

CHAPTER III

METHODOLOGY

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3.0 INTRODUCTION

This chapter deals with the methodology of the study. In view of the rationale, and objectives of the study presented in Chapter I, this chapter discusses methodological details.

The objectives of the study are: to evolve the concept of academic culture, to find out the process of nurturing academic culture in school, and to study the influence of academic culture in school. The details of procedure adopted for each objective is mentioned below.

3.1 PROCEDURE TO EVOLVE THE CONCEPT OF ACADEMIC CULTURE

To evolve the concept of academic culture, it was thought appropriate to follow the following procedure.

3.1.1 REVIEW OF LITERATURE TO IDENTIFY BASES FOR ACADEMIC CULTURE

The understanding of larger milieu was obtained through the Constitution of India which espouses values of justice, liberty, equality, fraternity and secularism. The values highlighted are freedom, equality and tolerance of others seen through secularism. The contemporary world, characterized by globalization, is featured with diversity, plurality and the need to be tolerant of others. This 'Flat World' (Friedman,

2000) makes equality as an essential feature of the world as it nullifies hierarchy. The dignity of a human being is indicated in the Universal Declaration of Human Rights (1948). The preamble to this declaration states, "Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world."

The various documents reviewed were Delors Report, National Policy on Education, 1968, 1986 and the National Curriculum Framework, 2005. Delors Report (1996) presented faith in education as essential to survive in the twenty first century. National Policy on Education (1986) has indicated a need for reinforcing equality by overcoming the prejudices of social environment and accidents of birth (para 3.6). The values espoused for these are equality and respect for others. National Policy on Education (1968) suggests protection of academic freedom of teachers and National Policy on Education, 1986 recommends freedom of teachers to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community. National Curriculum Framework, 2005 has specifically emphasized on equality in the public space of school. The educational thinkers like Rabindranath Tagore, Friere and Illich have talked about the freedom of the individual student. All the three thinkers thought about freedom leading to fuller development of student. The constructivist paradigm recognizes the freedom of learners based on their mental models as they are able to comprehend a situation as also the responsibility to comprehend and interpret the information lies with the learner. Freedom and responsibility thus are on the same continuum. Responsibility is also a corollary to freedom. Respect comes from the human rights declaration and the need for tolerance in the pluralistic society. Equality comes from the preamble of Indian constitution. Thus, four constitutnets were identified as freedom, respect, equality and a sense of responsibility.

3.1.2 OBSERVATION AND ANALYSIS OF SCHOOLS' FUNCTIONS AND ACTIVITIES IN CONTEMPORARY WORLD

Five schools were observed to understand the everyday reality of schools. These observations were to understand 'what happens in schools'; 'why does it happen'; and

‘who are the actors in the school engaged in the various happenings’. The observation of schools was carried out by mapping the various activities that are conducted in school, the persons responsible for it, the site and the time in which these activities are conducted. At first a list of various activities that were observed was prepared. This exercised helped to identify the stakeholders, locating the stakeholders within their roles and responsibilities and a base of concrete actions which would provide a base for transforming the abstract constituents of academic culture into observables. The understanding gained at this stage is presented below.

Identification of the stakeholders

Three stakeholders: learners, teachers and Principal were engaged in the everyday life of school. Two other stakeholders made an occasional presence: Trustee and parents. In addition to these Education Department of the state and the larger community were also stakeholders. The learner, teacher and the principal could be the primary stakeholders

Locating the stakeholders within their roles and responsibilities

The school, by virtue of its affiliation to any one of the Boards of Education, its grant-in-aid status or otherwise and the rules and regulations of the Trust managing it, provided the base for locating the stakeholders within their roles and responsibilities. Largely the roles and responsibilities were governed by the Secondary School Code and the rules of the Trust managing the school. The authority of the Education Department in the school with grant-in-aid status was more in comparison to the schools with non grant-in-status. The duty list of Principals and Teachers was depended to some extent on this status of the school.

3.1.3 SELF REFLECTION, DISCUSSION AND COLLATION

The personal experience of the researcher as a teacher for over a decade, as a teacher educator for over five years, as a member of community and as a parent guided the process of self reflection. Discussions with academicians, practitioners, guide, and other researchers were held to identify the constituents of academic culture. The next step was to delineate each constituent. For this, the philosophical base of each

constituent was located in the roles and responsibilities of the three stakeholders identified within the temporal reality of school. It required understanding the overlapping areas between the constituents and clearly demarcating the scope of each with respect to each stakeholder. Subsequent to the fixing of scope of each constituent, the observables of each constituent for each stakeholder were described. The concept of academic culture evolved at this stage is enclosed in Appendix III . The four constituents of academic culture identified were Freedom, Respect, Equality and A Sense of Responsibility.

