

Jesuit Conference of South Asia

Assessment of Jesuit Schools

*26th October 2022
CSSE*

Presentation of the Quantitative Data

Part 1

1. Introductory Note

01. As shown in the table, the highest number of the respondents in the sampling frame belong to the current students (29.38%), Teachers (24.79%), parents (18.50 %) and alumni (17.14%). In addition to this, a small segment of the respondents belong to the office staffs (7.60 %) and the remaining are Jesuits (2.59%).

Status of the Respondent	Percent
Alumni/ae	17.14
Current Student	29.38
Jesuit	2.59
Office Staff	7.60
Parent	18.50
Teacher	24.79
Total	100.00

2. The Jesuit Thrust: Vision, Mission and Ignatian Pedagogy

02. Around 93% of the respondents are of the view that the Jesuit schools have a well-defined Vision-Mission Statement, and 6% more agree with this view partly, while merely 2% have given a clearly negative opinion.

This School has a well-defined Vision-Mission Statement

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	50.95	39.29	8.57	1.19	0.00
Office Staffs	40.75	50.32	7.22	1.14	0.57
Teachers	48.13	45.15	5.13	1.39	0.20
Total (Average)	46.74	45.84	5.84	1.32	0.26

03. More than 88% of the respondents say that there are regular programmes for the teachers on various aspects of Jesuit Education and Ignatian legacy, and more than 9% have taken the neutral position, while just 3% have given a clearly negative opinion.

There are regular programmes for the teachers on various aspects of Jesuit Education and Ignatian legacy

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	35.48	43.81	15.71	4.52	0.48
Office Staffs	38.15	48.62	10.63	2.27	0.32
Teachers	44.30	45.74	7.99	1.57	0.40
Total (Average)	42.31	46.23	9.14	1.94	0.39

04. About 81% of the respondents state that a large number of the teachers apply Ignatian Pedagogy in their teaching, and 5% more agree with this view partly, while just 5% have given a clearly negative opinion. According to the Jesuit respondents, this may not be the case at least in a good number of schools or only some in these schools are familiar enough to apply this method.

A large number of the teachers apply Ignatian Pedagogy in their teaching

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	19.05	41.90	27.86	10.00	1.19
Office Staffs	26.70	50.81	18.34	3.73	0.41
Teachers	28.30	54.03	13.89	3.19	0.60
Total (Average)	27.27	52.43	15.89	3.81	0.60

05. More than 76% of the respondents endorse that the teachers and administrators are familiar with the Jesuit Resources and Websites (e.g., Educate Magis), and 18% more agree with this view partly, while just 6% have given a clearly negative opinion. The response of the Jesuits is more negative than the others, which means, the level of satisfaction is not high enough in all the schools.

A large number of the teachers and administrators are familiar with the Jesuit Resources and Websites (e.g., Educate Magis)

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	18.81	37.14	33.10	9.29	1.67
Office Staffs	26.62	50.16	17.45	4.95	0.81
Teachers	26.93	51.24	16.10	4.75	0.97
Total (Average)	26.26	49.96	17.65	5.13	0.99

3. Spiritual Nourishment and Value Formation

06. More than 84% of the respondents say that well-defined programmes are being implemented for the spiritual nourishment of the students, and almost 12% have taken the mid-position, while only around 4% have given a clearly negative opinion to this question.

Well-defined programmes are being implemented for the spiritual nourishment of the students

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	36.25	47.84	11.70	3.31	0.90
Current Students	39.84	45.41	10.73	2.96	1.05
Jesuits	34.52	44.76	18.33	2.14	0.24
Office Staffs	30.28	51.46	14.12	3.49	0.65
Parents	34.39	50.37	10.74	3.37	1.13
Teachers	36.41	48.93	11.37	2.54	0.75
Total (Average)	36.50	48.06	11.51	3.01	0.91

07. Over 89% of the respondents say that the schools give due importance to the value formation of the students, and 7% more have taken the mid-position, while hardly anyone (3%) has given a clearly negative opinion.

The school gives due importance to the value formation of the students

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	40.24	49.1	7.31	2.95	0.36
Current Students	42.64	45.47	8.15	2.60	1.13
Jesuits	46.90	46.19	5.48	0.95	0.48
Office Staffs	37.99	51.14	8.04	2.11	0.73
Parents	39.33	50.23	7.27	2.43	0.73
Teachers	45.55	46.59	5.45	1.87	0.55
Total	42.09	47.71	7.10	2.37	0.73

08. More than 91% of the respondents say that the values of the Indian Constitution are being promoted in the schools – justice, equality, freedom, fraternity, etc., and 6% more agree with this view partly, while just 3% have given a clearly negative opinion.

The values of the Indian Constitution are being promoted in the school – justice, equality, freedom, fraternity, etc.

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	48.63	43.6	5.83	1.26	0.68
Current Students	52.99	37.79	6.39	1.83	1.01
Jesuits	47.38	43.81	6.43	1.43	0.95
Office Staffs	39.85	49.76	7.47	1.87	1.06
Parents	45.03	47.13	5.67	1.37	0.80
Teachers	49.53	43.93	4.38	1.42	0.75
Total (Average)	48.77	43.10	5.74	1.54	0.85

09. Above 93% of the respondents endorse that the students are treated equally in the school regardless of their religious identities, and 4% more endorse this view partly, while just 3% have given a clearly negative opinion.

The students are treated equally in the school regardless of their religious identities

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	56.80	37.0	4.18	1.37	0.65
Current Students	62.63	31.06	3.84	1.60	0.86
Jesuits	61.67	34.05	3.33	0.71	0.24
Office Staffs	51.62	42.86	3.90	1.14	0.49
Parents	53.84	40.69	3.24	1.60	0.63
Teachers	58.79	34.72	2.61	3.26	0.62
Total (Average)	58.19	35.74	3.47	1.91	0.68

10. More than 94% of the respondents say that the students are treated equally in the school regardless of their social identities -- caste, ethnicity, language, etc., and 3% more agree with this view partly, while just 3% have given a clearly negative opinion.

The students are treated equally in the school regardless of their social identities -- caste, ethnicity, language, etc.

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	57.34	37.0	3.49	1.48	0.72
Current Students	62.80	30.96	3.86	1.39	0.99
Jesuits	63.10	33.57	1.90	1.43	0.00
Office Staffs	52.68	41.80	4.46	0.89	0.16
Parents	52.74	41.79	3.40	1.50	0.57
Teachers	59.46	34.00	2.31	1.12	3.11
Total (Average)	58.41	35.64	3.33	1.32	1.30

11. About 94% of the respondents say that the Jesuit schools promote actively communal harmony and peace, and 4% more have taken the mid-position, while hardly anyone (2%) have given a clearly negative opinion.

This school promotes actively communal harmony and peace

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	50.68	43.6	4.03	0.90	0.79
Current Students	50.85	41.84	5.76	1.20	0.36
Jesuits	61.19	35.71	2.62	0.24	0.24
Office Staffs	47.24	48.46	3.90	0.32	0.08
Parents	48.77	45.53	4.34	0.97	0.40
Teachers	54.08	39.60	2.74	0.70	2.89
Total (Average)	51.23	42.61	4.23	0.89	1.04

12. More than 82% of the respondents say that well-defined programmes are being implemented for the spiritual nourishment of the staff, and around 14% more agree with this view partly, while merely 4% have given a clearly negative opinion. From the responses of the Jesuits, it looks as if that this is not the case in at least a good number of schools.

Well-defined programmes are being implemented for the spiritual nourishment of the staff

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	24.76	48.81	19.52	5.95	0.95
Office Staffs	25.49	53.65	17.29	3.08	0.49
Teachers	31.38	52.46	12.24	3.21	0.70
Total (Average)	29.61	52.45	13.88	3.39	0.67

4. Environmental Concerns and the Promotion of Eco-Consciousness:

13. More than 92% of the respondents state clearly that concrete steps are being taken to promote eco-consciousness among the students in schools, with less than 7% taking the mid-position, and hardly anyone giving a clearly negative opinion.

Concrete steps are being taken in the school to promote eco-consciousness among the students

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	46.11	46.08	6.12	1.01	0.68
Current Students	44.26	47.22	7.04	1.09	0.40
Jesuits	49.29	40.48	8.33	1.67	0.24
Office Staffs	41.88	50.65	6.33	0.89	0.24
Parents	45.13	47.70	5.57	1.03	0.57
Teachers	43.95	49.45	5.50	0.72	0.37
Total (Average)	44.61	47.75	6.21	0.97	0.46

14. More than 90% of the respondents say that the teachers are conscious of the ecological problems and issues, with merely 7% taking the mid-position and hardly anyone giving a clearly negative opinion.

The Teachers of this school are adequately conscious of ecological problems and issues

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	41.40	49.53	6.70	1.80	0.58
Current Students	40.96	48.29	7.88	2.23	0.65
Jesuits	44.52	42.38	10.48	2.38	0.24
Office Staffs	37.82	52.84	8.20	0.97	0.16
Parents	39.76	50.83	7.24	1.37	0.80
Teachers	39.35	52.61	6.42	1.27	0.35
Total (Average)	40.27	50.24	7.29	1.67	0.54

15. Almost 88% of the respondents say that the Jesuit schools have a well-developed plan for the promotion of eco-consciousness among the students, and a little more than 9% hold the mid-position, while merely 3% have given a clearly negative opinion. This does not seem to be fully true in at least some of the schools, as indicated by the Jesuit respondents.

