapt new teaching methods. They study alternative methods and innovations in education in India and abroad. These methods and means are continually researched, tested and applied. The Innovation Wing plays a key role in pursuing the CMS vision of making every child good and smart. The GEMS program and Science Park are examples of the creativity of the Innovation Wing of CMS. Under the GEMS program, emphasis is given on teaching of basic concepts of English language and math in primary classes. The GEMS program aims at increasing children’s self-confidence by letting them see their strengths and progress. It is based on the idea that individuals do their best when they learn to compete with their own selves. The researcher attended a session of GEMS in class V and observed the significance of the program. Another innovative idea of CMS is the Science Park that has been organized to help the students understand science in a more practical manner. Models and exhibits of applications of common science principles like Law of Gravitation, Solar System, Law of Inertia, etc. depicted in the park help the students understand a number of principles easily. CMS strives to inculcate in children a lifelong commitment to peace and all CMS activities.
revolve around this peace teaching. The school uses all opportunities to deepen this commitment, which can be seen by the fact that the Robots made by CMS students that have won medals in the various International BEAM Robotic Olympiads held in U.K., Canada, U.S.A and India since 1990, were given the names that highlight the need for peace.

_Student Quality Circle (SQC)_ is another CMS innovation whose remarkable success in teaching peace and quality awareness to children has led to successful formation of SQCs all over the world. QCIs are based on the Japanese trade and industry to create quality awareness among workers. This concept was successfully transplanted in the field of education when CMS students constituted world’s first SQC Jai Jagat (Glory be to the World) in 1993. Their path-breaking case study won a number of awards at national and international QC conventions in India, Hong Kong and Srilanka. Many SQCs like SQC Global Village, SQC Lighthouse, SQC Harmony, etc. have been formed by the CMS students. CMS has adopted the following four critical building blocks of a child’s complete education as promoted by the Council for Global Education, USA. These are- Universal Values, Global Understanding, Excellence in all Things and Service to Humanity from an integrated approach to educating children. Classroom experiences centre around learning universal values such as kindness, honesty, cooperation and responsibility. All this is emphasized on the belief that as children mature, excellence becomes a natural consequence of the values they focus on. Aiming for their best is not an external push, but an internal desire of students. CMS strives to inculcate in students the school’s philosophy of “Jai Jagat” (Glory to the World). This thought empowers them with a global perspective and the concept of world citizenship. World Peace Prayer Ceremonies are organized under the aegis of the World Peace Prayer Society of Japan with its headquarters in New York. Besides good academic results, CMS is known for inculcating in its students a spiritual outlook and a global vision. It teaches them reverence for all peoples and religions of the world and prepares them to serve humanity at large. CMS believes that “school is a lighthouse of society and every child is potentially the light of this world”. CMS inspires its children to become ideal world citizens. This spirit is symbolized in the CMS motto ‘Jai Jagat’ and its belief in ‘Vasudhaiv Kutumbakam’ (The Whole World is One Family).
In recognition of the efforts made by the teachers, CMS continuously inspires and motivates, trains and retrains them, for example 100 hours of training and orientation of the pre-primary teachers was provided in early 2000. CMS provides a fair assessment of teachers’ skills on the basis of progress made by their students. It develops leadership qualities and role model skills. Its Inspection and Innovation Department staff make regular visits to all branches to ensure quality and inspire new and creative educational practices. Besides paying salaries, CMS inspires and motivates outstanding teachers by honouring them with substantial rewards and prizes for the outstanding performance of their students in academic and co-curricular activities and competitions at the state, national and international level in which large number of CMS students participate and win prizes. Teachers are sent to camps to other countries along with children. This develops their outlook and contributes to the overall personality development.

Apart from this, CMS provides following incentives- financial and non-financial- to its staff.

- The school maintains excellent student-teacher ratio of 15:1 so that individual attention can be given to each child.
- The staff is provided schemes like provident fund, pension scheme fund and group insurance schemes as per government rules.
- Insurance against accidents at school cost is applicable for Class IV employees.
- Full freeship and other concessions are given to wards of CMS teachers and staff.
- Untrained teachers are also given ¾ of designated salaries.
- Non-tuition allowance and remedial teaching allowance is given for teaching weak students free of charge after school hours.
- Home visit allowance is given for visiting at least 5 homes in a month for personal counseling and guidance of students and parents.
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CMS emphasizes on global interactions. It organizes trips for its students and staff to schools abroad and in turn invites students and teachers from other countries to its own schools. *Children's International Summer Village (CISV)* is a four-week camp where children from participating countries live together and learn valuable lessons in coexistence and experience cross-cultural interaction. A typical CISV camp has 12 delegations, each with 2 boys, 2 girls and an adult leader and 6 Junior Counsellors aged 16 years to act as facilitators between the children and the adult.

The above discussion outlines the background, vision, mission and philosophy of CMS. It presents the school’s social orientation, academic aspects and structural features. The next case is of Mayo College, Ajmer, the third of the five schools selected for study.

### 4.3 Mayo College, Ajmer

A hundred and twenty five years young in 2000, Mayo College was founded ‘to ensure to the sons of the aristocracy of India, a liberal and enlightened education to enable them to keep pace with the ever advancing spirit of the age’. After the Indian Mutiny of 1857, the British realized that they needed to widen their political and psychological management of India and the Indians. They, therefore, began to focus on education in pursuit of this objective. Macaulay’s Minutes on Education of 1837 and its recommendation “to create a class of persons-Indian in blood and color but English in opinions, in morals and in intellect” became the cornerstone of their strategy. The originator of the idea of the Mayo College was the late Colonel Walter who, in his Bharatpur Agency Report of May 28th, 1869 expressed his desire to establish a college with accommodation for a large number of pupils. Lord Mayo, too, declared his acceptance to this. The major contributors to the endowment fund were the Maharaja of Udaipur (Rs. 1,00,000), the Maharaja of Jaipur (Rs. 1,25,000) and the Maharaja of Jodhpur (Rs. 1,00,000). Mayo was managed by the Government of India until 1931. Thereafter, control was handed over to the General Council of the College. Since 1947, the College grants admission to students who aspire to receive boarding school education.
Ajmer, located in the Aravalli hills in the state of Rajasthan, was selected as the site for the proposed college. There were two reasons behind it. Firstly, it is centrally positioned and secondly, it was a Government territory. The foundation stone of the college was laid on January 5th, 1878. The opening ceremony was performed by H.E. Lord Dufferin, Viceroy of India, on November 7th, 1885. Classes were held in the main building for the first time on December 1st, 1885.