3.1.4 EXPERTS' JUDGMENT AND FINALIZATION

The write up on the concept of academic culture was sent by e mail and/ or post with a request (letter enclosed in Appendix II) to examine the concept of academic culture developed with respect to:

- Comment / observation in general for the four constituents / constructs identified and the three categories of stakeholders/members of school identified.
- Comment on the elaboration of each construct.
- If any other dimension / construct that could be included in the concept of academic culture.

The comments of experts on the concept were analyzed employing the technique of content analysis. Necessary modifications were made in the concept as per the experts' suggestions. The analysis of the experts' comments is presented in Appendix IV. The modified version of the concept of Academic Culture is presented in Chapter IV.

3.2 CASE STUDY TO STUDY THE NURTURE AND INFLUENCE OF ACADEMIC CULTURE IN SCHOOLS

Case study facilitates an in-depth understanding of a phenomenon within a context. A multiple case study approach is adopted in this study. Yin (2003) has cited the

advantages of multiple case studies as: the evidences created from this type of study are more robust and reliable. Further, Yin also states that multiple case study design can be used for two purposes: to predict similar results (literal replication) or to predict contrasting results but for predictable reasons (theoretical replication). In the present study the multiple case study design is used for understanding the nurture and influence of Academic Culture in different contexts which would be provided by the different schools. The understanding gained could be similar or contrasting but would provide an overall comprehensive perspective of nurture and influence of Academic Culture in schools.

3.2.1 SELECTION OF SCHOOLS FOR CASE STUDY

It is the endeavour of all schools to provide the best of education. The constituents of Academic Culture- Freedom, Respect, Equality and A Sense of Responsibility facilitate this process in schools across the country. Academic Culture therefore would be prevailing in all schools located in various parts of the country.

Vadodara city is known as '*sanskar nagari*' of Gujarat state. The State of Baroda presented a unique historical narrative about the development of its education sector. The erstwhile State of Baroda, under the visionary rule of The Maharaja Sayajirao Gaekwad III, had taken lead in the field of education from the pre-independence period especially, in primary education, girls' education and higher education. Compulsory and free education was at first introduced in a Taluka of the State in 1893 by The Maharaja Sayajirao Gaekwad III. Subsequently it was implemented across the State in 1906. Playne, Solomon, and Bond (1992) presented an existence of 2,862 educational institutions by the end of the year 1918-19. The variety of educational institutions included institutions giving English education namely Baroda College, fifteen High Schools for boys, one similar school for girls, thirty seven Anglo-Vernacular schools, nine higher standard classes, one school for princes and two special institutions. Among the institutions giving education in vernacular, there were four training colleges for males, and one for women, 2316 schools for boys, 389 of the same type for girls, one Kala Bhavan and twenty five categorized as 'other institutions'. In Higher education, the Baroda College founded in 1882 and recognized by the Bombay University, had 571 students including 13 women.

Boarding accommodation was provided to more than 200 students in hostels attached to it. In addition to these, there were public libraries.

The establishment of 'The Maharaja Sayajirao University of Baroda' provided an academic platform for intellectuals at national and international level. In the post independence period, Vadodara (formerly Baroda) developed as an industrial centre attracting cosmopolitan population from across the country and thus making high demand on education at par with schools across the country. These developments in the field of education set the ground for excellence in the development of education and educational institutions in Vadodara.

Vadodara has responded to the challenges in education and especially school education with the establishment of a variety of schools. It has different types of school: affiliated to the state board; affiliated to the Central Board of Secondary Education (CBSE); affiliated to the International Baccalaureate (IB); school with Gujarati, English, Hindi as medium of instruction at secondary level; grant-in-aid schools; schools managed by private trusts; schools managed by Industrial Houses and; schools managed by missions. Thus Vadodara offered the most conducive context as well as an appropriate macro site for the research. Also, on the feasibility factor, the choice of Vadodara city as the macro site of research was high as the researcher was a resident of the said city.

As the endeavour of all schools is to provide best of education and Academic Culture facilitates this endeavour, it was assumed that the best of Academic Culture would be observed in the best schools. This necessitated identification of best schools of Vadodara.

As the concept of best school is multi dimensional, it was appropriate that divergent perspective on best school be incorporated. Thus, the process of identification of the best schools in Vadodara was undertaken in three stages: (i) recommendation for best schools ; (ii) preparation of profiles of the schools recommended and (iii) finalization of sample schools based on the recommendation of experts.

3.2.1.1 RECOMMENDATION FOR BEST SCHOOLS

The recommendation for best schools in Vadodara was obtained in the following way:

- (i) Schools graded on the basis of quality by Gujarat Secondary Education Board, Gandhinagar in collaboration with the Office of the District Education Officer, Vadodara
- (ii) Schools identified in national surveys as best schools
- (iii) Schools recommended by District Education Officers- former (December, 2004 to January, 2007) and present (February, 2007 onwards).

The schools identified under each of these categories are presented below.