This school has a well-developed plan for the promotion of eco-consciousness among the students

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	42.40	46.40	9.04	1.58	0.58
Current Students	39.87	46.96	9.64	2.69	0.84
Jesuits	35.00	45.48	15.48	3.57	0.48
Office Staffs	35.80	51.30	10.80	2.03	0.08
Parents	39.36	49.67	8.01	2.54	0.43
Teachers	39.37	48.33	9.88	1.94	0.47
Total (Average)	39.65	48.00	9.53	2.26	0.56

5. Mentoring and Counselling Programmes

16. Over 84% of the respondents say that there is a well-structured mentoring programme for the students, and more than 11% agree with this view partly, while merely 5% have given a clearly negative opinion. However, this does not seem to be fully true in at least some of the schools, as indicated by the Jesuit respondents

There is a well-structured mentoring programme for the students

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	36.57	47.3	10.66	4.79	0.68
Current Students	37.83	45.91	11.41	3.65	1.20
Jesuits	32.62	44.29	18.57	3.81	0.71
Office Staffs	32.71	53.90	10.63	2.52	0.24
Parents	35.99	49.30	10.77	3.34	0.60
Teachers	34.12	51.24	11.50	2.71	0.42
Total (Average)	35.83	48.66	11.31	3.47	0.72

17. Almost 81% of the respondents say that the Jesuit schools provide adequate counselling facilities for the students, and a little more than 13% hold the mid-position, while about 6% have given a clearly negative opinion. This facility does not seem to exist effectively in at least a good number of schools, as is clear from the response of the Jesuits.

The school provides adequate counselling facilities for the students

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	34.20	47.2	12.92	4.54	1.12
Current Students	35.41	44.51	14.16	4.12	1.81
Jesuits	29.52	41.90	20.00	7.62	0.95
Office Staffs	34.98	48.38	12.26	4.14	0.24
Parents	33.59	49.57	11.61	4.24	1.00
Teachers	35.17	46.12	13.79	3.78	1.14
Total (Average)	34.62	46.54	13.39	4.22	1.23

6. Health Care of the Students

18. Over 79% of the respondents say that the healthcare facilities for the students is adequate in the schools and nearly 15% more agree with this view partly, while merely 6% have given a clearly negative opinion.

The healthcare facilities for the students is adequate in this school

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	35.31	47.0	12.42	4.32	0.90
Current Students	35.83	42.55	15.14	4.66	1.81
Jesuits	31.19	42.38	21.19	4.52	0.71
Office Staffs	34.74	48.70	13.07	2.84	0.65
Parents	32.96	48.17	13.94	3.54	1.40
Teachers	30.36	48.16	16.55	4.11	0.82
Total	33.65	46.21	14.80	4.12	1.22

19. More than 79% of the respondents say that the schools maintain a good health record of the students, especially of those who need emergency assistance, and 14% more agree with this view partly, while only 6% have given clearly negative opinion. There is doubt about the actual situation in at least a good number of schools, as indicated by the Jesuit respondents

The school maintains a good health record of the students, especially of those who need emergency assistance

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	36.86	45.7	12.71	3.53	1.19
Current Students	35.87	44.07	14.14	4.26	1.66
Jesuits	27.14	43.33	22.38	6.19	0.95
Office Staffs	29.95	50.00	14.85	4.71	0.49
Parents	33.22	48.53	13.28	3.50	1.47
Teachers	30.34	47.41	16.08	5.18	1.00
Total (Average)	33.50	46.44	14.48	4.31	1.27

20. The vast majority of the respondents (90%) say that the safety and security of the students inside the school campus is satisfactory and about 7% more agree with this view partly, while about 3% hold the opposite opinion.

The safety and security of the students inside the school campus is satisfactory

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	45.46	45.3	6.52	2.20	0.54
Current Students	49.00	39.84	6.81	3.44	0.90
Jesuits	45.48	46.19	6.90	0.71	0.71
Office Staffs	41.56	48.78	7.47	1.79	0.41
Parents	44.03	44.60	7.71	2.77	0.90
Teachers	45.12	46.39	5.87	2.14	0.47
Total (Average)	45.86	44.12	6.74	2.59	0.69

21. More than 82% of the respondents say that the school has the required facilities for dealing with emergency situations, and over 12% hold a neutral position on this point, while merely 5% have given a clearly negative opinion.

The school has the required facilities for dealing with emergency situations

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	36.39	47.8	11.45	3.20	1.15
Current Students	36.06	44.95	12.54	5.25	1.20
Jesuits	33.33	50.00	13.33	2.38	0.95
Office Staffs	31.09	52.92	12.74	3.00	0.24
Parents	33.12	49.80	13.14	3.24	0.70
Teachers	32.40	51.44	12.99	2.71	0.45
Total (Average)	34.22	48.68	12.61	3.65	0.83

7. Grievance Redressal

22. Nearly 78% of the respondents say that the appropriate structures are in place for redressing the grievances/complaints, and a little more than 15% hold the neutral position on this question, with just 7% giving a clearly negative opinion.

Appropriate structures are in place for redressing the grievances/complaints of the staff

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	30.63	47.88	14.90	5.47	1.12
Current Students	27.45	50.49	15.46	5.08	1.51
Jesuits	33.33	47.14	14.76	3.57	1.19
Office Staffs	26.70	51.62	15.42	5.11	1.14
Parents	28.72	52.07	13.54	4.60	1.07
Teachers	24.12	49.88	16.60	7.24	2.17
Total (Average)	27.50	50.18	15.27	5.56	1.49

23. The vast majority of the respondents (84%) say that there are appropriate structures in place for redressing the grievances/complaints of the students, with more than 11% taking the mid-position, while merely 5% have given a clearly negative opinion.

Appropriate structures are in place for redressing the grievances/complaints of the students

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	33.62	49.24	12.31	3.85	0.97
Current Students	34.17	47.49	11.87	5.17	1.30
Jesuits	35.24	50.00	12.14	2.14	0.48
Office Staffs	32.14	51.95	12.82	2.60	0.49
Parents	31.69	53.10	10.91	3.07	1.23
Teachers	28.94	57.84	9.96	2.81	0.45
Total (Average)	32.20	51.80	11.37	3.70	0.94

24. Almost 82% of the respondents say that the Jesuit schools have appropriate structures in place for redressing the grievances/complaints of the parents, and a little more than 13% hold the mid-position, while about 5% have given a clearly negative opinion.

Appropriate structures are in place for redressing the grievances/complaints of the parents

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	31.21	49.14	14.40	4.28	0.97
Current Students	29.24	49.95	14.11	5.36	1.34
Jesuits	30.71	50.71	15.24	2.86	0.48
Office Staffs	28.81	51.22	15.42	3.57	0.97
Parents	29.95	52.60	12.74	3.64	1.07
Teachers	27.68	57.77	10.85	3.11	0.60
Total (Average)	29.33	52.35	13.23	4.10	0.99

8. Safeguarding Against Sexual Abuse

25. Over 86% of the respondents say that clear regulations have been promulgated to ensure compliance with POCSO Act and PoSH (Prevention of Sexual Harassment of Women at Workplace) Act, and a little more than 9% hold the mid-position, while only about 5% have given a clearly negative opinion.

Clear regulations have been promulgated to ensure compliance with POCSO Act and PoSH (Prevention of Sexual Harassment of Women at Workplace) Act

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	38.95	46.80	9.94	3.17	1.15
Current Students	42.11	40.71	10.65	4.18	2.35
Jesuits	48.33	39.52	10.00	2.14	0.00
Office Staffs	35.39	52.19	9.66	2.44	0.32
Parents	36.96	49.63	9.17	2.94	1.30
Teachers	41.59	48.16	7.57	1.84	0.85
Total (Average)	40.14	46.09	9.40	3.01	1.36

26. Almost 86% of the respondents say that the protocols for safeguarding minors and vulnerable adults have been set up and are implemented, with a little more than 10% taking the mid-position, while merely 4% have given clearly negative opinion.

The protocols for safeguarding minors and vulnerable adults have been set up and are implemented

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	35.21	50.94	10.12	2.81	0.94
Current Students	35.58	47.13	11.55	4.22	1.51
Jesuits	43.57	42.86	11.43	2.14	0.00
Office Staffs	31.90	53.08	10.80	3.81	0.41
Parents	33.12	53.47	9.94	2.57	0.90
Teachers	33.50	53.63	10.03	2.46	0.37
Total (Average)	34.47	50.91	10.57	3.15	0.89

27. More than 80% of the respondents say that regular orientation programmes are being organized for the benefit of the staff on the protocols for safeguarding minors and vulnerable adults, and close to 14% hold the mid-position, while just 6% have given an unfavourable opinion.

