

# Quality Education: Perception of Students

*(With reference to the Higher Secondary Level)*

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## Abstract

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*Students are ultimate stakeholders and direct consumers of the education system who feel and judge the quality of education. Their perception and feelings for quality education may go a long way in improving the system. National Policy on Education (1986), Programme of Action (1992), National Curriculum Framework (2005), etc. have called for substantial improvement in the quality of school education. But, how students perceive the concept of quality education and what expectations they have in this regard is an important issue. The paper conceptualises students' perception about their school environment and facilities of education with their likings and reasons for weakness in different school subjects at higher secondary level. The paper also suggests changes in classroom practices and shift in position of the teacher from transmitter of information to facilitator for construction of knowledge in the minds of students.*

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School education has tremendous significance in one's life. It aims at shaping the personality of an individual by providing right kind of inputs throughout all the stages – primary, secondary and higher. The school education draws its aim from the society and accordingly designs its content and also the pedagogy. In this context, the policy documents and curriculum frameworks which provide guidelines to the entire school education system are important. India has its education policies, i.e. 1968 and 1986 (with its Programme of Action, 1992). As per the

mandate of the National Policy on Education, the National Curriculum Frameworks for School Education have also been prepared from time to time i.e. in 1975, 1988, 2000 and 2005 by NCERT. Recent in this series, the *National Curriculum Framework-2005* discusses the present scenario of school education in the country and deliberates upon the quality issues in education in a comprehensive manner. The document presents different dimensions of quality.

It looks at quality in education in holistic way and as a system attribute and not merely a feature of instruction

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or attainment. It includes physical infrastructure, teachers, experiences that are designed for the child in terms of knowledge and skills, school environment, etc. as quality indicators. But above all, it emphasises that the attempt to improve the quality of education will succeed only if it goes hand in hand with steps to promote equality and social justice. In this context, NCF-2005 states that "quality in education includes a concern for quality of life in all its dimensions. This is why a concern for peace, protection of the environment and predisposition towards social change must be viewed as core components of quality, not merely as value premises".

The diversity of cultures and heterogeneity, such as, rural-urban, tribal, coastal, socially disadvantaged and groups with special needs make the issue of quality in education more complex, contextual and relative in nature. Quality improvement of education in these situations is a slow process and therefore, the impact of intervention cannot be seen or assessed immediately by one parameter. Main indicators of quality education can be visualised in terms of preparation, classroom processes and learners' achievements. The aspects, which are easily quantifiable, like achievements have received attention and the quality dimensions, especially learning and learning conditions of children are difficult to quantify and assess and hence are ignored.

Success of the classroom processes is estimated through achievement of the children. Although we have succeeded in enrolling and retaining about 96% of

the school children at primary level, the dropout rate is as high as 21%; but at the same time, quality education is a big challenge in the country. So, the biggest problem in the country is to retain children in school and to enhance their achievement, skills and capabilities to the optimum level. Hence, quality management of school education has gained significant importance.

Total quality of the school depends on numerous factors, like physical infrastructure, school environment, quality of teachers, parents, students, teaching-learning process, local resources, community support, etc. We have to resolve diversity and low standards of human development along with the other state specific problems in our education system.

There are three basic components for education – classroom teaching, practical or laboratory work and library. The classroom teaching is the assimilation of the subject by an expert teacher through study of many books and articles leading to generation of quality and creative content in a presentable form. The teacher has to present the content in a unique and innovative way to make the content appealing and easily understandable to the students. The second form of content could be on a self-learning method by breaking it into a practical or a job. Third may be self-learning through various books which can be extracted through the library. Now a days, internet also provides a length of information but careful assessment for usefulness and authenticity is necessary before it's use.

Adequate, rigorous, inclusive and continuous monitoring and supervision

are important keys to successful implementation of an educational programme. National Curriculum Framework (2005) has strongly articulated the need for a substantial improvement for quality education. Learner is the kingpin and educational activities do not achieve success without improvement in the learner. The curriculum at different levels of education is designed keeping in view the learners' capabilities, textbooks are developed as per level of the learners and teachers also teach in classroom as per need of students. For quality education, the learner should not be passive listener but should participate in teaching-learning activities.

Students are the stakeholders, direct users and consumers of the education system hence, their perceptions and assessments about the school, teachers, classroom process, etc. go a long way in improvement of the quality of education. In school education, the students at higher secondary level become a little matured and can express fair and frank remarks and opinion on the system. In our country, the biggest problem in formal education system is enhancement of the achievement, skills and capabilities of children up to the optimum level. They are enrolled, pass through the formal system but do not gain much and face problems of employment, etc. in future. School climate varies from school to school due to variance in administrative styles of the institutional head, the Headmaster or Principal. Teachers in schools with open and congenial climate have higher morale and better job satisfaction and such teachers can do better for the students

as per their needs. Much empirical evidence does not exist about the perception of students for quality education. Hence, an exploratory study was undertaken to find out the students perception, views and expectations from their teachers and school.