Gujarat Secondary Education Board, Gandhinagar in collaboration with the Office of the District Education Officer, Vadodara, had initiated the process of identification of quality schools in Gujarat State. Under this, the process for identification of quality schools in Vadodara district was initiated vide circular *third party evaluation/c-4/(3)/07-08/ZillaShikshanadhikarinikacheri/Vadodara/ 3/9/2007*. Ten schools of Vadodara District identified as award winning schools for the year 2007-2008 are presented in Table I.

**TABLE I : LIST OF SCHOOLS IDENTIFIED AS THE AWARD
WINNING SCHOOLS BY GUJARAT SECONDARY
EDUCATION BOARD AND EDUCATION DEPARTMENT,
VADODARA DISTRICT**

This list is not in order of merit but indicates only the ten best schools identified.

Sr. No.	Name of School
1	Zenith School (Gujarati Medium)
2	Alembic Vidyalaya
3.	Experimental School
4.	Baroda High School, Alkapuri
5.	The Sasrod High School, Sasrod, Taluka Karjat
6.	Bright School, Ambalal Park
7.	Fatima Vidyalaya, Gothada, Taluka Savli
8.	Jeevan Bharti Vidyalaya, Karelibaug
9.	T. R. Patel Vidyalaya, Nizampura
10.	Baliyade High School, Por, Taluka Baroda

Three schools from Vadodara were identified as the most respected schools by the National Survey Commissioned by Education World Magazine and conducted by the Indian Market Research Bureau (IMRB) in 2007. These three schools are presented in Table II

**TABLE II : SCHOOLS OF BARODA IDENTIFIED BY
NATIONAL SURVEY BY EDUCATION WORLD MAGAZINE**

Sr. No.	Name of School
1	Navrachana Higher Secondary School
2	Rosary High School
3.	Bhartiya Vidya Bhavan's V M Public School

The District Education Officers (present and former) are closely associated with schools. They also have exposure to various types of schools across the state during their tenure in different districts. They thus possess a perspective to identify best schools of Vadodara. Criteria to identify the schools was developed by adopting a multiple perspective for judging the school comprising: the aim of schools in general; the endeavour of the school to achieve the aim; the community's perception of the school; some tangible aspects of school's excellence in terms of Class X and Class XII results; and the criteria from the previous two sources, if found relevant, was also included. In this way, six criteria identified for recommending the schools were as follows:

- Opportunities for overall development of students
- Infrastructure facilities
- Leadership quality
- Achievement of students in Class X and Class XII
- Public perception of school/ reputation in society

- Quality of teachers

Both the District Education Officers were requested to list twenty best schools of Vadodara based on the criteria and rank it in terms of effectiveness.

The list of schools thus recommended by the two District Education Officers was compiled. Owing to occurrence of some schools in both the lists, the total number of schools in the combined list was twenty four. This list of schools is given in Table III

TABLE III: LIST OF SCHOOLS SUGGESTED BY THE FORMER AND THE PRESENT DISTRICT EDUCATION OFFICER, VADODARA DISTRICT

Sr. No.	Name of School
1	Alembic Vidyalaya
2	Bhavans Vidya Bhavan
3.	Baroda High School, Alkapuri
4.	Bright School, Regular, Ambalal Park
5.	Fatima Vidyalaya, Gothada , Taluka Savli, Baroda
6.	Jeevan Bharti School
7.	Jeevan Sadhana English Medium
8.	Kelavani Trust School (Gujarati Medium)
9.	Lal Bahadur Shastri School
10.	Maharani Kanya Vidyalaya
11.	Navrachana Higher Secondary School, Sama

12.	Navrachana Vidyani Vidyalaya
13.	New Era Senior Secondary School, Nizampura
14	Rosary High School
15	Sardar Vallabh Patel Vidyalaya
16	Sardar Vinay Mandir
17	Tejas Vidyalaya
18	University Experimental School
19	Utkarsh Vidyalaya, English Medium
20	Utkarsh Vidyalaya Gujarati Medium
21	Vidyut Board Vidyalaya Gujarat Medium
22	Vinay Vidyalaya
23	Zenith School English Medium
24	Zenith School Gujarati Medium

A common list of school from the above mentioned three sources as mentioned in Table I, Table II and Table III was compiled. The common list of schools totaled twenty eight. It was arranged in alphabetical order and thus does not convey any order of merit. This common list of schools is presented in Table IV.