4.3.1 Vision, Mission and Objectives

Mayo College tries to maintain equilibrium between tradition and modernity. It emphasizes on Guru-Shishya parampara. The focus is on achieving excellence in a harmonious environment, producing well bred, civilized and concerned citizens. Mayo aims at excellence in academics, extra-curricular activities, games, sports and character building. Aims and objectives of Mayo College can be outlined as following:
(Mayo College Prospectus, 2004)

- To develop fluency in the use of the mother tongue, and to foster enjoyment of all the processes of communication: oral, written and visual.
- To recognize and to encourage talents of all kinds and of all degrees, to endeavor to enhance the intellectual and creative capacity of the individuals.
- In so far as it lies within the resources of the school, to illustrate the inter-relationship of all human knowledge, to foster an appreciation of man’s creative skills, and to stimulate a concept of learning as a lifelong process.
- To enable children to acquire the tools and qualifications necessary for earning their living and when appropriate, for entry into skilled occupations and professions.
- To seek to measure the extent of an individual’s success in making maximum use of his endowments and opportunities.
- To develop in the school a caring community, exercising concern and respect for the welfare of others, and emphasizing the overriding importance of good human relations, based upon sensitivity, tolerance and goodwill.
• To encourage an attitude of positive response to the persistent demands of a changing society, yet, firmly upholding a belief in basic values and standards.
• To encourage children to appreciate the virtues of collaboration, to foster habits of responsibility and self-discipline, and to promote initiative, endeavour and the exercise of individual judgement.
• To project the school as the servant of the community, and to accept its appropriate share of responsibility for equipping each child to find his own niche in his occupation and in society.

Since it is impossible for a school to cover the whole realm of knowledge, one has to be selective in material presented to children. Yet, Mayo pays particular attention to:

• Stimulating intellectual curiosity
• Directing and exercising the emotions; encouraging clear thinking and discrimination; developing an interest in the process and resources of learning.
• Fostering a capacity to tackle a problem and to follow and sustain an argument and emphasizing the difference between truth and falsehood, and between fact and feeling.

4.3.2 Social Orientation

Mayo realizes the significance of maintaining interpersonal contacts with parents. Management lays a lot of emphasis on interaction with parents and children. As Mayo is a boarding school, parents are contacted and informed about their child’s developments from time to time. Meetings, both formal and informal, are organized at the time of visit of parents to the school or hostel. The school sends school newsletter to the parents of boys regularly thereby keeping them informed about the developments in the school. Students’ evaluation sheets are also sent to their homes after every test and exam. In this way, Mayo keeps parents well connected with the school authorities. Apart from this, Mayo feels that
it is essential that all parents make an effort to supplement at home what the teacher teaches and provides on the campus. Guidelines related to teaching methodology and holiday homework is clearly outlined to them. Mayo emphasizes that parents must spend more time with children and communicate more openly and freely to understand each other’s needs. Mayo advises parents in the Parent-Teacher interaction sessions to provide time, channels and facilities for their children to keep them busy and use their energy in a useful manner when they come home on vacations instead of indulging them in food, TV, entertainment, etc. Mayo College arranges for, as an extra help to the parents, the boys’ travel to the college at the beginning of the term, and from the college at the end of the term. For instance, escorted parties are taken to Delhi, Mumbai, Howrah, Lucknow, Ahmedabad, Patna, Guwahati, Amritsar and Allahabad. These arrangements are made by the college as a voluntary assistance to the parents. Thus, between the school and the parents, both try to ensure that the child adds lustre to the school and his own family after he leaves the school.

Mayo College awards a number of scholarships for those economically weaker students who are brilliant in studies. The school awards scholarships of the total value of Rs. 1,50,000 every year. They are mainly for excellence in academics and sports and for boys who score 75% or more in both terminal exams. The financial status of the parents is also taken into consideration. Mayo College’s way of remembering their old boys is through rewarding old boys’ children who happen to win the best all-round sportsman of the year title.

4.3.3 Delivery of Academic Inputs

Mayo College offers the students in its fold an opportunity to develop both, the mind and the body, through a structured educational and distinctive co-curricular program over the year. Being primarily a boarding school, the campus is self-sufficient and has the opportunities for each student to excel in various spheres. The College is affiliated to the Central Board of Secondary Education (CBSE), Delhi. The academic year starts from July and ends in April/May. Autumn term lies from the middle of July to early December,
while the spring term lies from the middle of January to the end of April/beginning May. During the terms, the school organizes educational trips, camps, sightseeing tours, treks and expeditions. The daily routine includes P.T., assembly, teaching periods, evening games, temple service and preparation periods.

The Senior school at Mayo has classes from 7 to 12 and the Junior school has classes from 4 to 6. The medium of instruction is English, but the college lays emphasis on Hindi. The subjects taught in the normal curriculum at the school are: English, Hindi, Sanskrit, Punjabi, Gujarati, French, Geography, History, Civics, Economics, Business Studies, Accountancy, Mathematics, Physics, Chemistry, Biology, Psychology, Music, Computer Studies, Fine Arts and Physical Education. The school organizes Entrance Test for admission every year at various centers in India. The test comprises English, Hindi and Mathematics to test the age specific skills in languages and mathematics. Candidates qualifying the written exam are interviewed by a selection committee. The Entrance test is held only for classes upto Class 9. Admission to Class 11 is done on the basis of the Board’s result of Class 10. Admission procedure gives priority to the brothers of present students, children of Old Boys and seniority of registration. Mayo College follows a system of continuous assessment where a boy’s academic performance is determined by his performance in unit tests, class tests and terminal examinations conducted on regular basis. At the end of each term, full reports are sent to the parents/guardians. For promotion to the next class, the boy’s work throughout the year as well as his performance in the terminal examination is taken into account.