### **Objectives**

1. To assess the perception and expectation of students on quality issues of school education.
2. To find out the strong points and weaknesses of the system.
3. To find out students likings and weakness in different school subjects.
4. To suggest measures for quality education.

### **Research Questions**

The following research questions were answered in the study:

1. What is the liking and disliking for different school subjects in students?
2. What are the reasons for poor performance in different subjects, as per the students?
3. Whether the students are satisfied with the teaching approaches of different subjects? If not then what type of improvements they suggest?
4. Whether they are satisfied with the school climate, teacher and principal's behaviour? If not then what type of changes they suggest for improvements.
5. Whether adequate infrastructural facilities for their career development and all round development are available in the

schools? And if not, then what modifications the students perceive for their development?

*Limitations:* The investigation is limited to the:

1. Students at Higher Secondary Level.
2. Students of Kendriya Vidyalayas of Bhopal city.
3. On a convenient sample of 120 students.

### **Methodology**

*(a) Selection of Sample:* Education is mainly provided through formal system at school and college level. Students are the consumers of the education system and they judge quality of the institution carefully. More than nine hundred Kendriya Vidyalayas (KVs) in the country foster quality in school education and always monitor its' progress. They admit wards of defence and other all India transferable employees. So, most of the students at higher secondary level in these institutions must have experienced several other KVs also. They are matured and have a better perception of quality education in their schools. In view of this, 120 higher secondary students of local KVs covering, science, commerce and arts sections were administered a format for quality perception and assessment.

*(b) Tools Used:* School education has a significant contribution in career building of the children. When a student achieves a certain percentage of marks, then only he/she can opt for science or commerce to fulfill his/her dreams of becoming a doctor, engineer, chartered accountant, company secretary, manager, etc. School environment,

facilities, laboratories, libraries, etc. along with the caring teachers provide learning opportunities, facilities, motivation and guidance to the students. A format was designed to assess students' perception about school learning climate. It has two divisions:

#### *Part A*

Part A gives general idea about the student, his/her general bio-data along with liking and weaknesses in different school subjects with their reasons. The expectations of the student from the school and teachers, satisfaction from the classroom teaching, students' cooperation, teacher's behaviour, school discipline, learning environment, school results, etc. also are to be expressed by the respondent in this part.

#### *Part B*

This part gives thirty-five statements about the school, its' different activities and environment and the students are asked to comment on the statement, as true, partially true, partially false and false. They are also asked to rate the school as very good, good, average and below average with their reasons. Suggestions for improvement of the standard are also to be given by the learners in this part.

*(c) Collection of Data:* The tool/formats were multi-copied and also translated in Hindi for better understanding of the students. These were administered on the sample of 120 students of two local Kendriya Vidyalayas of Bhopal. To seek free and frank opinion, the students were asked not to mention their names on the

format. Discussions were also made with the students to seek their opinion and suggestions about their school.

(d) *Analysis of Data:* The filled formats were analysed to enumerate view-point's frequency and data on various points of the students. Percentages were calculated to compare different dimensions of students' perceptions. Their view-points were categorised in nine groups:

1. Name of the school in society;
2. Discipline and co-operation among students;
3. Academic climate in the school;
4. School teachers and the principal;
5. School Library;
6. Guidance for career development in school;
7. All-round development of students;
8. Social justice for students; and
9. Studies and care of students at home.

Views of the students were also analyzed on frequency and percentages on liking, disliking, reasons for weakness, etc. on various school subjects. Results of the analysis were interpreted giving reasons, suggestions

and recommendations from students, teachers as well as the investigator's viewpoints.

## Findings of the Study

### I - School System

#### (A) Name of the School in Society

Now-a-days, school buses, vans, auto services, etc. are available for children and distance is no obstacle in urban areas, parents admit their wards in the well known schools of the town and Kendriya Vidyalayas are one of them. After admission in the school and reaching to the level of higher secondary their perception about the name of the school is assessed on the two dimensions (Table 1):

More than half of the students of KVs feel satisfied with the school results and its educational standard. When students realize some specialties of their school, they feel satisfied and recommend others friends to take admission in their school. Students' perception on these two aspects was found to be as under (Table 2 and 3):

TABLE 1  
Name of the School in Society

Parameter	Fully satisfied	Satisfied	Partly Satisfied	Un-satisfied
a. Standard of the Kendriya Vidyalayas	10.74 %	44.63 %	34.71 %	9.92 %
b. School Results in Public Examination	16.24 %	52.14 %	19.66 %	11.96 %

TABLE 2  
Specialties in the School

Parameter	Definitely special	May be something	May be nothing	Definitely nothing
a. Specialties in the school	29.92 %	22.83 %	15.75 %	31.50 %

TABLE 3  
**Recommendation to others in the School**

<i>Parameter</i>	<i>Certainly recommend</i>	<i>May Rec.</i>	<i>May not Rec.</i>	<i>Will not Rec.</i>
a. Recommendation to others for seeking admission	28.57 %	22.69 %	10.08 %	38.66 %

So, about fifty per cent of the students were impressed with the school standards and results in public examination. They feel there are specialties in their school and recommend it to others, to take admission.