**TABLE IV : COMMON LIST OF BEST SCHOOLS AS
COMPILED FROM TABLE 1, II, AND III**

Sr. No.	Name of School
1	Alembic Vidyalaya
2	Bhavans Vidya Bhavan
3.	Baroda High School, Alkapuri
4.	Bright School, Ambalal Park, Karelibaug
5.	Fatima Vidyalaya, Gothada, Taluka Savli, Baroda District
6.	Jeevan Bharti School
7.	Lal Bahadur Shastri School
8.	Maharani Kanya Vidyalaya
9.	Navrachana Higher Secondary School, Sama, Baroda
10.	Navrachana Vidyani Vidyalaya
11.	New Era Senior Secondary School, Nizampura, Baroda
12.	Rosary High School
13.	Jeevan Sadhana English Meidum
14.	Kelavani Trust Vidyalaya (Gujarati Medium)
15.	Sardar Vallabh Patel Vidyalaya
16.	Sardar Vinay Mandir
17.	Shreyas Vidyalaya Gujarati Medium
18.	Shri Baliyadeve High School, Por, Baroda

19.	Tejas Vidyalaya
20	The Sasrod High School, Sasrod
21	T R Patel Vidyalaya
22	University Experimental School
23	Utkarsh Vidyalaya Gujarati Medium
24	Utkarsh Vidyalaya English Medium
25	Vidyut Board Vidyalaya Gujarati Medium
26	Vinay Vidyalaya
27	Zenith School English Medium
28	Zenith School Gujarat Medium

3.2.1.2 PREPARATION OF PROFILES OF THE SCHOOLS RECOMMENDED

The researcher visited the twenty eight schools mentioned in Table IV. A letter of permission (enclosed in Appendix VII) explaining the purpose of research was presented to the principal of respective schools. Two schools (Tejas Vidyalaya and Utkarsh Vidyalaya, English Medium) did not permit the researcher to access data for the research. Thus, profiles of only twenty six schools were prepared. The profile of each school was developed on the following points:

- Name of school
- Year of establishment
- Affiliation (Board)
- Medium of instruction
- Vision, mission and objectives
- Number of students

- Number of teachers
- Qualification of teachers
- Admission policy
- Recruitment policy
- Fee structure
- Board exam result of Class X and Class XII for five years (2003-2004 to 2007-2008)
- Teacher Development Programs
- Infrastructure facilities
- Financial Status of school as per balance sheet 2007-2008

3.2.1.3 FINALIZATION OF SAMPLE SCHOOLS BASED ON THE RECOMMENDATION OF EXPERTS

The profiles of the twenty six schools were presented to five experts to identify the best schools by rating the schools on a five point rating scale. The five experts were identified on their familiarity with the field of education in general and schools of Vadodara city in particular. These five experts were: three professors in education, one education consultant in education who was also a former principal of a school and one former District Education Officer. Each expert was presented a letter (enclosed in Appendix VI) explaining the purpose of research, the profile of each school and the five point rating scale. The experts referred the profiles of the school for reference and also exercised judgment on the basis of their familiarity with these schools. The score of each school on the basis of the rating by each expert was totaled. The schools were then ranked on the basis of the scores obtained by each. The list of schools with the scores is presented in Table V.

**TABLE V: LIST OF SCHOOLS IDENTIFIED AS THE SAMPLE
ON THE BASIS OF RATING ON THE FIVE POINT SCALE BY
EXPERTS**

Sr. No.	Name of the school	Score
1	Zenith School English Medium	25
2	Zenith School Gujarati Medium	25
3	Utkarsh Vidyalaya Gujarati medium	24
4	Navrachana Higher Secondary School, Sama	24
5	Maharani Kanya Vidyalaya	24
6	Bhavans Vidya Bhavan, Makarpura, Baroda	24
7	Alembic Vidyalaya	23
8	Vidyani Vidyalaya	23
9	Sardar Vallabh Vidyalaya, Ajwa Road, Baroda	23
10	New Era Senior Secondary School, Nizampura, Baroda	22
11	Baroda High School, Alkapuri, Baroda	22
12	Bright School, Ambalal Park, Baroda	22
13	Vidyut Board Vidyalaya, Baroda	22
14	Rosary High school	22
15	Sardar Vinay Mandir	21
16	Fatima Vidyalaya	20
17	Lal Bahadur Shastri Vidyalaya	20
18	Kelavani Trust Vidyalaya	20

19	Shreyas Vidyalaya	20
20	Jeevan Sadhana (English Medium)	19
21	The Sasrod High School, Sasrod	19
22	University Experimental School	19
23	T R Patel Vidyalaya	17
24	Shri Baliyadev High School, Por	17
25	Jeevan Bharti	16
26	Vinay Vidyalaya	15

Table-V indicates that there were two schools with the score of 25, four schools with the score of 24, three schools with the score of 23, five schools with the score of 22, one school with the score of 21, four schools with the score of 20, three schools with the score of 19, two schools with the score of 17, one school with the score of 16 and one school with the score of 15. It was decided to identify ten best schools from the list of schools presented in Table-V on the basis of the score obtained by each. The number of schools which had the score of 25, 24 and 23 was nine. Thus, nine schools were identified. From the four schools which had the score of 22 only one had to be identified. In this case the researcher used her discretion to identify the school. The criteria employed in this case were various initiatives taken by the school and the feasibility factor. The names of the ten schools thus identified as sample are presented in Table-VI.