At Mayo, boys have a range of hobbies and work experience projects to choose from: Agriculture, Book Craft, Commercial Art, Electronics, Leather Work, Metal work, Photography, Woodwork, Clay Modelling, Stone and Wood Carving, Library Science, Computer Science, Automobile Engineering and Music. Mayo lays emphasis on sports in the development process of a child. Mayo College offers facilities for a wide range of sports and games. Different sports and games played at Mayo and for which adequate and modern facilities are provided include Cricket, Hockey, Tennis, Squash, Swimming, Table Tennis, Chess, Athletics, etc. Depending upon a boy’s aptitude and liking, he can select a
game in which he is given the opportunity to attain the highest proficiency. The morning P.T. is compulsory for all. Horse riding, which was discontinued after Independence, has been revived. Polo is also played regularly. The College has scouting, band and three N.C.C. wings. There is a Gymnasium equipped with two multi-gyms besides the traditional equipment. Mayo prescribes uniformity in dress for its students. Different dresses are provided for games, classes and formal occasions. During meals, students are required to be in college uniform. On Sundays and holidays, boys can wear P.T./Games kit.

4.3.4 Structural Features

The school is managed by a Board of Governors and run by the Principal, assisted by his academic and administrative staff. The General Council of Mayo College is the management body of Mayo College Education Society, a registered body. The General Council or the Governing Body has a maximum of 40 members as per the current Constitution. To ensure diverse expertise and experience, the body comprises of patron members (former rulers of various princely states), life members (including some old boys), parents, eminent educationists, one nominated member from commerce and industry and two government representatives. Since Mayo is a complex of three schools-Boys, Girls and the day school, Mayoor- the Board of Governors has constituted five separate committees from amongst its members to manage day-to-day affairs more closely. These committees broadly oversee the following areas: Education, Mayo College, Girls School, Mayoor School, Finance, Legal, Estate and General Administration. The committees are empowered to seek external help and expertise as necessary. There is a housemaster who is the head of each House. He is assisted by assistant housemasters, house tutors and matrons for more detailed supervision of individual pupils. The Junior Section of the school has a headmaster and a separate group of staff so as to be able to concentrate more on the needs of the young ones.

The College campus is spread over nearly 300 acres. The Main Building is made of white marble and stands out in the middle of the estate. The style of building of the Main
Building is Hindustani or Hindu Saracenic. Its construction began in 1877 and was completed in 1885 at a cost of Rs. 3.82 lakh. Spread over the campus are the Boarding Houses, the Senior Mess, the Middle Mess, the College Temple, the houses of the staff, the Guest House, Blocks of Classrooms, Science Laboratories, Museum, Art School, Workshops, Library, Junior School and other subsidiary buildings. The architectural excellence of Mayo can be gauged from the fact that the INTACH has classified 20 buildings of the Mayo College as “Heritage”. The grounds include 22 playing fields, including a turf wicket for cricket, hockey, football, athletics, polo and other games. The College also has 20 tennis courts, 6 squash courts, an indoor badminton court, well-equipped gym, 2 basketball courts and 2 volleyball courts. There are two swimming pools on the campus, one being exclusively for the beginners. The Senior school has 8 houses which accommodate boys from class 8 to 12. These houses are Rajasthan, Jodhpur, Bikaner & Tonk, Jaipur, Bharatpur, Kashmir, Colvin, Ajmer & Oman House. The Junior School comprising students from class 4 to 6 functions under the supervision of a Headmaster and staff. It has its own building, Auditorium, a modern Dining Hall with sophisticated appliances and gadgets, a Swimming pool, separate games fields and three Boarding houses- Prithviraj, Ajaypal and Durgadas.

The campus gives a green look. It has a lake. It is used for water harvesting. There are some more buildings of importance that catch the eyes of the visitor. The College Hospital (Udaipur House) is well equipped with a Resident Medical Officer and two nurses who live on the campus. Senior physicians, eye-specialists, dentists, orthodontists, etc. from outside visit the college hospital frequently. The College Museum is located in the Jhalawar House. It has an assortment of rare items related to diverse areas of learning and knowledge. It also houses priceless pieces, antiques and an armory section collected and donated by students and old boys. The College claims that the Museum is one of the best school museums of the world and a rich resource center of information. It is a rich resource center to add a new, unique dimension to learning. The College Temple came into existence in April, 1936. The late H.H. Maharaja Yagya Narain Singh ji of Kishangarh laid its foundation. It may be pertinent to note that boys from different religions attend the temple service, though it is an optional part of the routine. Important festivals are
celebrated in the temple observing all rites and rituals followed or preceded by a brief religious discourse suited to the occasion by the Master In charge of the temple. Students attend these festivals in temple uniform, i.e., white trousers, white jodhpurs and safa. A Library is the backbone of an institution. Mayo College has libraries in the Junior and Senior Schools. These are supervised by trained and qualified librarians. There are books on a range of areas like science, history, art, photography, short stories, fiction, poems, classics, travel & tourism, etc. The school has a library committee, which suggests and reviews the arrival of books and periodicals and suggests ways to improve library facilities. All textbooks pertaining to the curriculum and stationery items are available in the college book house. The College has a Store which caters to the basic requirements of the boys like their uniforms, all required equipment and other amenities like repair shops (cycles, shoes, dry cleaning, etc.). For the purchase of sweets, snacks, etc., the boys are allowed to go to the canteen where they can use the cheques issued by their headmasters for this purpose.

The present incumbent to the post of the Principal of Mayo College is occupying that chair since Nov.1996. He is entrusted the onerous task of devising strategies to handle challenges Mayo faces in the wake of changing educational scenario. The current period symbolizes the transition of Mayo from a Chief's College to a leading public school with a unique heritage and ethos. The principal’s philosophy is outlined by his belief that excellence is a prerequisite to success. He believes that specialization is the key and Mayo is working towards it. In line with that, the school is inviting experts in the field of career counseling to speak to the boys on the emerging career options.

Apart from Mayo College's website www.mayocollege.org, a number of publications, listed below, keep the stakeholders well informed of the developments in the school.

- The School Magazine -published annually.
- The Mayoor- school newsletter published quarterly.
- The Mathmuse- maths periodical.
- The Boulevard of Science- a science publication.
• Yippee- a wall magazine of Junior School.

In today's world, creativity is fundamentally important for personal, social, economic and cultural well-being. The most important developments in civilization have come about through the creative process. Creativity is central to the way an organization creates and sustains excellence. Mayo College has adopted a number of innovative strategies. Mayo College sends its students to schools in other countries in order to provide them exposure and let them develop their qualities in specific fields. It encourages meritorious and deserving all-rounders and sportsmen to be sent under the Exchange Program with premier public schools in UK, Japan, New Zealand and Australia. Some of the schools visited by Mayo boys under the Exchange Scheme are: Eton College, Windsor, UK; Oakham School, Rutland, UK; Wanganui Collegiate School, New Zealand; Loretto College, Scotland; Dulwich College, UK.

