

Analysis of New Patterns in Schools Regarding the Educational Institutions Generating Confusion

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Abstract – In the present study, the various variables are illustrated as a result of which the educational environment is getting worse both in educational organizations and in homes. My study also brings in the views of students, teachers and the parents as what kind of strategy should be adopted to raise the educational standards. Also to give schools the regard of Gurukul like our older educational system and will develop the relationship of Eklavya and Dronaacharya.

Keywords – Educational Environment, Educational Institutions, School, Technology

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INTRODUCTION

Since the evolvement of human from primitive times to the development of modern civilized societies of today, education has remained a basic element of human thought process and a fulcrum of a large part of social activities. The United Nations General Assembly under article 26 of its Development Programme has recognized the significance and the intrinsic value of education to advance human development. Further, with the rapid growth of technology and easy availability of sophisticated electronic devices for gathering information and its fast communication, delivery of proper and adequate education to the youth has become the buzzword for the policy makers globally.

In our national outlook education is essential for all. Article 45 of the Constitution of India, which forms part of the Principles of State Policy Directive, charged the State with the responsibility of providing free and compulsory education for all children until the age of fourteen. Furthermore, with the 86th amendment to India's constitution, Article 45 has been replaced by the new Article 21A, which provides a basic right to education for children between the ages of 6 and 14.

EDUCATIONAL ENVIRONMENT IN SCHOOLS:

The data indicate that income levels have a clear influence on the nature of school enrolment among households. It emerged from the survey that

government school enrolment for the same income segment category declines while demand for English medium schools in higher income segments is growing. According to another report by EY-FICCI, even the rural areas saw student enrolment in private schools rise from 18.7 % in 2006 to 25.6 % in 2011.

Finding the state of affairs of the government school education worrisome and its dipping relevance and disconnect with the economic prospect uses globally, it is not surprising that Many expatriates prefer to send their children to international schools while rich Indians choose more progressive Indian schools or established State Institutes which are less traditional in their teaching styles. The majority of Indians, who are in a position to afford lofty fees, prefer their children to study in a private school over a government.

The summative assessment is structured as a three-hour written test conducted at school level twice a year. Each summative evaluation carries a weight of 30 percent and is to be carried out after the two training courses have been completed. The CBSE has a limited role in the preparation of question paper for the summative assessment. Nevertheless, the CBSE strictly tracks the assessment of the response sheets. The CBSE calculates the result at the end of the year by applying the formative score to the summary score, i.e. 40% + 60%= 100%. The board may subtract the total grade point average (CGPA) and thus

deduct the grade earned, based on the percentage received.

A sociological perspective is simply a way of looking at the world. There are three general perspectives in vogue in the present day sociology viz. (i) functionalists; (ii) conflicts; and (iii) interactionists.

The relationship between castellan personality traits, study habits and academic achievement was studied by **Anton and Angel (2004)**. The study showed that students with higher scores and socialized personality characteristics had research patterns than students with lower scores and socialization characteristics of personality.

Henson and Eller (2009) studied several qualities that determine teachers from using corporal punishment: - Corporal punishment emphasizes the person, not the behavior. Corporal punishment addresses only undesirable behavior; it doesn't address desirable alternatives. It tells about underlying causes of inappropriate behavior.

Kaur (2004) studied habits of secondary school students as a congruent of their scientific attitude. The main findings of the study were, the coefficient of correlation of study habits and scientific attitude is 0.21 and is 1.0 high correlated. Both boys and girls have same pattern of study habits, girls possess higher scientific attitude than boys.

"Child and education psychology," published by NCERT in 1983, identified the following essential moral values that need to be formed in children. Honesty in words and deeds, truthfulness, reverence for oneself and a desire to serve others, contrast of self-control, obligation and awareness.

The findings of the above studies completely different from the present study. In this study investigator tried to find out the different aspects of present scenario in schools which effects student's academic achievement directly or indirectly.

OBJECTIVES OF THE STUDY

My study brings in limelight the different variables due to which the educational environment is getting worse in the educational organizations as well as at homes too. Following are the different variables:

1. The role of Parents, Teachers, Students, Management.
2. My study also brings in the views of students, teachers and the parents as what kind of strategy should be adopted to raise the educational standards. These views can help the system to formulate and implement the educational strategy accordingly.

I hope my study will surely be an eye opener for the community and schools. It will help to give schools the regard of Gurukul like our older educational system and will develop the relationship of Eklavaya and Dronaacharya. Let the present students also create the examples of Arjuna.

METHODOLOGY

A descriptive method was adopted to collect the data, offering suggestions to the parents, students, teachers and the management, procedure for data collection.

RESEARCH APPROACH

A research approach tells the investigator what to collect and how to analyze it. In view of nature of the problem under the study and to accomplish the objectives of the descriptive study approach is adopted, which based on field research.

RESEARCH DESIGN

Research design directs method of measurement and plan of data collection and results.

DATA COLLECTION TOOLS

Selection and development of the tool

The tool is selected on the basis of study objectives.