Table VI: LIST OF SCHOOLS IDENTIFIED AS SAMPLE

Sr. No.	Name of the School
1	Zenith School (English Medium)
2	Zenith School (Gujarati Medium)
3	Utkarsh Vidyalaya (Gujarati Medium)
4	Navrachana School
5	Maharani Kanya Vidyalaya
6	Bhavans V M Public School
7	Alembic Vidyalaya
8	Vidyani Vidyalaya
9	Sardar Vallabh Vidyalaya
10	New Era Senior Secondary School

3.3 GAINING ACCESS TO THE SITE OF STUDY

The Principal of the each school was approached with the formal letter of request for permission to study the school. A copy of this letter is attached in Appendix VII .The nature of the study and the required data for it was explained orally also by the researcher to the principal. All the principals of the school granted the permission readily. The researcher was asked to begin data collection after a day or two. One of the principals orally confirmed once again if the data would be kept confidential by the researcher. The researcher assured the principal about it.

Each principal adopted different ways of informing the staff of the school about the presence of researcher in the school premises. Two principals introduced the researcher in the assembly and requested all teachers and students to carry on with their work in natural fashion. Six principals introduced the researcher to the supervisor/coordinator. They were asked to help the researcher with whatever

information she wanted. One principal put a notice about the presence of the researcher on notice board for attention of all teachers and coordinators. One principal did not introduce the researcher nor did he inform formally to any of the teachers about the presence of the researcher. They gradually got to know about it. These different ways of introducing the researcher however, did not affect the natural processes of school.

Access to the former teachers and the principals was obtained from teachers and principals. Their address and telephone number were taken from office record and/or from the present teachers as they were their former colleagues.

The curiosity of the teachers and students about the researcher remained for a day or two. Afterwards, her presence was accepted. The researcher also attempted to develop a rapport with the teachers by greeting them, engaging in general and informal conversation with them in the staffroom. Gradually the teachers also explained various aspects of their school to the researcher informally. Such informal sharing of information also occurred with students. This informal information sharing was very crucial to strengthen the validity of data obtained from observation and unstructured interview.

Teachers were curious about the notes that the researchers made all the time. The students kept guessing about the identity of researcher as a new teacher, especially in the schools in which the researcher was not introduced in the assembly. The teachers also wanted to know which other schools were being studied and how their school compared with the other schools. The researcher politely declined to make any comments on the comparison of one school with other schools. Some teachers also wanted to know the researcher's observations on their teaching after the classroom teaching was observed. Again the researcher politely declined to do so.

3.4 DATA NEEDED

Subsequent to the ideational evolving of the concept of Academic Culture as per objective one, its empirical manifestation in school, the process of nurturing it and its influence was to be studied. The data needed for this was everything that happened and was experienced in the school by the students, teachers, principal, parents and trustees. This comprised various events occurring in the school-past and present, various interactions among the students, teachers, principal, parents, trustees, the deliberate acts, initiatives, experiences and perspectives of the students, teachers, principals, parents, trustees; the policy, programs of the school, which assist in shaping, promoting and sustaining Academic Culture.

3.5 SOURCES OF DATA

Multiple sources of data were identified for the present study. Various stakeholders related to school formed one source of data. These were the present and former principals, present and former teachers, present and former students, parents and Trustee. The documents of schools like the school diary, circulars to staff and parents, school magazines, articles published and information displayed on the school websites were another source. In addition to this, observation of the events and informal interaction with the student, teachers and principal during the field visit were also used as source of data.

3.6 TOOLS FOR DATA COLLECTION

During the field work data was collected employing participant and non-participant observation technique, unstructured interview and document analysis.

3.6.1 OBSERVATION

The manifestation of constituent elements of Academic Culture was to be captured. For this the researcher adopted both participant and non-participant observation technique. It required that observation be done without any fixed criteria. Hence, no

observation schedule was developed. Interactions, both formal and informal, on various sites in school during various time slots of a working day in school between the various stakeholders (learners-learners, teacher-learners, principal-teachers principal-learners, parents-teacher/principal) were observed. Though the researcher wanted to observe all the processes occurring in school, it was not practically feasible. Therefore a sampling for observation in terms of period of observation and sites of observation was done to ensure that a variety a processes occurring in school are observed.

Each school was observed for a minimum period of week and for minimum of three hours daily. If required a school was revisited after a gap for more observation. The time slots identified for the observation were different periods of a school day: the pre-recess session and the post-recess session. Various sites in schools such as classrooms, library, laboratory, playground, corridors/open spaces, assembly ground/hall, staffroom, principal's office were identified for observation. Classroom, being a primary site in school, was observed more frequently and on a daily basis. Assembly being a site where learners, teachers and principal would be together was observed at least two times. The staffroom where the teachers interact among themselves was also observed almost on all the days of the week. An attempt was made to observe the other sites at least once during the week. Also, the researcher inquired with the principal and/or supervisor about any special event planned during the week of observation. This was done so as to observe as many different incidents/events as possible that would provide an understanding of the processes in school. Some critical events observed in the different sample schools were: parents-teachers meeting, an inter house competition, a volleyball match between students and teachers, teacher-principal meeting, trustee-teachers meeting, assembly, classroom teaching, examination, library and laboratory periods, recess, lunch period, function (fun-fair, prize distribution) of the school. Thus, the observation was spread out at various sites in schools and time slots during the school working hours.