Besides academics, numerous Societies and Clubs encourage activities for individuals as well as for groups for social, literary and cultural development. The main societies and clubs at Mayo are: English Debating Society, Geographical Society, Hindi Debating Society, Lalit Kala Parishad, Museum Society, Mountaineering and Trekking Club, Cray Club, Inter-Act Club, Economics Society. These societies and clubs offer students enough challenge and adventure to mould shapes and develop their personalities. The Entertainment Society, comprising representatives of the students and staff, is responsible for providing a variety of well-planned programs for entertainment like musical evenings, play concerts, etc. The Old Boys' Society is an organization, which is open to all boys leaving Mayo. Through this society, the old boys of the school keep in touch with their alma mater and other old boys of the school. Mayo College motivates its students to perform at their level best by awarding scholarships. The Old Boys' Society of Mayo College awards three scholarships worth Rs. 9,000/- to children of old boys who stand 1st, 2nd & 3rd not less than 60% marks in class 10 board examinations. Five scholarships "The Mahendra Search for Talent" each of Rs. 5000/- are awarded to each boy standing first in classes 7th to 11th. For the continuous expansion of scholarship scheme, a sum of Rs. 200/- is put into the bill as voluntary scholarship contribution. The National Integration
Scholarship of the value of Rs. 10,000/- per annum is awarded by Government of Jammu & Kashmir.

Mayo College possesses modern computer facilities at its premises with an installed capacity of more than 100 computers at various centers in the college. The Senior School Computer Department houses 35 systems, out of which 16 have Internet facilities. The school also has the Cray Computer Club where the students get an opportunity to work on projects. The Club meets four days in a week after lunch. Students are allowed to send and receive mails and are also allowed to surf the net. The Junior School has a Computer Department of its own and houses 30 systems that are networked and Internet facility is available. A separate club functions here on similar lines to the Senior School Club. An exclusive computer lab with 10 systems for staff use is located in the Main building. This lab is also networked with Internet ready systems. The staff members use the lab to find additional information to supplement their teaching and also communicate with students during vacations and offer them guidance. Mayo College also possesses a DTP lab to help and bring out various internal periodicals from various departments and other publications like the Prospectus, the College magazine and the Mayoor School Newsletter.

At Mayo, special emphasis is laid on the selection process of teachers. Competent, experienced and qualified staff is located through a clear recruitment and selection policy. Internal as well as external sources of recruitment are engaged. Selection is made on the basis of performance in written test and interview. In order to have the best team, Mayo lays emphasis on conducting training sessions and sending teachers to other institutions for undergoing theoretical as well as practical training. Selected teachers are sent abroad to develop their knowledge base. Also, HRD and management experts are invited to train and develop the teachers.
Illustration 4.5  At Mayo College, Ajmer (Main Building in the Background)

Illustration 4.6  Mayo College Library

Illustration 4.7  In the College Museum
Management at Mayo authorizes its efficient and experienced staff with certain annual and routine tasks like organizing major days/festivals, conducting sports meets, etc. Mayo College management believes in continuous and compulsory evaluation of employees. Performance of teachers and other employees is evaluated by the management through the application of control techniques like performance appraisal and feedback. The employees at Mayo are suitably remunerated for their services in the form of salaries, allowances and perks. Motivational techniques adopted are both financial and non-financial. Financial incentives include higher salaries, bonus, pension, retirement benefits, etc. Non-financial incentives include promotional avenues, recognition, appreciation, etc.

Mayo College in a way is a ‘finishing school’ that aims to send out a product civil in behavior, manner and speech. This has been the heritage, ethos and tradition of Mayo whose students in the pre-1950 period were drawn mainly from princely and noble families where discipline and good upbringing at home was inbred. Respect for elders, women, teachers or gurus as also for all employees is a part of the upbringing at Mayo even to this date.

The discussion held above outlines the important features, like background, mission and philosophy, social orientation, academic inputs and structural features of Mayo College. The succeeding portion of this chapter describes these features with respect to Amity International School, Noida.

4.4 Amity International School, Noida

Amity International School, Noida, affiliated to the Central Board of Secondary Education, Delhi was established by the Ritnand Balved Education Foundation (RBEF), spearheading the activities of the AKC Group of Companies in the field of education. The RBEF, a non-profit organization registered under the Societies Act-1861, is the umbrella body of all Amity institutions. It runs several educational institutions under the flagship of Amity Universe- a conglomeration of over 40,000 students, pursuing over 130 diverse programs and spread across 22 campuses. The organization has laid the foundation of Amity
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International Schools in Saket, Noida, East Delhi, Vasundhara and Gurgaon. Another Amity school named Amitasha is meant for the economically deprived girl child. The school provides a free access to education, books, uniform and food to these girls. Amity today is also an assembly of collegiate schools creating baccalaureates in engineering, education, management, law, journalism and several other fields.

Amity International School, Noida owes its inception to the vision of its Founder Dr. Ashok K. Chauhan and Chairperson Dr. (Mrs.) Amita Chauhan. They are the driving spirit and the guiding light behind this project of developing human capital. Dr. Ashok K. Chauhan is committed to offer the best educational opportunities in a dynamic era. Dr. Amita Chauhan steers the institution towards the ideals of excellence and quality education.

The school is located on a 15 acre complex amidst picturesque surroundings adjacent to Kalindi Kunj on the link road between Noida and Delhi. A large expanse of open green fields flanks the school’s boundary. The campus area has innovative landscaping that sets the right ambience for learning.

4.4.1 Vision, Mission and Philosophy

Amity International School, a co-educational English medium public school aims at developing mental, physical and spiritual potential of each child. The mission of Amity is to prepare professionals with a high quotient of quality. Amity aims at turning out from the portals of Amity school, well balanced, integrated personalities, with an amalgamation of East and the West. Amity International aims at blending innovation, modernity and tradition. Philosophy of the school proclaims itself in the belief ‘Vidya Dadati Vinayam’. The emblem is a symbol of the indomitable power and humility that knowledge imparts. The school believes that knowledge alone brings with it light, harmony and peace. Amity endeavors to provide learning through genuine and holistic education in a stress free environment. The school aims to provide an ambience where students march to new frontiers of education with a spirit of enquiry. Amity believes in not only training them to
find challenging careers but also preparing them to face the complexities of life. Amity, tolerance, brotherhood, humility, patriotism, sensitivity to the environment, rationalism, courage to bear life's contingencies and to take up the cudgels on behalf of the underprivileged, are the hallmark of the Amitians. The school's vision is to develop world-class educational and technical base by providing school education as well as engineering, education, management, law and journalism courses.