After extensive and systemic review of literature and discussion with the experts, the investigator had developed questionnaire. The steps followed in preparing the tools were:

- ▶ The Review of Literature
- ▶ The Preparation of Questionnaire

DESCRIPTION OF THE TOOLS:

Self-administered Questionnaire was designed for:

- ▶ The Parents
- ▶ The teachers
- ▶ The students
- ▶ The Management

PROCEDURE FOR DATA COLLECTION

The Performa was designed keeping in view the various factors for the teachers, students, parents and management. In order to keep study bun

biased, detail of the subjects have been kept confidential.

The questionnaire is filled in the presence of investigator.

Study included 200 students, 50 teachers 100 parents and 10 schools.

RESULTS AND DISCUSSION

Analysis and Interpretation of Data

The purpose of the present study was to find out the effect of CCE in CBSE schools on the students, teachers, parents as well as school management. The data is subject to proper statistical treatment. The result of study divided into four parts students, teachers, parents and the school management.

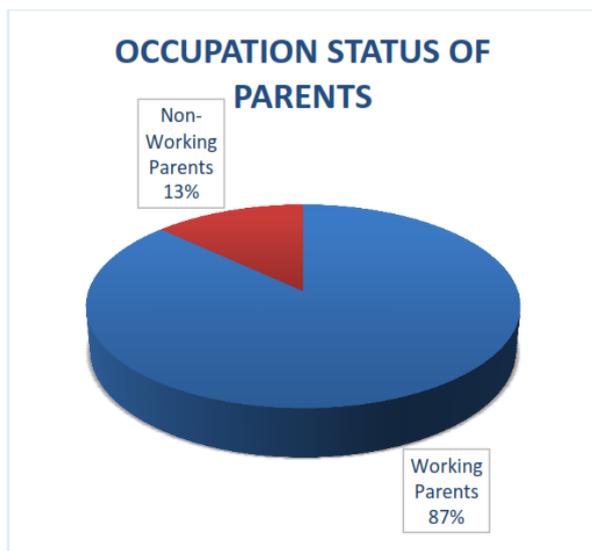
RESULTS OF PARENTS

Bio Socio Demographic Profile of Parents Where N=100

The Occupational status of parents

Occupation	No. of Parents	Percentage of parents
Working Parents	87	87%
Non-Working Parents	13	13%
Total	100	100%

The above Table No. 4.1.2 indicates that among the 100 parents taken for the study, 87% were the working whereas 13% were Non-Working.

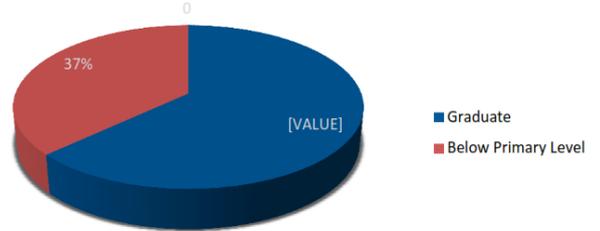


The education status of parents

Education	No. of Parents	Percentage of Parents
Graduate	63	63%
Below Primary Level	37	37%
Total	100	100%

The above Table No. 4.1.3 clearly indicates that the 63% of the parents are graduates whereas 37% are below primary level.

EDUCATION STATUS OF PARENTS



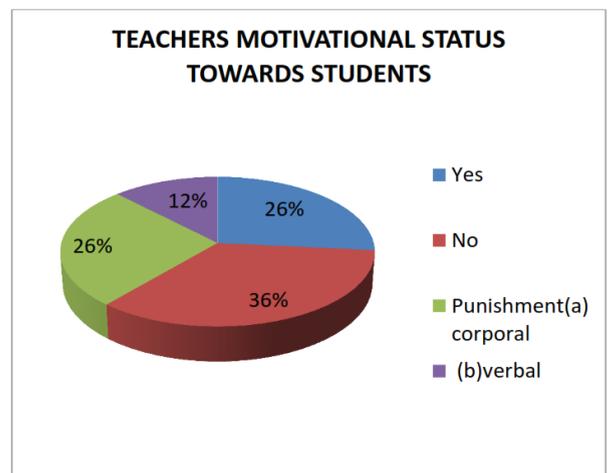
RESULTS OF TEACHERS

Biosocial demographic profile of the teachers N=50

The teacher's motivational status towards students

Motivation of the Teachers	No. of Teachers	Percentage of Teachers
Yes	18	36%
No	13	26%
Punishment (a) corporal (b) verbal	6 (13)	12% (26%)
Total	50	100

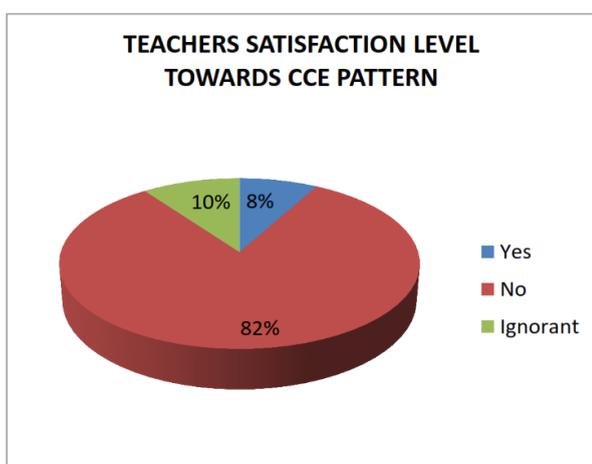
The table No. 4.2.4 shows that 36% of the teachers motivate the students, 26% teachers do not motivate their students, 12% teachers give corporal punishment to the students whereas the remaining 26% teachers punish them verbally.