3.6.2 UNSTRUCTURED INTERVIEW

A comprehensive understanding of the case was to be obtained from the past to the present. At the same time a confluence of the multiple perspectives was to be created. This was necessary to trace out the pathway/s adopted to nurture Academic Culture and its influence. Unstructured interview was employed for this purpose. The key respondents identified for the interview were teachers- present and former, principal-present and former, learners-present and former and trustee. Preferably, the teacher/s and / or principal who had been with the school from the time of its inception or at least from the first few years of the school's inception were interviewed.

The interview was spread over the duration of observation in the school and even beyond it. Generally, the present teachers, learners, principal were interviewed in school while the former teachers and students were interviewed at their residence. Some former learners were interviewed in school when they visited their school.

The researcher explained to the interviewees the purpose of the research and its benefit. The researcher did not keep any presupposition about the significance of information that would be obtained and which would help in the comprehensive understanding of the school. A predetermined set of questions was not used. Sometimes, the immediate context was used as a base for starting the interview. At other times, some lead questions were asked for example, how this school has developed; what was the role of principal; and how were the learners/teachers in the initial period of school's inception.

The lead questions for the interview of learners were: what do you like about the school; what do you remember the most about the school, the teachers and the principal; what were the different activities of the school; what are the different interaction with teachers and principals in school; how do you give suggestions to teachers/principal; do learners have freedom, equality, respect in school; what is the nature of responsibility among learners, principal and teachers.

Also, it was important to let memories of the past, their personal reflections on various events in school surface. For this the researcher maintained flexibility so as not to obstruct the flow of thought.

At times, the key respondent/s would consult some of their friends and/or colleagues to recollect the exact details of the events that occurred in past. In such cases the interview was conducted simultaneously for two to three personnel at a time and each one would contribute to a comprehensive understanding of an event or a process. As the interview progressed, the respondent/s would also link it to the present events/decisions thus explaining them. This helped to strengthen the data collected through observation.

3.6.3 DOCUMENT ANALYSIS

Documents which contained information about the policies of school, goals of schools, vision and mission, communication regarding interactions/dealing between principal-teachers, teachers-learners and principal-learners were identified. Some of the documents identified were the school diary, the annual calendar of schools, the school magazine, the muster roll, the record of students, the record of students' result in Class X and XII, circulars (regarding fee structure, schedules for admission, and communication to parents). These documents were read carefully to identify significant decisions made which influenced the development of school, the nurture of Academic Culture and which reflected the influence of Academic Culture in school.

3.7 PROCESS OF DATA COLLECTION

A familiarization with the school, its layout and its different sites was needed before observation could be carried out. Once the permission to study the case was granted, the researcher used this opportunity to understand the layout of the school and the various activities happening during that period. Generally this responsibility was entrusted to the Supervisor or a senior teacher by the Principal of the school. The process of becoming familiar with the school was carried out a day or two prior to the schedule planned for the fieldwork so that optimum utilization of time was ensured

for data collection. A copy of the time-table of the school was obtained from the Supervisor and the bell-time was noted. This helped the researcher to plan the observation. The researcher also inquired with the principal informants of each case about anything special happening in the school during the visit of the researcher. After a day or two, the different teachers and sometimes the students also would inform the research about some special event planned for a particular day. The Annual Calendar of the school was also referred to identify the schedule of some event very specific to a particular case. In addition to this, the researcher was very alert on the field to notice any unplanned activity that happened.

Data obtained from observation were recorded by the researcher in the form of field notes. Notes about the event observed were made in terms of its location, the main actors, the sequence of occurrence and key statement spoken by any actor, if any, were immediately noted. During observation, the essence of the occurrence was attempted to be captured. For this, the body language, gestures and facial expressions of the personnel were keenly noted. The researcher's observation was also noted. After leaving the field, the remaining information was recalled, reflected upon and noted. Then the researcher prepared elaborate transcripts of the field notes.

The principal informants for interview were identified on the basis of the recommendation made by the Principal of the school, Supervisor of the school, and/or teachers of the school. The principal informants were explained again about the purpose of the study though the Principal of the school generally communicated the presence of researcher in the school. The first interaction with them was to break the ice and to remove any fears that they had. After this the convenience of the principal informants was considered as they were engaged with the duty in school during the researcher's visit. The researcher also had to demarcate an undisturbed time slot for observation. Many principal informants were interviewed before or after the school hours. The researcher also revisited the school after the observation was over for the interview. It also happened that the principal informants on their own would share some information on any site of the school. If some additional information was needed the interview were conducted telephonically also. The former teachers and former students were interviewed at their residence after considering their convenience. They were also contacted on the e-mail. Some former students who

visited the school during the visit of the researcher were interviewed in school. The duration of interview was on an average two hours.