4.4.2 Social Orientation

At Amity International School, students are exhorted to perform various social service activities thereby generating among children the feeling of social responsibility. To inculcate a spirit of humanitarianism and to awaken among the children an urge to work for the social amelioration, Amity International School has an active Social Service Club and an Interact Club, which is a part of the Regional Rotary Club. The school is involved in its commitment to society and environmental issues. From time to time financial and non-financial help is given to flood victims, cancer society, old age homes, etc. The Social Service Club members visit old age homes of Noida and Delhi during festivals and holidays and help the needy in their daily chores. The students also participate in Blood Donation camps organized by the Rotary International, Noida. Students are encouraged to plant trees and 'Vanmahotsavs' are organized from time to time. The Interact Club members collect food, clothes and money for orphans, street children and blind kids. Amitasha is a school established by Amity International School for the underprivileged girl children. Senior students of Interact Club go to Amitasha and teach children there. Through participation in the CLEAN India (NGO), students involve themselves in cleaning particular areas of Noida and Delhi that include slums.

Amity School provides financial assistance to its students in the form of scholarships and fee concessions. Fee concessions are provided to those students who are good in studies, but whose parents are not able to bear the school fees. Monetary concessions are also provided to the children of teaching and non-teaching staff members.
4.4.3 Delivery of Academic Inputs

In a short span of 10 years, Amity has developed its academic and infrastructural facilities. For admission at Amity, a student has to clear a written test and an interview. Amity International has a well-stocked air-conditioned library with a range of books for the students, a sick bay, a playroom for the tiny tots, clay modeling and art rooms, a fully equipped gymnasium, athlete track field, an audio visual room, dance and music rooms, Maths and Science laboratories and a number of other facilities. Amity believes in catching the children young. Young children are taught to handle computers in daily life. They progress to handle complex computer functions like middle area network, multimedia and Internet. At the Pre-Primary School, age for admission to class Nursery is 4+ as on 30 September of the academic session in which admission is sought. The approach at Pre-primary is child centered and development oriented and emphasizes on the child's interaction with his environment. The main objectives at this level are the development of social, language, physical and motor skills, creative expression, aesthetic and cognitive skills. Prayer assembly at Pre-Primary school is conducted twice a week. There are “theme parties” organized to celebrate different festivals. “Grandparents Day” is organized on a regular basis in which grandparents of kids are invited to share their experiences and tell stories to children of Nursery and K.G. Children interact with them and feel good. At the Primary School, a thematic approach is designed to stimulate children through various inter-active sessions and activities. Innovative, contemporary concepts are projected and reinforced through different subjects. ‘Learning by doing’ culminating in ‘joyful learning’ is the ultimate goal. A blend of mass participation along with an emphasis on a sense of individuality is stressed upon. In the primary school, more and more emphasis is given on “activity-oriented” studies that include games, music, dance, lingua phonics, English speaking and conversation classes, baking classes, etc. The Amity management believes that activity based studies enable holistic development of the young children. For the academically weak students, remedial teaching is provided.

The emphasis at middle school, besides following the NCERT guidelines, is on developing the right study habits and securing an in-depth knowledge of the subject. The curriculum is research-oriented based on teamwork. Selection of matter and presentation
is given importance. Personality development, value education and coping with peer pressure are stressed upon at this stage. Parent Teacher Meeting (PTM) is organized every third Saturday where discussions between parents and teachers take place. At the Senior School, apart from the prescribed CBSE syllabus, the school strives to cater to their needs for competitive entrance exam through result-oriented training. For this purpose, experienced professionals are invited. The emphasis at this stage is on total development targeting the desired success. In the senior school, a number of inter house and inter school activities like dramatics, elocution, quiz, rangoli, face painting, etc. are organized. This helps to build up team spirit among students. The school keeps an open mind to the changing educational patterns, both abroad and at home. Through this cross-fertilization of ideas and teaching methods, the school endeavors to teach its children how to face the challenges of an international interface. To further enhance this aspect, exchange program of teachers and students with prestigious schools abroad and in India, are being processed.

4.4.4 Structural Features

Dr. Ashok K. Chauhan and Dr. (Mrs.) Amita Chauhan monitor the management of the schools with Principals and Vice Principals to look after the administration aspect of different sections of the school. Amity has branches, one each in Noida, east Delhi, Saket and Vasundhara and two in Gurgaon. These schools have their separate infra-structural facilities, teaching and administrative staff. Each school is headed by a Principal, who is assisted by heads at different sections. There is constant interaction between the Directors and Principals to discuss various existing and prospective plans and programs. For the proper administration, the school is categorized into four sections, viz., pre-primary, primary, middle and senior. Yet, there are some common facilities that all students may access. These facilities include a library, sickbay, gymnasium, playgrounds, skating rink, science laboratories, computer lab, etc. For the little children, the school has provided slides, seesaws, swings, etc. Beautiful landscaping is an attraction of the school. Separate buildings exist for each section of the school. Yet, each of the buildings is a part of the whole campus and are quite well connected and approachable. Amity head office, where
Amity tries to ensure that the selected teachers are trained and qualified. The researcher observed that there is good coordination between principal and staff. Principals have free hand in the administration of their sections. The teachers of each section report to their principals every day. Amity management organizes workshops and training sessions for its staff members in order to develop their interpersonal relations and to train them in various skills essential in their daily work. Training programs on life skills were organized during 2004-2005 session for three days in which external resource persons were invited. In-service and refresher programs are conducted for teachers of all levels during summer vacations. In this way, about 15-20 workshops, training and orientation sessions are organized in a year. In order to encourage interaction with teachers of other schools, a "Mathematics Excellence Center" has been started to provide an opportunity to the teachers of various schools to come to a common platform to share their knowledge and expertise through workshops, seminars and symposiums. Amity teachers are provided both monetary and non-monetary incentives. Monetary incentives involve providing leave encashment, medical allowance and free ship to their children studying in school, etc. Also, there are non-financial incentives like promotion in scales and grades, higher job responsibility, appreciation, etc. which build the will to work. At Amity motivation techniques have helped in reducing absenteeism and turnover. The teachers become more loyal to the school. The various monetary and non-monetary ways of incentives lead to friendly and cordial relationship between employer and employee.