Regular orientation programmes are being organized for the benefit of the staff on the protocols for safeguarding minors and vulnerable adults

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	33.55	48.24	12.60	4.68	0.94
Current Students	31.19	46.15	15.02	5.63	2.02
Jesuits	32.38	44.05	18.81	4.52	0.24
Office Staffs	32.06	48.94	14.69	3.73	0.57
Parents	30.65	52.43	12.51	3.37	1.03
Teachers	33.95	47.36	13.74	4.01	0.95
Total (Average)	32.28	48.13	13.90	4.47	1.23

9. Lay Collaboration

28. Almost 79% of the respondents say that there is an effective lay collaboration/participation in the administration and decision-making processes and a little more than 15% hold the neutral position on this question, while merely 6% have given a clearly negative opinion.

There is effective lay collaboration/participation in the administration and decision-making processes

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	29.12	51.69	14.22	3.96	1.01
Current Students	28.27	51.56	14.98	3.97	1.22
Jesuits	31.67	45.00	17.38	5.00	0.95
Office Staffs	25.00	53.73	17.13	3.90	0.24
Parents	27.59	52.70	14.61	3.87	1.23
Teachers	25.68	51.24	15.93	5.87	1.27
Total (Average)	27.49	51.71	15.24	4.44	1.12

29. More than 80% of the respondents state clearly that satisfactory efforts are being made to strengthen the process of lay collaboration/participation in the administration and decision-making, and a little more than 15% have taken the mid-position, with merely 4% giving a clearly negative opinion.

Satisfactory efforts are being made to strengthen the process of lay collaboration/participation in the administration and decision-making

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	29.81	51.37	14.11	4.18	0.54
Current Students	28.78	51.27	15.52	3.59	0.84
Jesuits	29.05	48.33	17.38	4.52	0.71
Office Staffs	26.46	55.36	14.77	3.17	0.24
Parents	27.22	54.34	13.94	3.60	0.90
Teachers	21.85	57.07	15.75	4.50	0.82
Total (Average)	26.78	53.53	15.04	3.91	0.75

10. Infrastructural Facilities

30. Almost 85% of the respondents report that the infrastructural facilities of the school are satisfactory, with about 10% taking the mid-position, while merely 4% have given clearly negative opinion.

The infrastructural facilities of the school are satisfactory

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	43.99	43.45	8.46	3.35	0.76
Current Students	41.10	42.20	11.13	4.12	1.45
Jesuits	43.33	41.43	11.67	2.38	1.19
Office Staffs	41.64	45.29	10.63	2.19	0.24
Parents	41.13	45.13	8.67	4.24	0.83
Teachers	38.70	44.85	12.99	2.74	0.72
Total (Average)	41.11	43.83	10.66	3.47	0.94

31. More than 82% of the respondents point out that the present level of ICT related programme (computer education and other technology enabled programmes) in the Jesuit Schools is commendable, and 12% more hold the neutral position on this question, with merely 6% giving a clearly negative opinion.

The present level of ICT related programme is commendable -- computer education and other technology enabled programmes

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	34.52	47.98	11.48	4.07	1.94
Current Students	37.70	41.78	13.38	4.81	2.33
Jesuits	34.76	46.67	15.00	2.86	0.71
Office Staffs	33.04	51.06	11.44	3.65	0.81
Parents	34.12	50.20	11.34	3.24	1.10
Teachers	34.57	49.10	12.22	3.48	0.62
Total(Average)	35.29	47.05	12.28	3.92	1.46

32. Above 80% of the respondents say that the present level of infrastructural facilities for the ICT programmes are satisfactory in terms of adequate number of computers and other facilities, and more than 13% hold the mid-position, with just about 6% giving a clearly negative opinion.

The present level of infrastructural facilities for the ICT programmes are satisfactory -- adequate number of computers and other facilities

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	36.86	45.18	11.59	4.86	1.51
Current Students	38.40	40.77	14.53	4.54	1.76
Jesuits	36.43	42.38	15.95	3.81	1.43
Office Staffs	34.58	48.54	12.09	3.98	0.81
Parents	32.99	49.37	12.61	3.67	1.37
Teachers	34.92	46.32	14.11	4.03	0.62
Total (Average)	35.93	45.12	13.42	4.25	1.28

11. The Teaching Staff

33. About 85% of the respondents are of the view that the Management organizes periodic programmes to improve the competency/capability of the teachers, and 11% more agree with this view partly, while merely 4% have given a clearly negative opinion.

The Management organizes periodic programmes to improve the competency/capability of the teachers

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	35.28	49.68	11.09	3.06	0.90
Current Students	33.10	50.24	11.34	3.91	1.41
Jesuits	33.10	48.81	12.62	5.00	0.48
Office Staffs	32.47	52.92	11.77	2.52	0.32
Parents	34.49	51.83	10.01	2.80	0.87
Teachers	37.41	47.74	11.30	2.86	0.70
Total (Average)	34.75	49.98	11.11	3.22	0.94

34. Almost 90% of the respondents say that the teachers are adequately conscious of the rights of children regarding their physical and psychological well-being and a little more than 7% hold the mid-position, while merely 3% hold a clearly opposite opinion.

The teachers are NOT adequately conscious of the rights of children regarding their physical and psychological well-being

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	6.26	13.0	9.36	44.46	26.93
Current Students	7.12	12.69	11.30	37.32	31.57
Jesuits	5.00	12.14	16.90	47.38	18.57
Office Staffs	5.68	13.39	12.91	45.13	22.89
Parents	6.07	12.17	10.54	45.03	26.18
Teachers	3.43	9.71	8.19	46.22	32.45
Total (Average)	42.09	47.71	7.10	2.37	0.73

35. Less than 15% of the respondents say that corporal punishment is still in practice in Jesuit schools -- (beating or other physical punishments), while more than 10% have taken the mid-position and nearly 75% have taken a clearly opposite position, that is, the Jesuit Schools do not practice corporal punishment.

Corporal punishment is still in practice in this school -- (beating or other physical punishments)

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	5.65	10.5	10.40	38.08	35.39
Current Students	7.71	12.16	12.04	31.67	36.42
Jesuits	3.57	7.14	12.38	42.38	34.52
Office Staffs	5.36	10.39	9.09	40.83	34.33
Parents	5.80	9.47	9.84	41.63	33.26
Teachers	2.29	5.43	8.36	39.35	44.57
Total	5.37	9.44	10.22	37.49	37.47

36. Only about 13% of the respondents say that mental harassment is still prevalent in the Jesuit schools, in the form of mental torture, insulting words, humiliations, etc., while over 8% hold the mid-position and nearly 79% of the respondents have clearly stated that mental harassment is not prevalent in Jesuit schools.

Mental harassment is still prevalent in this school (mental torture, insulting words, humiliations, etc.)

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	4.86	9.5	7.38	38.52	39.78
Current Students	6.64	9.91	10.86	32.20	40.39
Jesuits	4.52	4.76	11.90	42.86	35.95
Office Staffs	4.87	9.01	7.79	41.80	36.53
Parents	5.30	10.11	7.24	41.39	35.96
Teachers	2.17	5.82	5.72	39.02	47.26
Total (Average)	4.79	8.66	8.11	37.68	40.76

37. More than 82% of the respondents say that the management has an effective system of supervision of the teachers and the way they teach, and 13% more have taken the mid-position, while merely 5% have given a clearly negative opinion.

The management has an effective system of supervision of the teachers and the way they teach

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	32.29	49.5	13.21	3.82	1.22
Current Students	30.75	48.20	15.50	3.99	1.55
Jesuits	30.71	46.67	17.86	3.57	1.19
Office Staffs	29.95	50.73	14.69	4.22	0.41
Parents	30.95	51.80	12.71	3.47	1.07
Teachers	33.97	52.74	9.38	3.14	0.77
Total (Average)	31.79	50.36	13.07	3.66	1.12

38. According to 81% of the respondents, there is a good feedback system in the schools regarding the performance of the teachers, and 13% more agree with this view partly, while only 6% have given clearly negative opinion. This does not seem to be the case in at least a good number of the schools, as this system may not be effective enough in these schools.

There is a good feedback system in the school regarding the performance of the teachers

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	31.79	50.0	12.38	4.64	1.22
Current Students	31.84	47.87	13.38	4.83	2.08
Jesuits	24.76	44.29	23.10	6.67	1.19
Office Staffs	28.00	52.76	14.53	3.98	0.73
Parents	29.39	52.23	13.18	4.10	1.10
Teachers	29.74	52.96	12.74	3.21	1.34
Total (Average)	30.38	50.58	13.35	4.25	1.44

39. Almost 84% of the respondents say that the lesson plans of the teachers are checked and reviewed periodically and 11% more agree with this view partly, while merely 4% have given a clearly negative opinion on this point.

The lesson plans of the teachers are checked and reviewed periodically

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	36.00	47.9	11.45	3.67	1.01
Current Students	37.22	45.01	12.43	4.28	1.05
Jesuits	34.29	44.29	12.62	7.38	1.43
Office Staffs	39.45	46.75	9.90	3.25	0.65
Parents	35.19	49.13	11.61	3.04	1.03
Teachers	45.52	43.08	7.86	2.94	0.60
Total (Average)	38.79	45.90	10.79	3.62	0.91

40. More than 76% of the respondents say that the teachers are proficient in using the latest technologies of audio-visual communications and nearly 17% more agree with this view partly, while only 7% have given a clearly negative response. We can say this is as true of all the Jesuit schools, as the data indicate that the situation is not as positive as the respondents indicate, at least in a good number of schools.