Data obtained from unstructured interview were recorded as main points as the interview was conducted. If any statement was found to be a key statement and which the interviewee used deliberately, then such statements were noted verbatim. Details about the person interviewed were noted. For teachers and principal the details noted were the year of joining the school and the position held in school. In case of students it was the class in which the students studied and the year s/he joined the school. The non verbal communication was also carefully observed to understand the unspoken message/information that was communicated. The researcher's reflections were also noted. After leaving the field, elaborate transcripts of the interview were developed.

3.8 VALIDITY OF DATA

Validity of data was ensured by collecting data from multiple sources of which three major sources were events occurring in the present, documents and interview of multiple informants (teachers present and former, students present and former, and principals present and former). In the presentation of each case, multiple perspectives have been presented. To ensure trustworthiness, long quotes obtained from interview as well as the description of the events in detail have been presented. The presentation of information thus allows the reader to refer the validity of the conclusions drawn.

3.9 DATA ANALYSIS

The voluminous raw data gathered was analyzed using thick description (Geertz, 1973) followed by coding. The large pool of data was read critically a number of times. An examination of data was carried out to find constructs, themes and patterns that can be used to describe and explain the case. The major themes identified were related to the manifestation of each constituent of Academic Culture, the process of nurturing it and its influence. Each case as a unit was analyzed under these themes. The steps undertaken were data reduction and data display.

3.9.1 DATA REDUCTION

The voluminous data obtained during the field work through observation, interview and document analysis was to be made amenable for analysis. It involved convergence of large pools of data to understand the overall case. Data collected through various sources and personnel was placed against each other to rule out inconsistencies. Multiple perspectives obtained from multiple sources were placed against each other. The aim of this exercise was to gather valid and pertinent data about the case. After this large chunks of data about event/s or conversation were summarized and simplified.

The raw data was used for constructing a reflexive narrative of data. The data included in it were significant details pertinent to a comprehensive view of sample case. Only such data that were relevant to the objectives of the study were included. Care was taken to edit out redundancies. The data was viewed from the 'lens' of the concept of Academic Culture. Clusters of event/s, or information or conversation were made around the four constituents of Academic Culture. Also, data which provided insight into the history of the school was pooled.

3.9.2 DATA DISPLAY

The overall reflexive narrative was presented as thick description for each case. This enabled analysis, interpretation and drawing of conclusion. A challenge faced in this was with respect to the format and setting boundaries of the case. It was important to describe the context of the phenomena and the phenomena itself. The format of the case study was decided with the aim of providing a comprehensive view of the sample school. Employing the everyday life in school as the key point, a three pronged presentation using the policy, programs and initiatives, events occurring on various sites of school and the experience of the stakeholders was developed. In deciding the format of the case, due considerations were to be given to the opinions of experts made on the concept of Academic Culture in objective one especially with respect to the role of parents and management as stakeholders along with learner, teacher and principal. The inclusion of parents and the Trust, among other details, was made to explain the context of the case whereby the boundary of the case was also set. A

detailed presentation of the format of the presentation of each case is provided in point 3.9.2.1

The thick description presented in the case led to analysis. The access to the prevalent Academic Culture in a school was acquired through a closer reading of the events identified in the everyday life of school. Foucault (1981) viewed the 'event' as a focus in the procedure of analysis. In Foucault's construct of 'eventualization' an event is analyzed according to the multiple processes that constitute the event, allowing a single event to be viewed from many perspectives to gain a better understanding. Such a reading of these events offered a nuanced understanding of the interplay between institution, stakeholder/s and the larger community. A discursive analysis of events helped to establish their relationship with the four constituents of Academic Culture- Freedom, Respect, Equality and A Sense of Responsibility. Also, the events which were more representative of the institution, stakeholder and the community in case of each sample school were identified to represent the three and their interplay in each case study. From all the events observed and the manifestation of the four constituents of Academic Culture as reflected in it, codes were formed to identify categories which indicated how the four constituents were manifested in each case. These codes were used as the basis to present the overall manifestation of Academic Culture in each case.

The process of nurture and influence was analytically arrived at for each case which was presented at the end of each case.

3.9.2.1 FORMAT OF PRESENTATION OF CASE

The format of the case presentation is presented.

I ACCESSING THE SITE OF STUDY

In this section, details about the manner of approaching the case: the school is presented. It includes information regarding, how data was collected in a particular school and the principal informants.

II SETTING AND MILIEU OF THE SCHOOL

This section builds the context of the case: the school. It presents information about the establishment of school, details of its identity

with respect to its affiliation to Board, the medium of instruction, its status as grant-in-aid or otherwise and infrastructure facilities.