Amity trains students as the 'soldiers of righteous'. Spiritual leaders and experienced 'acharyas' often visit the school morning assemblies. Through their speeches, they help the Amitians face a fiercely materialistic world through time tested traditional Indian values. "To know thyself" is the motive that helps the students to emerge as successful persons with human virtues. Tolerance, brotherhood, humility, patriotism, sensitivity to environment, rationalism on behalf of the underprivileged is the hallmark of the students.
Illustration 4.8  Researcher in front of the Senior Block at Amity International School, Noida
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of Amity. Apart from this, the birthdays of all the great leaders, national and religious festivals are celebrated to make students aware of the glorious heritage and legacy of India. Meditation is a part and parcel of the school curriculum for senior students. Special classes are conducted to help them meditate and achieve concentration of a high order. The entire student community is divided into four houses. To foster a spirit of leadership the school has adopted the system of a Student Council to help in the management of school activities. The four houses are Alaknanda, Bhagirathi, Mandakini and Pawani. The house system inculcates qualities of leadership, cooperation, mutual understanding, tolerance and self-reliance among children. A number of clubs function at Amity like Astronomy Club, Electronics Club, Computer Science Club, WWF Club, Clean India Club and a number of other clubs and societies. Every student is required to join any active hobby of his/her choice. There are teams for different activities like cultural activities, organizing inter- and intra-school events, etc. Teachers and students work together in groups and are part of clubs and committees formed to organize and monitor specific activities like sports, dramatics, discipline, etc. At Amity, there is a two-way communication process between teachers and students. Teachers encourage students to present their views and thus, promote open communication. To tone the inherent instincts of the children, the school offers a range of activities from trips, excursions and camps to workshops and career counseling.

A unique feature of Amity International School is the “Pen Picture” scheme for all students in the middle and senior school. Personal files of students of each class are maintained by the class teacher in charge. Each file contains full record of the child regarding his performance in different subjects, sports, extra curricular activities and his/her personal qualities. These files are duly filled and inspected by the Principals on a regular basis. Further, range of activities is organized to tap the talents of the Amitians. Amity hosts the ‘Amity Utsav’ to celebrate the ‘Founder’s Day’. Student cultural exchange programs are also organized. To foster and nurture a love for art and culture, the school provides training in music (western and Indian), dance (folk and classical), drama (Hindi and English), art and sculpture. Renowned artists, under the aegis of SpicMacay, are invited to visit the schools from time to time to enchant the Amity students. The morning assembly is an
opportunity to the students for demonstrating their inner talents, as each and every child of the school gets a chance to participate in the assembly proceedings.

The above discussion presents the case study of Amity International School, Noida. The final portion of this chapter outlines the background, vision, mission and philosophy of Labour India Gurukulam Public School, Kottayam. Also, school's social orientation, academic aspects and structural features have been focused here.

4.5 Labour India Gurukulam Public School, Kottayam, Kerala

Labour India Gurukulam Public School, an ISO 9001:2000 certified institution, was founded by Mr. V.J.George Kulangara on 4th June 1993 in his home village Marangattupilly in Kottayam district of Kerala state of South India. The campus is situated on a calm and serene ambience on Labour India Hills near Marangattupilly, about 70 kms. from Kochi (Cochin) and 25 kms. from Kottayam. He dreamt of 'a school with a difference'. His own Guru, the late Prof. K.M. Chandy, former Governor of Madhya Pradesh, inaugurated the school. The school has Dr. M.V.Pylee, former Vice-Chancellor, Cochin University, Rev. Fr. Thomas Nilackal and Sreemad Swaprabhanandan Swamikal as their patrons. The Labour India Public School is owned by Labour India Educational Trust, Marangattupilly. A number of respectable persons are on the advisory board of the school including Olympian Coach Dronacharya Prof. Sunny Thomas and Mahakavi Pala Narayanan Nair. The present school has seen a tremendous growth and progress with the cooperation of all concerned with the project. What evolved from a dream to create a Gurukulam back in the year 1993 is now providing education to over 850 students from 15 different countries. The Gurukulam at Labour India Hills has grown to become an educational institution, embracing traditional values through an international educational curriculum. In 2003, Labour India Group initiated to set up an Indo-American Education Research Foundation in U.S.A. The Foundation envisages an Indian Village in its 160+ acre campus in Bluefield, West Virginia with facilities for K-12 education, cultural interactions, yoga & meditation and tourism among others. In 2004, Labour India HRD Foundation Ltd. was set up to provide high quality education to Indian and International
students. The company has set-up Labour India Indo-American International Gurukulam School in Vagamon, located at an altitude of 1100 mt. and recommended by “National Geographic Traveller” as one of the 50 “must see” destinations. This school is providing quality K-12 education for Indian and International students with an option to transfer to the Bluefield School, USA. In 2005, Labour India Teachers College came into being, to provide teacher-training courses and to build teachers (Gurus) who can make a significant difference in the education scenario in India. The first batch has graduated in the year 2006.

Labour India Gurukulam Public School is a coeducational residential school. It was founded at Marangattupilly by Mr. V.J.George Kulangara, a visionary with a mission. Mr. Kulangara is a recipient of several prominent awards including the Millennium Leader Award and Outstanding Educationist of India Award. As a Chairman, he has earned the reputation of an organizer, motivator and has been at a helm of several organizations. His entrepreneurial skills are evident in the management of the school. He has emerged as a successful leader who has motivated many through his visionary style.

Labour India School respects the ancient Indian culture and builds up overall development of the child through the traditional Gurukulam system of education. The school blends the ancient Indian Gurukulam concept, which is the key to its success. Here, the Gurus and their shishyas stay, dine, play, learn and work together, keeping in tune with the school motto of “Together We Labour, Together We Learn”. The Labour India Gurukulam Public School & Junior College provides an option of better educational opportunities to aspirants. To evolve the present day child to be a worthy citizen in the 21st century, the school management has been adopting modern and practical methods of learning. The school is established as a co-educational institution offering a unique spectrum of curricular, co-curricular and extra-curricular activities. The school lays emphasis on a self-learning process, where the teacher and the taught constantly undergo an affectionate interaction with each other. The school bestows the modern dimensions to the role of teachers and students.
4.5.1 Vision, Mission and Philosophy

Labour India School’s mission is to pursue child-centered and activity oriented education. It believes that a child is made confident, responsible and self-reliant through individual attention, based on a harmonious blending of Gurukulam education and modern concepts. The school is like a research institute where special care is provided for students with learning disability. Labour India Group, the parent organization of Labour India School believes in the gurukulam system of education where no child is ever rejected, where child is the center of every learning and where personal attention is given to every child focusing on physical, intellectual, emotional and spiritual strengths. It believes that the new millennium will accept only a child-centered education that can arouse the natural talents and capabilities of the learners. Scientific educational principles, psychological dimensions and philosophic ideas have to be integrated. So, at Labour India, the management tries to have a fusion of the ancient Gurukulam and modern educational concepts.