The teachers are proficient in using the latest technologies of audio-visual communications

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	32.15	44.9	16.02	5.80	1.19
Current Students	32.14	40.83	17.18	7.56	2.29
Jesuits	26.67	44.05	21.19	7.14	0.95
Office Staffs	29.06	48.86	18.10	3.17	0.81
Parents	30.52	47.90	14.98	5.04	1.57
Teachers	32.53	47.96	14.86	3.98	0.67
Total (Average)	31.56	45.29	16.17	5.56	1.42

41. Almost 77% of the respondents are of the view that the teachers use adequately the latest teaching methodology in the classrooms and nearly 17% more agree with this view partly, while merely 6% have given a clearly negative opinion on this point. There are some Jesuit schools, where the situation is still far from satisfactory in this regard, as indicated by the Jesuit respondents.

The teachers use adequately the latest teaching methodology in the classrooms

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	31.10	46.9	16.31	4.75	0.94
Current Students	31.97	41.42	18.15	5.88	2.58
Jesuits	24.29	41.19	24.05	8.33	2.14
Office Staffs	29.06	48.30	18.10	4.06	0.49
Parents	29.42	49.03	15.81	4.30	1.43
Teachers	30.26	50.40	15.06	3.71	0.57
Total (Average)	30.51	46.51	16.78	4.78	1.42

42. More than 90% of the respondents say that the teachers are sufficiently familiar with the service rules and conditions of the school, and 8% more agree with this view partly, while just 2% have given a clearly negative opinion.

The teachers are sufficiently familiar with the service rules and conditions of the school

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	35.48	52.38	11.43	0.48	0.24
Office Staffs	36.20	53.41	8.28	1.95	0.16
Teachers	40.47	50.32	7.44	1.19	0.57
Total (Average)	39.17	51.15	7.92	1.31	0.46

43. More than 85% of the respondents say that the accountability level of the staff is satisfactory, and 11% more agree with this view partly, while merely 5% have given a clearly negative opinion.

The accountability level of the staff is satisfactory

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	26.19	57.14	13.81	2.38	0.48
Office Staffs	26.95	57.31	12.82	2.44	0.49
Teachers	29.72	56.62	10.25	2.84	0.57
Total (Average)	28.85	56.81	11.08	2.72	0.55

44. More than 85% of the respondents are of the view that sufficient efforts are being made to develop the competencies of the students -- critical thinking, communication skills, creativity, problem solving, perseverance, collaboration, information literacy, technology skills and digital literacy, etc., and close to 12% more agree with this view partly, while just 4% have given a clearly negative opinion.

Sufficient efforts are being made to develop the competencies of the students -- critical thinking, communication skills, creativity, problem solving, perseverance, collaboration, information literacy, technology skills and digital literacy, etc.

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	37.08	48.1	10.98	2.92	0.97
Current Students	37.49	45.58	12.31	3.32	1.30
Jesuits	27.14	50.24	19.05	3.10	0.48
Office Staffs	29.63	54.38	13.88	1.79	0.32
Parents	34.62	51.20	10.94	2.50	0.73
Teachers	33.77	54.65	9.48	1.82	0.27
Total (Average)	35.10	50.08	11.42	2.60	0.79

45. Over 87% of the respondents say that the level of discipline in the schools is satisfactory, and 9% more hold the neutral position on this point, while merely 4% have given a clearly unfavorable response.

The level of discipline in the school is satisfactory

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	43.16	45.4	7.81	2.95	0.68
Current Students	41.82	43.65	9.96	3.40	1.18
Jesuits	36.67	51.67	9.05	2.38	0.24
Office Staffs	34.33	51.62	10.96	2.35	0.73
Parents	39.39	48.97	7.44	3.20	1.00
Teachers	34.25	52.66	9.68	2.76	0.65
Total (Average)	39.02	47.98	9.11	3.02	0.87

12. Administrative Matters

46. Nearly 86% of the respondents say that the stakeholders (teachers, students, alumni/ae, parents) are actively involved in the day-to-day running of the schools, with a little more than 11% taking the mid-position and merely 3% holding a clearly negative opinion.

The stakeholders (teachers, students, alumni/ae, parents) are actively involved in the day-to-day running of the school

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	39.31	45.43	11.92	2.63	0.72
Current Students	43.39	42.62	11.59	1.89	0.50
Jesuits	35.95	42.38	17.14	3.33	1.19
Office Staffs	39.12	46.59	11.77	2.03	0.49
Parents	40.53	46.30	10.17	2.33	0.67
Teachers	41.16	45.45	10.80	2.17	0.42
Total (Average)	41.09	44.78	11.35	2.22	0.57

47. Almost 86% of the respondents say that the admission policy of the school is well-articulated and known to the public, with 11% taking the mid-position and merely 3% giving a clearly unfavorable opinion.

The admission policy of the school is well-articulated and known to the public

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	39.31	45.43	11.92	2.63	0.72
Current Students	43.39	42.62	11.59	1.89	0.50
Jesuits	35.95	42.38	17.14	3.33	1.19
Office Staffs	39.12	46.59	11.77	2.03	0.49
Parents	40.53	46.30	10.17	2.33	0.67
Teachers	41.16	45.45	10.80	2.17	0.42
Total (Average)	41.09	44.78	11.35	2.22	0.57

48. Only less than 21% of the respondents are of the view that most of the teachers at the Jesuit schools do not take the necessary steps for their professional development, with less than 11% taking the mid-position, while nearly 69% say that most of the teachers have taken adequate steps for their professional development.

The majority of the teachers of this school do NOT take the necessary steps for their professional development

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	8.78	14.04	9.94	42.80	24.44
Current Students	6.87	13.63	10.48	43.63	25.39
Jesuits	6.67	13.57	20.00	43.81	15.95
Office Staffs	7.31	15.75	13.64	43.67	19.64
Parents	8.71	14.98	9.54	43.66	23.12
Teachers	4.60	10.43	10.03	46.99	27.95
Total (Average)	7.00	13.32	10.59	44.33	24.76

49. Approximately 90% of the respondents say that the Staff Meetings are being held on a regular basis throughout the year, with about 7% more taking the mid-position and only about 3% holding a clearly negative opinion.

The Staff Meetings are being held on a regular basis throughout the year

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	46.69	43.20	6.37	3.10	0.65
Current Students	49.55	41.04	7.16	1.68	0.57
Jesuits	55.95	36.19	6.67	1.19	0.00
Office Staffs	47.40	43.91	6.66	1.62	0.41
Parents	42.39	46.43	8.04	2.27	0.87
Teachers	54.55	38.08	4.73	1.97	0.67
Total (Average)	48.98	41.77	6.53	2.09	0.64

50. More than 43% of the respondents say that the Staff Meetings are being held only to discuss administrative agenda, while 38% say that the staff meetings discuss other matters also in addition to administrative matters, and 19% have taken the neutral position on this question.

The Staff Meetings are being held only to discuss administrative agenda

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	18.65	30.35	18.86	26.39	5.76
Current Students	16.38	30.37	20.94	25.20	7.10
Jesuits	18.57	22.86	15.71	37.38	5.48
Office Staffs	17.29	29.95	16.40	26.46	9.90
Parents	15.81	30.42	17.38	29.25	7.14
Teachers	10.38	24.09	18.77	37.13	9.63
Total (Average)	15.30	28.59	18.91	29.52	7.68

51. About 81% of the respondents endorse that the Jesuit schools have a SMART Plan (Specific, Measurable, Achievable, Relevant and Time-Bound), to guide its activities, and 13% more agree with this view partly, while around 5% have given a clearly negative opinion.

The school has a SMART Plan (Specific, Measurable, Achievable, Relevant and Time-bound), to guide its activities

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	21.90	46.90	22.38	6.67	2.14
Office Staffs	27.92	53.17	15.02	3.17	0.73
Teachers	27.28	55.28	12.92	3.78	0.75
Total (Average)	27.02	54.20	14.07	3.86	0.85

52. More than 89% of the respondents say that the Jesuit schools have implemented the service rules and conditions effectively, and nearly 9% more have taken the mid-position on this point, while just 2% have given a clearly negative opinion.

The service rules and conditions are implemented effectively

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	35.48	52.62	10.00	1.67	0.24
Office Staffs	32.14	54.55	10.80	2.35	0.16
Teachers	37.51	52.56	7.79	1.74	0.40
Total (Average)	36.19	53.00	8.61	1.87	0.34

53. About 87% of the respondents say that the service rules and conditions are implemented objectively in the Jesuit schools, without any partiality, and nearly 10% more agree with this view partly, while only 3% have given a clearly adverse opinion.

The service rules and conditions are implemented objectively, without any partiality

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	39.05	50.24	8.57	1.67	0.48
Office Staffs	31.74	54.46	11.53	1.95	0.32
Teachers	36.44	50.65	9.38	2.46	1.07
Total (Average)	35.61	51.45	9.79	2.29	0.86

54. More than 85% of the respondents say that besides the service rules and conditions, there is a well-defined Code of Conduct/Professional Ethics for ready reference, and close to 12% more agree with this view partly, while merely 3% have given a clearly negative opinion

Besides the service rules and conditions, there is a well-defined Code of Conduct/Professional Ethics for ready reference

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	31.43	50.95	13.57	3.57	0.48
Office Staffs	30.11	53.33	14.77	1.62	0.16
Teachers	28.55	57.99	10.40	2.41	0.65
Total (Average)	29.10	56.46	11.59	2.33	0.53

55. More than 88% of the respondents endorse that the employees of Jesuit schools have been given clear job descriptions to guide their activities, and 9% more agree with this view partly, while only 3% have given a clearly negative opinion.