The teacher's satisfaction level towards CCE pattern

Satisfaction with the new CCE system	No. of Teachers	Percentage of Teachers
Yes	4	8%
No	41	82%
Ignorant	5	10%
Total	50	100%

The above table No. 4.2.5 shows that majority of the teachers i.e. 82% are non-satisfied with the prevalent Board system of CCE and 10% are ignorant about the CCE guidelines. Only 8% teachers have shown positive attitude towards the CCE pattern.

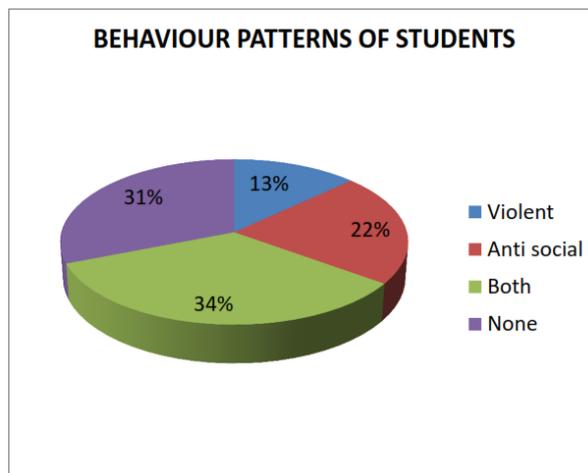


RESULTS FROM THE STUDENTS N = 200

The behavior patterns of students

Behavior pattern of Students	No. of Students	Percentage of Students
Violent	26	13%
Anti-social	44	22%
Both	68	34%
None	62	31%
Total	200	100%

The above table No. 4.3.2 clearly indicates the behavior patterns of the school going students thus adding to the disturbing atmosphere of the school. 13% of the students are violent, 22% are anti-social, 34% students are both violent as well as antisocial. 31% are of normal behavior



The students get motivation from teachers, parents and management

Student Get Motivated From	No. of Students	Percent of Students
Teachers	60	30%
Parents	30	15%
Management	4	2%
None	38	19%
other Sources		
(a) Media	48	24%
(b) Role models	10	5%
(c) Counselors	10	5%
Total	200	100%

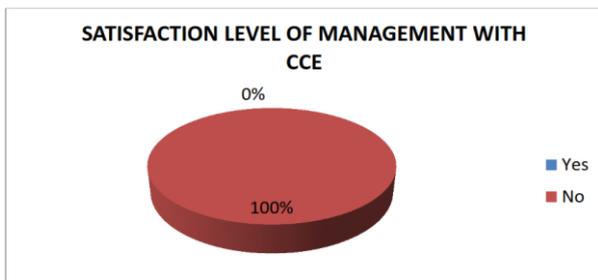
The above table No. 4.3.3 indicates that 30% students get motivated by Teachers, 15% by Parents, 2% by management and 19% students are motivated by none. 25% students get motivated by media and remaining 55% and 5% by role models and counselors.

RESULT OF THE MANAGEMENT

The satisfaction level of management with CCE

Management satisfaction with the present system of CCE	No. of Managements	Percentage of Managements
Yes	0	0%
No	10	100%
Total	10	100%

Thus the Table No.4.4.3 clearly indicates the negative attitude of management towards the CCE BOARDS.



CONCLUSIONS

The findings are discussed under the following headings depending upon the objectives of the study keeping in mind the socio demographic characteristics of the respondents like parents, teachers, students and the management. This has led to ignorance and lack of cultural transmission along with absence of moral values. The rise in fee hike and the extra coaching fees has added more to the parent's burden. Even if they don't want to work they still have to as show will be stopped.

The CCE has added burden on the students, teachers and management. The study reveals that 80% of the students are satisfied with the CCE pattern, but these are the normal students who are taking advantage of the grading system, the remaining 20% of the students who were not in favor of CCE are the students who really want to score good but they feel their time is wasted more on preparing assignments and formatives, the grading system has brought them at par with the normal 80% students. The 20% of the students are least concerned with what is happening, as school is the only place for an outing. -a rescue from house.

The management is to be blamed for to the performance to some extent. The management has the burden to run the expenses of the schools. In order to earn this profit, they become money minded by charging high fees, funds and capitation fees from students. For this they appoint non-qualified teachers. The results are poor which compel the students towards coaching centers.

As the student is not concentrating on the studies in the school campus, he spends his time and money outside at various coaching centers. Teachers should form a cooperative climate for such controversies by requiring students to give accurate and relevant information during information about content matter teachers should be unbiased. So that students don't fall in inferiority complex. It is the duty of teacher to provide advance knowledge of content matter to students. Teachers should act as a motivational source for children.

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