The Chairman of Labour India Public School, Mr. V.J.George Kulanagara believes that “education is the birthright of every child, who is born with immense potentialities”. Labour India Public School aims at providing a strong foundation for the child to become leader in the shifting and changing global scenario. The long-term objective of the school includes establishing a chain of schools and institutions where the child grows up in the natural environment and where the Gurukulam ambience prevails. “Learning by doing” is the motto of the school, as it is believed that a child can learn well by doing and learning is a pleasure. For achieving these goals, Labour India strives to provide state of the art facilities to its students to develop themselves.

4.5.2 Social Orientation

At Labour India, a high level of importance is accorded to the students and it is desired that the students develop into self-dependent, self-reliant and successful citizens of the nation. In this aim, apart from the management, the teachers, too, play a decisive role. The teachers at Labour India Public School act as “facilitators” who provide every type of
knowledge to the learner. One teacher deals with not more than five or six students, thereby, ensuring maximum individual attention.

The school believes that service to the society is an integral part of every organization. So, students of Labour India School are encouraged to care for the needy of the society. They nurse the sick and share time with the destitute. The school has formed groups of students who visit sick and destitute homes on holidays and Sundays. Children also serve food and provide clothing to mentally handicapped and old people. Both boys and girls are encouraged to take part in preparation of meals in the mess. Different groups of students have been formed to serve food on a turn basis. Inhabitants of the Gurukulam are also involved in other activities like cleaning rooms in the Gurukulam, sowing paddy in fields, community service tasks, etc. The school management believes that the true development of a child takes place through constant student-teacher-parent coordination. It communicates openly and frequently with parents and students. The Chairman himself allocates time everyday to meet visitors. The school sets apart a day every year for the parents. Many cultural and sports programs are organized solely for parents on this day, thereby, showing concern for them. Almost all the parents visit the school and meet the Director and related authorities. Parents are also invited to have lunch in the Gurukulam along with their children and teachers. The Gurukulam Mother (in charge) too discusses related matters with them. She acts as gracious host to the visiting parents and guardians.

4.5.3 Delivery of Academic Inputs

Labour India Gurukulam Public School is affiliated to the Central Board of Secondary Education (CBSE) Delhi. The syllabi at the school are as per the CBSE. The textbooks are those prescribed by the National Council of Educational Research and Training (N.C.E.R.T). ‘English’ is the medium of instruction. The academic year commences in mid-May and closes by the end of March every year. Labour India Public School offers admission to L.K.G., U.K.G. and from classes I to XII. Pupils who complete 3 years of age on 1st June are eligible for admission to L.K.G. and those who complete 5 years of age are eligible for admission to class I. There is no admission test. Eligible students, from even
the Malayalam medium schools, are admitted and later, given special coaching to improve English. The school’s model curriculum balances affective, psychomotor and intellectual domains of learning. For admissions, preference is given to state or national sports champions and athletes. In keeping with its vision, the school aims at the total development of students through a holistic approach to education. The school accepts the brainy and the mediocre alike, identifies their skills and strengths and transforms them effectively to match the needs of the 21st century.

Apart from the subjects like English, Mathematics, Environmental Studies, Science, etc., state language Malayalam is compulsory up to class VIII. For IX and X classes, Hindi is also offered instead of Malayalam. At plus-two level, the school offers its students to choose any five subjects from English, Physics, Chemistry, Mathematics, Biology, Computer Science, Economics, Business Studies, Accountancy and Malayalam. Biotechnology, Informatics Practices, Physical Education and French are the additional options at plus-two level. The school lays emphasis on sports and athletics. The school has been the National Champion in CBSE Athletics for the 3rd consecutive time this year (2005). Its sports faculty has brought laurels to the school at the regional and national level for a long time. The school gives equal importance to organizing important days like Environment day, Teachers’ day, etc and festivals like Onam and Christmas. A number of co-curricular activities like rangoli making, drawing, debate, etc are conducted as per the annual calendar. Seminars and training sessions are conducted to provide practical exposure to the students. Recently, Math Seminar cum Exhibition and English Association were organized in the school. Lectures on topics of current importance like ‘Sex Education’ and ‘Disaster Management Training’ are organized to provide correct information to the youngsters.

The young students of Primary classes are encouraged in diverse activities, including games. A lot of emphasis is given on practical knowledge in different subjects, like geography, maths, science, etc. The school has “Saturday activities” that include mountaineering, gardening, cycling, shooting, home science, kalari (martial arts of Kerala) and music. Apart from this, each class is required to go for a study tour once a year for 1 to
5 days. Organization of study tour is done entirely by students under the guidance of class teachers. It is believed that experience is the best teacher. The school believes that each form of play provides a learning experience that is remembered for long. So, the management provides an interesting mix of facilities – some that make use to the fullest, the ruggedness of nature while others are ultra modern Educational Gadgets. This combination together provides a unique learning experience to young children.