The employees of this school have been given clear job descriptions

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	37.38	49.05	11.19	2.38	0.00
Office Staffs	32.63	53.17	11.12	2.27	0.81
Teachers	37.41	51.69	7.94	2.04	0.92
Total (Average)	36.37	51.82	8.87	2.12	0.83

56. While around 16% of the respondents are of the view that the Jesuit schools do NOT have standard operating procedures (what to do, when and how), 72% hold a clearly opposite opinion, i.e., the Jesuit schools have standard operating procedures, and nearly 11% more have endorsed this opinion partly.

This school does NOT have standard operating procedures (what to do, when and how)

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	6.19	11.67	13.57	45.48	23.10
Office Staffs	6.25	15.10	13.15	43.59	21.92
Teachers	4.03	10.90	9.88	44.82	30.36
Total (Average)	4.67	11.87	10.86	44.60	27.99

57. More than 85% of the respondents say that there is a clear staff recruitment policy for the Jesuit schools and close to 11% more agree with this view partly, while merely 4% have given a clearly negative opinion.

There is a clear staff recruitment policy for the school

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	40.95	45.95	9.29	2.62	1.19
Office Staffs	30.28	53.81	12.26	2.60	1.06
Teachers	34.54	51.00	10.20	3.16	1.10
Total (Average)	34.09	51.23	10.58	3.00	1.09

58. Above 87% of the respondents are of the view that while recruiting, the quality of the staff is given due importance, and 9% agree with this view partly, while hardly anyone (4%) has given a clearly opposite opinion.

While recruiting, the quality of the staff is given due importance

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	46.19	43.81	7.38	1.90	0.71
Office Staffs	32.79	52.03	11.44	2.52	1.22
Teachers	38.38	49.20	8.81	2.64	0.97
Total (Average)	37.74	49.42	9.28	2.56	1.01

59. About 58% of the respondents say that while recruiting the Christian Minority status is given due importance, and nearly 20% have taken the mid-position on this question, while slightly more than 23% have given a clearly negative opinion. While the Jesuits and the Office staff are more positive in responding to this question, the teaching staff have given proportionately a more negative response

While recruiting, the Christian Minority status is given due importance

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	30.95	42.86	16.67	7.14	2.38
Office Staffs	20.94	38.88	18.99	16.96	4.22
Teachers	20.06	35.64	19.14	20.91	4.26
Total (Average)	21.06	36.88	18.92	19.03	4.11

60. More than 90% of the respondents say that the Minutes of the Staff Meetings are maintained well, and 7% more agree with this view partly, while merely 2% have given a clearly negative opinion.

The Minutes of the Staff Meetings are maintained well

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	38.57	49.52	8.81	2.86	0.24
Office Staffs	36.77	51.70	8.77	2.27	0.49
Teachers	44.03	47.46	6.50	1.37	0.65
Total (Average)	42.05	48.54	7.16	1.68	0.58

61. Almost 85% of the respondents say that there is a good feedback system in the school – from students, parents, teachers, alumni/ae, and 12% more endorse this view partly, while merely 3% have given a clearly negative opinion.

There is a good feedback system in the school – from students, parents, teachers, alumni/ae

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	37.62	48.6	9.65	3.20	0.90
Current Students	34.74	48.37	12.52	3.36	1.01
Jesuits	28.33	46.67	20.71	3.57	0.71
Office Staffs	32.95	50.08	13.15	3.49	0.32
Parents	36.32	50.20	9.87	2.64	0.97
Teachers	33.97	51.87	10.93	2.61	0.62
Total (Average)	35.03	49.71	11.40	3.03	0.83

62. More than 87% of the respondents say that the Action Taken Report of the Staff Meetings are maintained properly, and close to 10% more have taken the mid-position on this point, while merely 3% have given a clearly negative opinion.

The Action Taken Report of the Staff Meetings are maintained properly

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	33.10	47.38	14.29	4.52	0.71
Office Staffs	32.79	53.57	10.63	2.44	0.57
Teachers	38.45	50.17	8.96	1.89	0.52
Total (Average)	36.83	50.71	9.72	2.20	0.55

63. About 81% of the respondents say that the periodic appraisal of the staff is done with appropriate follow up, and 14% more agree with this view partly, while just 5% have given a clearly negative opinion.

The periodic appraisal of the staff is done with appropriate follow up

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	23.10	52.62	18.33	5.24	0.71
Office Staffs	25.97	54.14	15.67	3.25	0.97
Teachers	26.93	54.95	13.19	3.91	1.02

64. Almost 75% of the respondents say that the Jesuit schools have a special team to assist the management to meet any crisis situation (crisis management team), and 16% more agree with this view partly, while about 9% have given a clearly negative opinion.

This school has a special team to assist the management to meet any crisis situation (crisis management team)

Respondents	AGF	AGR	AGP	DAG	TDA
Jesuits	26.43	42.38	20.48	9.29	1.43
Office Staffs	25.41	50.00	16.48	7.06	1.06
Teachers	27.70	47.11	15.88	6.99	2.31
Total (Average)	27.11	47.39	16.35	7.18	1.98

13. Financial Status

65. More than 81% of the respondents are of the view that the school earns adequate income for its routine expenses, with more than 17% taking the mid-position, while around 12% have given a clearly negative opinion. The Jesuit responses are more negative proportionately, i.e. the level income is not high enough, at least in a good number of schools.

The school earns adequate income for its routine expenses

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	27.54	48.3	13.82	7.02	3.28
Current Students	31.19	40.85	18.02	7.18	2.75
Jesuits	27.38	37.62	20.00	11.43	3.57
Office Staffs	28.00	49.68	14.77	6.09	1.46
Parents	24.58	48.87	15.41	8.37	2.77
Teachers	21.45	46.64	20.38	9.43	2.09
Total (Average)	26.59	45.64	17.21	7.96	2.60

66. Over 72% of the respondents say that the school earns adequate income, with which it can take care of its infrastructural development, and over 16% hold the mid-position, while merely 12% have given a clearly opposite opinion. The Jesuit responses are more negative proportionately, i.e. the level income is not high enough, at least in a good number of schools. As indicated by the Jesuit respondents, it is not the case in all the schools, probably those in the rural areas or some of the new schools.

The school earns adequate income, with which it can take care of its infrastructural development

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	29.01	45.1	15.05	8.21	2.66
Current Students	33.40	41.06	15.06	7.88	2.60
Jesuits	23.33	34.76	20.71	14.76	6.43
Office Staffs	30.76	47.89	13.23	6.66	1.46
Parents	25.75	48.53	14.74	8.21	2.77
Teachers	23.39	43.48	21.03	9.66	2.44
Total (Average)	28.29	44.09	16.49	8.52	2.62

67. More than 89% of the respondents say that the school maintains and improves its facilities regularly, and more than 9% have taken the mid-position, while hardly anyone (2%) has given a clearly negative opinion.

The school maintains and improves the facilities of the school regularly

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	43.45	46.6	7.24	2.16	0.54
Current Students	41.67	46.80	8.21	2.54	0.78
Jesuits	39.52	46.90	9.29	3.57	0.71
Office Staffs	39.53	51.79	7.22	1.14	0.32
Parents	38.56	52.10	7.37	1.23	0.73
Teachers	40.47	50.57	7.27	1.47	0.22
Total (Average)	40.88	49.07	7.61	1.89	0.56

14. Associations

68. Above 82% of the respondents endorse that the PTA in Jesuit schools are functioning satisfactorily, and 13% more agree with this view partly, while merely 5% have given a clearly negative opinion.

The PTA in this school is functioning satisfactorily

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	36.68	47.9	11.05	3.13	1.22
Current Students	35.14	43.73	16.05	3.28	1.81
Jesuits	31.67	48.10	14.05	4.76	1.43
Office Staffs	32.31	50.08	13.39	3.81	0.41
Parents	35.96	46.36	11.74	4.40	1.53
Teachers	37.01	47.78	11.12	3.29	0.80
Total (Average)	35.71	46.54	12.92	3.54	1.29

69. Nearly 74% of the respondents say that the Jesuit schools have an effective Alumni/ae Association, and 15% more agree with this view partly, while merely 10% have given a clearly negative opinion. The response of the Jesuits on this point is proportionately higher. This indicates that the Alumni/ae Associations may not be effective a good number of schools, even the Association exists in these institutions.

The Jesuit schools have effective Alumni/ae Associations

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	36.43	41.1	13.10	6.19	3.20
Current Students	27.94	43.75	17.83	7.86	2.63
Jesuits	26.67	29.29	21.19	18.33	4.52
Office Staffs	29.71	44.48	13.96	9.25	2.60
Parents	30.45	43.46	14.88	8.21	3.00
Teachers	31.01	43.78	15.06	7.96	2.19
Total (Average)	30.72	42.93	15.58	8.04	2.73

70. More than 71% of the respondents certify that the Alumni/ae are actively involved in the schools and their growth and welfare, and 18% agree with this view partly, while 11% have given a clearly adverse opinion. According to the Jesuit respondents, the situation is not as positive as the others seem to think. This means that at least in a good number of schools the Alumni/ae Association either does not function effectively or it does not exist at all.