III MAKING OF EVERYDAY LIFE IN SCHOOL

The everyday life in school is presented from three perspectives. The first perspective deals with the policy, programs and initiatives taken over a period of time. It examines how these percolate to everyday life and impact it. The second perspective describes the various events involving the stakeholders-learners, teachers and principal occurring on various sites of school in the present. The third perspective is an attempt to understand the experience of the stakeholders of the constituents of Academic Culture. This narrative tracing the everyday life in school is built through information elicited through various sources-interviews and observations, the events observed, the information gathered/ perspectives shared from the interview, and the experience of the researcher in the school. Subsequent to the presentation of the three perspectives, an overall understanding thus gained about the manifestation of the constituents of Academic Culture in this school is depicted.

III A POLICY, PROGRAMS AND PAST INITIATIVES

The policies, programs and past initiatives have been examined from the lens of the constituents of Academic Culture: Freedom, Respect, Equality and A Sense Of Responsibility. The attempt is to understand its impact on the everyday life in school.

III B EVENTS OCCURING ON VARIOUS SITES OF SCHOOL

Subsequent to the understanding of everyday life in school through policy, programs and initiatives taken in the past over a period of time, it is also essential to get a glimpse of the everyday life in school in the present. The events in the form of various interactions/ acts/ activities

involving the stakeholders in the matrix of time through instrument such as time-table and space which in this case refers to the sites of learning in school in pursuit of knowledge occurring on day to day basis indicate the experience of the everyday life in a school. The researcher observed and documented approximately thirty events occurring at different times and different sites in school involving different stakeholders during the period of study. The various events observed during the field study have been clustered around various sites of learning and/or various stakeholders. Also to understand the manifestation of Academic Culture in the everyday life in school, it is prudent to put the lens of the constituents of Academic Culture- Freedom, Respect, Equality and A Sense of Responsibility to study the intricate aspects in everyday setting of this school. This presentation serves two purposes: it provides a sample presentation which offers a snapshot view of the everyday life in the school as well as the manifestation of Academic Culture in this school. This sample is not exhaustive listing of micro events occurring everyday in school during the period of study. Rather it endeavours to demonstrate and map out the action /interaction occurring in conjunction of spatial-temporal matrix. Secondly, there is no conscious effort to list only positive or negative events in the context of the Academic culture. The focus instead has been to demonstrate how the dissents have been acknowledged / resolved through these four constituents of Academic Culture. Thus the various events presented are a slice of every day reality in school.

In describing the events the following abbreviations have been used: T for teacher, S for student, P for Principal and SSS for more than one student. In case more than one teacher is involved then the abbreviations used are T1 and T2 similarly for students it is S1 and S2. As per the confidentiality assured to the school principal, the names of the school have not been mentioned and the name of the school appearing in statements has been replaced by 'XYZ'. From the various

events observed those events which are typical for a particular school are presented.

III C EVERYDAY EXPERIENCE OF STAKEHOLDERS IN REFERENCE TO THE FOUR CONSTITUENTS OF ACADEMIC CULTURE

The constituents of Academic Culture create a unique experience for the stakeholders as it infuses with the socio-cultural milieu of the stakeholders. The everyday experience of the stakeholders in reference to the constituents of Academic Culture is culled out on the basis of interview and observations of events on the various sites in school. It is presented for the three stakeholders: learners, teachers and principal.

III D AN OVERALL UNDERSTANDING OF THE MANIFESTATION OF CONSTITUENTS OF ACADEMIC CULTURE IN THIS SCHOOL

The three perspectives employed to understand the Academic culture in this school: the matrix of policy, program, past initiatives; events observed on various sites of school in the everyday life; and the constituents of Academic Culture as experienced by the stakeholders collectively leads to the overall understanding of the manifestation of constituents of Academic Culture in school.

The overall understanding for each school was arrived at through the process of coding.

IV PROCESS OF NURTURING ACADEMIC CULTURE

In this section, elaboration on the process of nurturing Academic Culture by identifying its key determinants is presented. The everyday life narrative as seen through the three perspectives helps to get a holistic understanding of a school. On examining closely the everyday life narrative, the determinants that emerged are identified.

V INFLUENCE OF ACADEMIC CULTURE

This section depicts the influence of academic culture on various stakeholders in their collective endeavour of pursuit of knowledge. It is arrived at by pooling data obtained from the observation of everyday life in school, the interview and the researcher's own experience in the school during field work.

VI SUMMING UP

This depicts the overall concluding remarks on the school.

3.10 ETHICS

The issues of ethics in this research were addressed at various stages of field work and analysis. A formal permission was sought from the Principal of each school identified as sample case for field work. The nature of study was explained. An assurance about the confidentiality was given. Hence, names of schools have not been revealed. Instead, the schools have been numbered. The names of the persons who were the source of data has not been revealed. An attempt to present the data truthfully has been made.

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