4.5.4 Structural Features

The management of Labour India School is in the hands of Managing Director, Chairman, Directors and members of management body. They are assisted by the Principals and Vice- Principals. Unique feature of education at Labour India is instilling a family feeling characterized by individual attention. Gurukulam is an innovative concept adopted at Labour India Public School, where shishyas (students) of different ages, religions and regions live together under a single roof along with their gurus (teachers). There are about 850 students from 15 countries residing in the Gurukulam. Labour India Gurukulam is like a ‘community’ in a real sense, with students and teachers working and learning with a corporate and cooperative spirit. The Gurukulam contains a variety of students of different ages, from different countries, activities and backgrounds. In this community, there are opportunities for students to grow. The children develop qualities of honesty, loyalty, integrity, courage, self-confidence and leadership during their stay at the school. The Gurukulam helps to develop better understanding among students and between teachers and students. The ambience resembles that of an ‘ashram’, but with essential and modern facilities to cater to various needs of the child. There are modern facilities like Internet and multimedia as well as traditional activities like rearing of goats and farming. Gurukulam is a home away from home. The Director lays stress on the students living in Gurukulams. Mr. Kulangara believes that children need models more than they need cities in building up character and values. So, he stays in Gurukulam round the clock and encourages the inmates with praise acknowledgements. Leadership training, personality development, yoga and indoor and outdoor games are given special emphasis. Nutritious multi-cuisine menu and in-house medical care are some other highlights of the Gurukulam. The Labour
India Gurukulam has been conceived to foster each child with the excellence of the ancient gurukulam system and the most modern concepts of world-class educational systems. Gurukulam introduces students to the Indian cultural heritage through a rigorous curriculum, international in its approach to people, knowledge, values, and skills. Commitment to a one-on-one teacher-student learning relationship is fundamental to the program. At Labour India Gurukulam, the culture of Indian schooling is followed with certain differences. The Gurukulam is located at a small distance from the school, neither too far, nor too close. There are cottages having necessary facilities for its residents.

The day at Gurukulam starts with morning assembly. Birthdays of children residing in the Gurukulam are celebrated. Kalari exercise and yoga are compulsory for all students in the morning. Gurukulam is a community in itself, in a full and real sense with a corporate spirit, corporate activities, a corporate pride and a common will. It contains a variety of students of different ages, who come from different countries, activities and backgrounds. Gurukulam teaches and trains the youngsters to be self-dependent, self-reliant and to be successful in their community. The teachers at Gurukulam pay a lot of attention on the children. The students develop good study habits, which prove very helpful in their future studies. The Gurukulam creates learning opportunities to meet the needs of the learner and adaptable to his/her level of maturity. The Labour India Gurukulam’s library program supports the educational goals of the School, and encourages the love of reading and learning. The members of the school community come to browse, read, study, and explore. The unified library catalog combines unique collections. These materials are carefully selected by school management and faculty members. They support the Primary, Middle, High School, Higher Secondary School Years, as well as promote pleasure reading for all ages. From time to time, the school management organizes interactions with noted personalities and specialists of different fields. Scientists are invited to talk to the students on varying topics. Dr. M.V. Pillai, a world famous oncologist based in US graced the Gurukulam with his presence and shared valuable experiences with the students.

Labour India Gurukulam Public School & Junior College has a number of common facilities for all its students, like Digital Smart Classrooms, Well-equipped Science/ Bio-
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Technology/ Computer/ Language Laboratories, Junior and Senior Library and Reading Rooms, High Speed Broadband Internet Connection, Audio-Visual Education, Modern Gymnasium, Sports Hostel, Athletic Track/ Football Ground/ Cricket Ground, Volleyball/Basketball Court, etc. SMART CLASS program is a comprehensive technology enabled teaching solution with adequate teaching resources to teachers such as Animation Clips, Videos, Pictures, etc. Teachers use these resources right inside the Classrooms using a display device and a networked computer to teach their specific subjects and topics. Classrooms are equipped with multiple display monitors and a PC for the teacher connected to the Knowledge Center. Teachers use the digital resources while teaching the chosen topic inside the classrooms enabling students to acquire a faster and a better understanding of the concepts taught. The SMART CLASS program is powered by a Curriculum Research Center (CRC) set up to provide best of teaching tools and resources created and assimilated by a team of subject matter experts, experts in pedagogy and instruction designing. The CRC continuously upgrades its repository of digital teaching resources drawn from the Internet, CD ROMs, Books and Videos from across the world. A teacher resource facility well equipped with supporting technology infrastructure has been created for the teaching staff. The teachers use the facility to create their own specific resource requirement plans and evaluate their teaching sessions. Teachers can then choose from a basket of resources provided to them for a specific topic, subject or class. Teachers also upload presentation materials that they may choose to create for the classroom sessions. The smart class program, since its inception has improved teacher effectiveness in class and resulted in better academic performance by students. It has also enabled teachers to use the latest technology enabled teaching tools and resources selected from across the world. At Labour India Gurukulam, Information Technology is an essential aspect of education. Projects and assignments have been designed to help the students use technology as a tool for learning and research in diverse disciplines such as history, geography, science, computer programming, etc. There are full-fledged computer laboratories at the campus. There are also computers available for student use in the library. Digital projectors, screens and sound systems enable teachers to take advantage of the enormous range of teaching resources. The school publishes annual magazine that displays literary skills of students and gives an insight into happenings of the school. Its
website, www.gurukulam.com is a source of information about the school developments to all concerned people.

At Labour India Public School, the Chairman keeps himself in touch with the teachers in the school and at the gurukulam. He is like a guide and a parent to the teachers. The Chairman delegates new and challenging tasks to promising staff members. The researcher noticed how Mr. Kulangara motivated one of the experienced Vice Principals to take up the position of Principal of the new school that was being established at Vagamon. He took her to the new school that is located about 50 kms. from Marangattupilly every time he went there. He presented this task as a challenge to her. It was noted that the school management cares for its staff and through motivation techniques-both financial and non-financial- tries to provide job satisfaction to them. Financial incentives include perks, educational allowance for own children studying in school, etc. and non-financial incentives include appreciation of work, assignment of challenging and responsible jobs, promotion, etc. The students are also rewarded and appreciated for their brilliant efforts in the field of academics, sports and co-curricular activities. The school honors its X and XII class toppers apart from all other toppers and achievers. Recently, the best student and the best teacher of the year were treated to a four-day trip to Lakshwadeep Islands. Further, sport infrastructure has been well developed at Labour India. The school’s vision is of winning an Olympic Medal in Athletics for India. The school in collaboration with the Indian Olympic Academy is providing facilities of international standards, like sports hostel and recruiting talented youngsters.
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Illust. 4.9 Along with Students at Labour India G. P. School, Kottayam
Illust. 4.10 In front of Gurukulam at L.I.G.P.S., Kottayam

Illustration 4.11 At Labour India Gurukulam Public School (Playground in the background)
The present chapter throws light on the vision, mission and philosophy and social orientation of the five schools, selected for study by the researcher. The academic component and structural features of these schools are outlined through case studies. In the next chapter, the researcher has indicated the findings of the study and attempted to evolve a 'Model of Excellence'.