The Alumni/ae are actively involved in the school and its growth and welfare

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	36.50	37.9	16.05	6.48	3.10
Current Students	30.12	40.35	19.43	7.20	2.90
Jesuits	22.62	28.81	26.43	16.90	5.24
Office Staffs	28.00	42.78	17.86	8.69	2.68
Parents	30.35	42.19	16.31	8.14	3.00
Teachers	31.38	39.97	18.87	8.01	1.77
Total (Average)	31.21	40.06	18.20	7.82	2.71

15. Miscellaneous

71. More than 93% of the respondents endorse that the stakeholders (students, teachers, alumni/ae, parents) feel proud of the school, and 6% more endorse this view partly, while hardly anyone has given a clearly negative opinion.

The stakeholders (students, teachers, alumni/ae, parents) feel proud of the school

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	51.44	41.5	5.62	0.79	0.65
Current Students	51.98	40.18	6.47	0.97	0.40
Jesuits	48.57	43.81	5.71	1.90	0.00
Office Staffs	43.43	48.05	7.79	0.65	0.08
Parents	49.80	43.16	5.60	1.00	0.43
Teachers	52.86	41.86	4.50	0.62	0.15
Total (Average)	50.97	42.07	5.76	0.86	0.35

72. Almost 93 % of the respondents say that the Jesuit schools have a commendable reputation in the locality and neighbourhood, and 5% more endorse this view partly, while hardly anyone (2%) has given a clearly negative opinion.

This school has a commendable reputation in the locality and neighbourhood

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	51.33	41.8	5.54	0.97	0.36
Current Students	51.38	41.19	5.97	1.07	0.40
Jesuits	55.24	38.10	5.24	1.19	0.24
Office Staffs	47.48	44.81	6.82	0.81	0.08
Parents	50.87	42.66	4.90	1.03	0.53
Teachers	54.63	40.07	4.31	0.75	0.25
Total (Average)	51.88	41.48	5.33	0.95	0.35

73. More than 89% of the respondents certify that the parents of the students are satisfied with the way the school is being run and managed, and 8% more agree with this view partly, while hardly anyone (2%) has given a clearly negative opinion.

The parents of the students are satisfied with the way the school is being run and managed

Respondents	AGF	AGR	AGP	DAG	TDA
Alumni	41.68	48.3	8.14	1.22	0.68
Current Students	40.10	47.89	9.03	2.10	0.88
Jesuits	42.62	49.29	6.19	0.95	0.95
Office Staffs	37.99	51.22	10.06	0.49	0.24
Parents	40.79	48.20	8.61	1.67	0.73
Teachers	41.04	51.14	6.45	1.12	0.25
Total (Average)	40.64	49.11	8.16	1.47	0.62

Part II

Analysis and Conclusions

1. Introductory Note

- 1. The Common Questionnaire was administered to a total of 17760 respondents, which included, parents of students, alumni/ae, current students, teachers, office staff and Jesuits working in the schools. Out of these, we received responses from 2998 Parents, 2778 Alumni/ae, 4761 Current Students, 4018 Teachers, 1232 Office Staff and 420 Jesuits. The highest number of the respondents in the sampling frame belonged to the current students (29.38%), teachers (24.79%), parents (18.50 %), alumni/ae (17.14%), office staff (7.60 %) and the Jesuits (2.59%). The following are the analysis and conclusions.*
- 2. Under each sub-section, in the following sections, some comments have been offered for further improving the functioning and performance of the schools. These need to be studied by the province administration and the management of each school and appropriate action taken, so that every school in the whole Assistancy can stand out as a model school where true and all-round formation and education is given to the younger generation.*

2. The Jesuit Thrust: Vision, Mission and Ignatian Pedagogy (Cf. Data 02-05)

- 1. The Jesuit schools have a well-defined Vision-Mission Statement.*
- 2. There are regular programmes for the teachers on various aspects of Jesuit Education and Ignatian legacy. Moreover, a large number of teachers apply Ignatian Pedagogy in their teaching, but this does not apply to all the teachers or all the Jesuit schools.*
- 3. A large number of the teachers and administrators are familiar with the Jesuit Resources and Websites (e.g., Educate Magis), while this cannot be said of all the teachers and those in administration. To that extent the current situation is not fully satisfactory.*
- 4. In order to enhance the familiarity of the teachers on various aspects of Jesuit education and Ignatian legacy, it is necessary that all the staff members are given regular input sessions, both the new recruits as well as the others. It is not enough if just one or two sessions are given at the time of their recruitment. There is a need to evolve a cycle of input sessions, so that all the staff members (new and the senior ones) are constantly reminded of, and inspired by the Jesuit educational approach and Ignatian pedagogy. We need to encourage many more teachers to register themselves with Educate Magis and its activities.*

3. Spiritual Nourishment and Value Formation (Cf. Data 06-12)

1. *Generally well-defined programmes are being implemented for the spiritual nourishment of the students, though this cannot be said of all the schools.*
2. *All our schools give due importance to the value formation of the students.*
3. *The values enshrined in the Indian Constitution are being promoted in the schools – justice, equality, freedom, fraternity, etc.*
4. *The Jesuit Schools mostly treat the students equally, regardless of their religious identities. Similarly, mostly the students are treated equally, regardless of their social identities -- caste, ethnicity, language, etc. Further, all our schools promote actively communal harmony and peace*
5. *The Jesuit schools are generally interested in the spiritual nourishment of the staff as well. Accordingly, well-defined programmes are being implemented for their spiritual nourishment. However, this does not seem to be the case in all our schools, according to the available data. This is an area to be looked into in those schools that are not giving due importance to spiritual nourishment of the staff.*
6. ***This is a commendable practice in our schools and these need to be continued and wherever possible further intensified, particularly in those schools, where this dimension of our ministry is not given adequate importance. The biggest or the most important contributions in the formation of men and women for others are the value orientations which we are able impart to the students and also to the teachers who are our collaborators. To further strengthen value education, we need to give regular training and upgradation through IPP to the teachers who will be assigned this responsibility.***

4. Environmental Concerns and the Promotion of Eco-Consciousness (Cf. Data 13-15)

1. *All the Jesuit Schools seem to be commendably aware of the importance of environmental issues. So, concrete steps are being taken to promote eco-consciousness among the students in practically all our schools.*
2. *On the part of the teachers, they are conscious of the ecological problems and issues, which is a positive aspect for educating the students on the environmental issues and concerns.*
3. *A large number of our schools have a well-developed plan for the promotion of eco-consciousness among the students. However, this does not seem to be the case at least in a good number of schools, at least not to a satisfactory level. This needs to be checked and appropriate corrective steps taken in those schools, which do not give due to attention and importance to this aspect of education and formation.*

4. *The awareness of the students and the teachers about environmental issues and concerns is commendable and this practice needs to be further intensified, as the eco-consciousness and the protection of our common home is a long-term project of the whole world for which we have to prepare the present and future generation.*

5. Mentoring and Counseling Programmes (Cf. Data 16-17)

1. *In a large number of our schools, there is a well-structured mentoring programme for the students, while there are also a considerable number of schools, where this dimension is not present at all or, even if it is present, it is not so to a satisfactory level.*
2. *Counselling facilities are made available in a large number of our schools. However, once again, this is not the case in a considerable number of our schools. There is an urgent need to identify these schools and corrective steps taken, so that the students of those schools do not lose the opportunities of receiving the required guidance and counseling for their growth.*
3. *Mentoring and counseling are perhaps the most important aspects of the entire education ministry, particularly in the modern context, where the growing children are often at a loss to understand their own life, their own needs, the right ways to approach life, the right direction to move towards, etc. In this context, a good model of counseling and mentoring are the need of the hour. Moreover, counseling should focus more on positive counseling and guiding rather than merely trying to solve emotional problems and conflict situations. To enable this it is desirable to train our teachers in the basics of counseling and mentoring.*

6. Health Care of the Students (Cf Data 18-21)

1. *The basic healthcare facilities for the students seem to be adequate in most of our schools. Moreover, a large number of our schools maintain a good health record of the students, especially of those who need emergency assistance. However, this is not the case in a good number of our schools, where the records may not even exist or, even if these are kept, these may not have reached a satisfactory level.*
2. *The safety and security of the students inside the school campus is satisfactory in practically all our schools.*
3. *Generally, most of our schools have the required facilities for dealing with emergency health situations. However, it is necessary to constantly check these facilities and, if need be, improve the facilities further, so that we are well-prepared when any untoward situation arises.*

4. *Since the parents, the students, and also the civil authorities are very strict about the safety and protection of the children, it is all the more important for all our schools to give special attention to their healthcare needs and make all possible arrangements and provide the required facilities. All our schools should take the trouble to keep a register of possible serious illness or medical requirements.*

7. Grievance Redressal (Cf. Data 22-24)

1. *In most of the schools, appropriate structures are in place for redressing the grievances/complaints. In most of the schools there are appropriate structures in place for redressing the grievances/complaints of the students. Similarly, most of the schools have appropriate structures in place for redressing the grievances/complaints of the parents.*
2. *The school management should keep in mind the sensitive nature of the parents, students, the general public and the media to anything that happens in an educational institution. Further, we must also ensure that any grievance, either from the students, or parents or the staff are looked into as quickly as possible and as effectively as possible. Strict steps need to be taken to ensure that any case is formally and legally closed.*

8. Safeguarding Against Sexual Abuse (Cf. Data 25-27)

1. *In practically all the schools, clear regulations have been promulgated to ensure compliance with POCSO Act and PoSH (Prevention of Sexual Harassment of Women at Workplace) Act.*
2. *In most of the schools, the protocols for safeguarding minors and vulnerable adults have been set up and are implemented. Moreover, regular orientation programmes are being organized for the benefit of the staff on the protocols for safeguarding minors and vulnerable adults.*
3. *Safeguarding against any type of sexual abuse of the minors and vulnerable adults -- students or staff -- should be given top priority by the administration, so that all possible misuse, abuse, accusation -- false or actual -- are attended to immediately and appropriate action taken. All protocols in this regard should be strictly adhered to. Further, periodic training and upgradation are required to enhance the awareness of the legal provisions.*

9. Lay Collaboration (Cf. Data 28-29)

- 1. According to the vast majority of the respondents, there is effective lay collaboration/participation in the administration and decision-making processes. However, it is not clear whether the respondents have understood the true meaning of collaboration. In the same way, the vast majority of the respondents say that satisfactory efforts are being made to strengthen the process of lay collaboration/participation in the administration and decision-making. Here too, it is not clear if the true concept of collaboration is understood by the respondents. Probably, the respondents make a judgement based on the level of cooperation among the staff with the management rather than critically analyzing the actual role of the lay people in the administration and in the decision-making processes.*
- 2. Lay collaboration, as understood by the Society of Jesus, needs to be promoted vigorously and it should not stop at merely promoting better cooperation of the lay staff with the management. The lay people should be given a share in communal discernment and in decision-making authority wherever possible. It is important for the Jesuit administration that this devolution of power and authority to the lay people is done, without further delay. To ensure higher level of collaboration, the lay persons or other religious should be trained in administration and Ignatian spirituality.*

10. Infrastructural Facilities (Cf. Data 30-32)

- 1. In most of the schools, the infrastructural facilities are satisfactory, though this may not be true in some of the rural schools.*
- 2. In most of the schools, the present level of ICT related programme (computer education and other technology enabled programmes) is commendable. However, such facilities will be less satisfactory in some of the rural schools. Similarly, the present level of infrastructural facilities for the ICT programmes are satisfactory in terms of adequate number of computers and other facilities in most of the schools, while this may not be the case in a considerable number of rural schools.*
- 3. It is a part of the Jesuit charism to provide the required infrastructural facilities to the students and the teachers so that they are able to get the maximum benefit from our educational institutions and the teachers are able to put in their best performance by making use of the facilities made available to them.*

11. The Teaching Staff (Cf. Data 33-45)

1. *Generally, the Management organizes periodic programmes to improve the competency/capability of the teachers.*
2. *Practically all the teachers are adequately conscious of the rights of children regarding their physical and psychological well-being.*
3. *While in the majority of the schools, the practice of corporal punishment does not exist anymore, this cannot be said of all the schools. From the responses, it seems that at least in some schools some individual teachers still indulge in such practices. Similarly, while the majority of the schools have given up harassment in the form of mental torture, insulting words, humiliations, etc., it seems to be still in practice at least to some extent in some schools or some individual teachers indulge in such practices.*
4. *In most of the schools, the management has an effective system of supervision of the teachers and the way they teach. Moreover, in a large number of schools there is a good feedback system regarding the performance of the teachers, though this does not seem to be the fact in the remaining ones. This is a major lacuna which needs to be addressed as soon as possible. Further, generally, the lesson plans of the teachers are checked and reviewed periodically, while there may be some schools, in which this system is not practiced or it is not strong enough.*
5. *In most of the schools, the teachers are proficient in using the latest technologies of audio-visual communications. However, at least some schools are not ensuring this among their teaching staff. In the modern era there is no excuse for not insisting that all the teachers should be proficient in this area and the necessary steps need to be taken to bring about the desirable changes.*
6. *The majority of the teachers in most of the schools use adequately the latest teaching methodology in the classrooms, while this cannot be said of all the teachers or about all the schools. There are some Jesuit schools, where the situation is still far from satisfactory in this regard.*
7. *Practically all the teachers in all our schools are sufficiently familiar with the service rules and conditions of the school. Further, generally, the accountability level of the staff is satisfactory in almost all our schools.*
8. *Generally, in most of our schools, sufficient efforts are being made to develop the competencies of the students -- critical thinking, communication skills, creativity, problem solving, perseverance, collaboration, information literacy, technology skills and digital literacy, etc.*
9. *Practically in all the schools the level of discipline is satisfactory.*

10. *The teachers are the backbone of our educational institutions and therefore the reputation, the impact and the performance of our schools depend very much on the teachers. Hence, the need to recruit quality teachers, train them and orient them in our values and perspectives, upgrade their capacities and capabilities, in terms of pedagogy and the latest technology, provide them the required facilities, adequate salary and, when necessary, promotion, so that they experience job satisfaction, feel a sense of belonging to the Institution and joyfully give their best in performing their duties and responsibilities. The teachers need to be constantly reminded about the seriousness of indulging in any corporal punishment, and in case of repeated failures, the management should not hesitate to take disciplinary action.*

12. Administrative Matters (Cf. Data 46-64)

1. *The stakeholders (teachers, students, alumni/ae, parents) are actively involved in the day-today running of the schools. However, it is not clear if their involvement is linked to the actual administrative and decision-making processes or just in cooperating with the administration.*
2. *The admission policy of the school is well-articulated and known to the public and there is no ambiguity in this matter.*
3. *While in a large number of schools, the teachers take the necessary steps for their professional development, this is not the case in the remaining schools (about 20 to 25%). Since this is a major drawback in a good number of schools, this calls for remedial steps, wherever needed.*
4. *Practically in all the schools Staff Meetings are being held on a regular basis throughout the year. Only in some of the schools (less than 50%) the Staff Meetings are held to discuss administrative as well as other matters, while in the remaining schools, Staff Meetings are being held only to discuss administrative matters. Thus, the level of participatory approach to administration and decision-making is limited to merely administrative matters only. This goes against the opinion that the stakeholders are involved in the day-today running of the school. This involvement is only for cooperating with the decisions and directions of the management and not for participating in the decision-making processes before arriving at a decision.*
5. *The vast majority of the Jesuit schools have a SMART Plan (Specific, Measurable, Achievable, Relevant and Time-Bound), to guide its activities.*
6. *Practically all the Jesuit schools have implemented the service rules and conditions effectively. Moreover, generally, the service rules and conditions are implemented objectively, without any partiality. Further, besides the service rules and conditions, there is a well-defined Code of Conduct/Professional Ethics for ready reference, in practically all the Jesuit schools.*
7. *In practically all the schools, the employees have been given clear job descriptions to guide their activities.*

8. *A large number of schools have standard operating procedures (what to do, when and how), while it is not the case in a substantial number of Jesuit schools (about 30%). It is necessary to look into this lacuna and take remedial steps (56)*
9. *In most of the Jesuit schools, there is a clear staff recruitment policy and this procedure is adhered to faithfully at least in most of the cases. Moreover, practically all the Jesuit schools give due importance to quality while recruiting, within the given recruitment policy.*
10. *There is a divided opinion regarding the importance given to Christian minority status at the time of recruiting. While this seems to be practiced in the majority of the schools, the procedure followed is not clear in almost 40% of the Jesuit schools. Or, the respondents are not fully informed of the procedure that is being followed on this matter. Hence, while the Jesuits and the Office staff are more positive in responding to this question, the teaching staff have given a proportionately a more negative response. Perhaps, steps need to be taken to inform the staff about our recruitment policy, in which we give due consideration to our Christian minority status and other policy options in the matter of recruitment.*
11. *The feedback system in the school – from students, parents, teachers, alumni/ae -- seems to be fairly good in most of the schools.*
12. *Practically in all the schools, the Minutes of the Staff Meetings are maintained well. Practically in all the schools, the Action Taken Report of the Staff Meetings are maintained properly. Moreover, in most of the schools, the periodic appraisal of the staff is done with appropriate follow up, though this may not be the case in all the schools.*
13. *The majority of the Jesuit schools have a special team to assist the management to meet any crisis situation (crisis management team).*
14. *The good practices that are already visible in our schools should be continued and further improved wherever possible. The administration should constantly remain open and be willing to bring about changes in the style of functioning and administration. This is an era of participatory approach to decision-making. Hence, it is all the more important that the teachers and even the administration staff experience that in all our schools, a feeling that they are consulted, their views are respected and their contributions are recognized and appreciated.*

13. Financial Status (Cf. Data 65-67)

1. *According to the vast majority of the respondents, the school earns adequate income for its routine expenses. Perhaps, this impression is based on a lack of proper information on financial matters or the lack of transparency in financial information sharing on the part of the management. Hence, proportionately, the Jesuit responses are more negative than the staff, namely, the level income is not high enough, at least in a good number of schools, especially those that are not financially self-sufficient and are dependent on the province or other sources for financial support.*

2. *According to the data, the majority of the Jesuit schools earn adequate income, with which they can take care of the infrastructural development. This may be true of the self-financed schools, which have a good strength of students and are located in urban areas, while this is not the case with the aided schools and those self-financed schools which do not have a good strength or those which are located in rural areas. Hence, the Jesuit responses, to this question, are more negative proportionately, namely, the level income is not high enough, at least in a good number of schools.*
3. *Practically all the schools maintain and improve the facilities regularly, including those whose income may not be high enough, as they usually get support from the province or from other funding sources.*
4. *The responses indicate clearly that the respondents do not have a clear idea about the financial status of the school. But they assume that the schools are making good money. This situation can be corrected if the management is ready to be transparent about the income and the expenditure of the schools. Once the stakeholders have the correct information, they will perhaps be more generous in supporting the needs of the schools than they are at present.*

14. Associations (Cf. Data 68-70)

1. *By and large, the PTA in Jesuit schools are functioning satisfactorily.*
2. *Though the majority of the schools have Alumni/ae Associations, it is not clear how effective these are. From the responses of the Jesuits, it is clear that the Alumni/ae Associations may not be effective at least in a good number of schools, even if the Associations exist in these institutions. Moreover, some schools may not have the Alumni/ae Association at all.*
3. *Though the majority of the respondents are of the view that the Alumni/ae are actively involved in the schools and their growth and welfare, this may not be the actual fact. According to the Jesuit respondents, the situation is not as positive as the others seem to think. This means that at least in a good number of schools the Alumni/ae Association either does not function effectively or it does not exist at all. The absence of Alumni/ae Association or the ineffectiveness of this Association, even where it exists, is a matter of concern. In today's context the active involvement of the Alumni/ae in running the school is all the more imperative, given the socio-political context in which we are functioning.*
4. *It is important to ensure that the PTA plays an important role in the functioning of the school – administration, infrastructural improvement, financial needs, sponsorship of poor students, protection to the management in case of some issues or problems. For this, the management should give due respect, recognition and appreciation to the PTA and its functionaries. In the same way, the role of the Alumni/ae Association in the management of the schools is very important in today's context. It is, therefore, imperative to ensure that every school has an Alumni/ae Association and it is sufficiently active.*

15. Miscellaneous (Cf. Data 71-73)

1. *There is almost a unanimous opinion that the stakeholders (students, teachers, alumni/ae, parents) feel proud of the school, which is quite normal, given the Jesuit tradition. Similarly, there is a near unanimous view that the Jesuit schools have a commendable reputation in the locality and neighbourhood, which is what is expected of any Jesuit institution. Moreover, there is a near unanimous opinion that the parents of the students are satisfied with the way the school is being run and managed, which is once again the right thing to happen.*

16. Concluding Remarks

1. *The assessment of the respondents is generally too positive and less critical, except the Jesuit respondents. So, we may have to rely more on the opinion of the Jesuit respondents than the others. Accordingly, in the analysis part, the responses of the Jesuits have been given more importance, to several questions.*
2. *On the whole, our schools are doing fairly well and we need to be happy about the service we are rendering in the entire Assistancy through our Schools. A lot of positive aspects or the strengths of our schools have been brought out in this survey. While we have to further strengthen these positive elements, we will have to look into the shortcomings and lacunae, which have been identified and pointed out in the survey. It is for the province administration to look into these matters on a priority basis and take the necessary steps to improve the functioning of the schools.*

Part 3: Qualitative Data Analysis

Reasons to be happy about the school apostolate

1. *Inclusive and non-discriminatory in nature*
2. *Value-based and person-oriented*
3. *Emphasis on holistic development*
4. *Preferential option for the poor and marginalised groups (dalits, tribals, girls, etc.)*
5. *Nurtures and promotes human, secular, democratic and Constitutional values*
6. *Twinning programmes in many provinces between urban and rural schools for mutual enrichment and development*
7. *Special stress on cura personalis for staff and students*
8. *Daring educational presence in the frontiers and peripheries*
9. *Improving climate of collaboration with religious and laity in administration and decision making*
10. *Reinvigoration of sharing and promotion of Ignatian legacy with stakeholders*
11. *Availability of good infrastructure in most Jesuit schools*
12. *Importance given to alumni associations and their activities*
13. *Healthy environment provided to children*
14. *Adequate provision for safeguarding children and vulnerable adults*
15. *Socio economic transformation resulting from quality Jesuit education, especially in rural areas and among underprivileged sections*
16. *Emphasis on human excellence and faith formation*
17. *Spiritual formation of staff and students through interreligious prayer, examen, meditation, etc.*
18. *Policies set in place to admit all Christian children*
19. *Heightened consciousness towards the care of our Common Home*
20. *Healthy and cordial relationships among stakeholders*

Best Practices of Jesuit Schools

1. *Eco-friendly campuses: water harvesting, waste disposal, non-use of polythene, planting and nurturing trees, cleaning of classrooms and surroundings by students, limited use of paper, conservation of water and electricity, and use of solar energy.*
2. *Activities to promote general awareness, health and hygiene, and ways to refuse, reduce, recycle, and reuse materials.*
3. *Accompaniment and mentoring of students from target groups to ensure their perseverance and success in school and to prevent dropout.*
4. *Enabling students with disabilities, attention and learning deficiencies, behavioural problems, etc. through positive accompaniment and healthy interventions (music, meditation, yoga, drama, sports and games, service opportunities, social exposure, assuming leadership roles, etc.).*
5. *Practice of self-examen (atma manthan) for the school community.*
6. *Students' Council and various Club activities in schools to develop leadership and entrepreneur skills among students*
7. *Cooperative learning for improving the learning of students who are at different levels, enhance leadership skills, and promote sharing of resources.*
8. *Promotion of Indian Constitutional values through reciting of the Preamble in the school assembly, value education classes and displays.*
9. *Celebration of festivals of different religions and cultures and conducting interreligious prayer services at common gatherings.*
10. *Admitting students irrespective of caste, creed, and social class and treating them equally.*
11. *Encouraging students to do research and go beyond prescribed syllabus while doing their projects (activity-based learning).*
12. *Organization of workshops for teachers on life skills education, problem solving assessment, leadership skills, students counselling, career counselling, classroom management, developing higher order thinking, values-based assessment, enhancing students' performance through greater involvement, motivation, OTBA (open text-based assessment), ASL (assessment of speaking and listening), assessment of long answer questions, multidisciplinary projects, etc.*
13. *Bringing out lesson plan booklets based on Bloom's Taxonomy covering multiple intelligences and incorporating the same in regular lesson planning to cater to the needs of every child.*
14. *Education and formation of parents through regular meetings, counselling, sessions on parenting and developmental psychology, PTM and PTA.*
15. *Sharing of action taken reports on the feedback, suggestions, and recommendations of the parents.*
16. *Inviting mature, committed, and open-minded followers of other faiths to speak to the students and staff about their God experience and values their religions promote to cultivate secular mindset respecting other religions.*

17. *Service projects such as book banks, roti banks, clothes for students as well as poor persons outside the school.*
18. *Integrated paradigm to run schools, with hostel for boys and girls, pastoral centre (parish), and social centre in rural areas.*

Reasons to be unhappy about the school apostolate

1. *Dwindling commitment and professionalism among many Jesuits; falling standards and quality of school leaders*
2. *Declining academic and human excellence in many schools*
3. *Some schools being interested only in academic results and financial gains, and thus neglecting the Jesuit character and options*
4. *Feeling of deprivation and neglect among rural and regional language medium schools due to poor infrastructure, quality of teachers, and low salaries*
5. *Many schools having poor quality teachers due to low salaries*
6. *Jesuits being appointed to schools with bare minimum or no professional qualifications with obvious consequences*
7. *Instability and lack of continuity in schools due to frequent transfer of school leaders*
8. *Unsustainability of schools started without adequate need-analysis and proper discernment resulting in low enrolment in rural and semi-urban areas*
9. *Poor maintenance of mandatory school documentation*
10. *Absence, non-implementation, and/or non-compliance of service rules and conditions and other mandatory regulations and guidelines*
11. *Poor personnel planning and preparation for school leadership*
12. *Unstructured, unhealthy, and opaque staff recruitment practices*
13. *Inadequate attention on the part of school leadership towards formation and promotion of alumni/ae associations and their activities*
14. *Most Jesuits school teachers, and principals themselves, failing to apply and promote IPP in their teaching*
15. *Excessive focus by school heads on administration and “busy work” resulting in neglect of animation and classroom teaching*
16. *Many Jesuit school heads do not teach. Thus, they fail to model the behaviour they demand from their teachers and provide instructional leadership.*
17. *Unwillingness and inability on the part of many school leaders to involve collaborators in decision making and administration*
18. *Unwillingness or inability of schools to improve teaching-learning processes through infusion of technology and innovative pedagogies*
19. *Lack of clarification of roles and responsibilities of school functionaries resulting in personal and communitarian conflicts*
20. *Ignorance or deliberate neglect of roles and functions and IAG leading to mismanagement and conflict*
21. *Lack of appraisal and feedback mechanism of school leaders, teachers, and other staff resulting in stagnation and mediocrity*
22. *Growing individualism and egoistic tendencies resulting in lack of cohesion and collaboration among Jesuits*