*(B) Discipline and Co-operation among Students*

Discipline among students is necessary for a quality school and the students should also help each other in need. Students' perception on these two parameters was found to be as under (Table 4 and 5):

*(i) Discipline among students:*

So, there are fair chances that the students get punishment on committing mistakes but all teachers do not have command over the students and they are not so disciplined to complete homework in the school but they are cooperative.

*(ii) Co-operation among students:*

*(C) Academic Climate in the School*

Academic climate refers to academic environment, i.e. focus on quality education and making effective learning environment in the school campus, and

TABLE 4  
**Discipline in Students**

<i>Parameter</i>	<i>True</i>	<i>Partially True</i>	<i>Partially false</i>	<i>False</i>
a. Students get punishment on mistakes	73.50 %	18.80 %	0.85 %	6.85 %
b. Only few teachers command students	57.50 %	20.83 %	5.83 %	15.84 %

TABLE 5  
**Cooperation among Students**

<i>Parameter</i>	<i>True</i>	<i>Partially true</i>	<i>Partially false</i>	<i>False</i>
a. Students cooperate with each other	32.00 %	43.20 %	18.40 %	6.40 %
b. Students complete homework with the help of class fellows	29.23 %	17.69 %	10.00 %	43.08 %

promotion of students initiative and learning in the school. Students' perception on these parameters was found to be as under, (Table 6 and 7):

(i) *Academic Environment*: So, about half of the students are satisfied with the academic environment, focus on quality education in Vidyalayas and their school life. Some brilliant students may lack satisfaction with the school environment. Their initiatives, good work and leadership qualities are well nurtured in the school

(ii) *Promotion of students' learning*:

(D) *School Teachers and the Principal*

(i) *Teachers*: Teachers are the active force to bring the desirable change in the students. In early age of schooling, children follow the words of the teachers in toto and not even consider their

parents. Later, their opinion and views develop and the blind faith in teachers vanishes. Reaching to the higher secondary level, they have great expectations from their teachers. They need active, friendly, cooperative, helping, experienced and caring teachers. Student-teacher relation is assessed on three major heads, as under, (Table 8):

(a) *Rapport with the Students*: More than half of the students were found to be satisfied with the rapport and behaviour of their teachers.

(b) *Classroom Teaching*: Effective classroom teaching is a prime responsibility of the teachers at all levels of education. Students' perception on classroom teaching was assessed on the following dimensions and their responses are as under:

TABLE 6  
**Academic Environment in the School**

Parameter	Fully satisfied	Satisfied	Partly satisfied	Un-satisfied
a. School's focus on quality education	14.16 %	41.59 %	30.97 %	13.28 %
b. Learning environment of the school	13.45 %	42.02 %	30.25 %	14.28 %

TABLE 7  
**Learning in the School**

Parameter	True	Partially true	Partially false	False
a. School environment is good for studies	39.67 %	11.57 %	25.62 %	23.14 %
a. Good work of students is recognised	67.23 %	20.17 %	5.04 %	7.56 %
b. School promotes students initiative and leadership	48.28 %	18.97 %	13.79 %	18.96 %
c. Students are satisfied with school life	27.35 %	23.08 %	11.11 %	38.46 %
d. Students love the school	38.98 %	33.05 %	5.08 %	22.89 %

TABLE 8  
**Teachers' Rapport in School**

<i>Parameter</i>	<i>Fully satisfied</i>	<i>Satisfied</i>	<i>Partly satisfied</i>	<i>Un-satisfied</i>
a. Teachers' rapport with students	13.45 %	47.90 %	28.57 %	10.08 %
b. Satisfaction with teachers' behaviour	37.82 %	40.34 %	12.61 %	9.23 %

(a) *Sincerity for teaching work*: Every teacher has to be sincere for teaching work. It is assessed on the following points, (Table 9):

About three-fourth of the students in the sample felt that their teachers are sincere for teaching work and they never try to avoid classes.

(b) *Performance in teaching*: Every teacher teaches with full devotion in the classroom but how much the students

have learned is a matter of thinking. It is assessed on two parameters, as under, (Table 10):

More than half of the students were found to be satisfied with the teaching in the school. But it was felt by the students that the teachers complete courses in hurry without caring for the understanding of the students.

(c) *Deriving personal benefits from the teaching profession*: Now-a-days, the

TABLE 9  
**Sincerity in the Teachers**

<i>Parameter</i>	<i>True</i>	<i>Partially true</i>	<i>Partially false</i>	<i>False</i>
a. Teachers do not avoid classes	65.83 %	10.00 %	15.83 %	8.34 %
b. Teachers are sincere in teaching	42.02 %	31.09 %	15.13 %	11.76 %

TABLE 10  
**Teaching in the School**

<i>Parameter</i>	<i>True</i>	<i>Partially true</i>	<i>Partially false</i>	<i>False</i>
a. Students are satisfied with teaching	8.20 %	50.82 %	27.87 %	13.11 %
b. Teachers complete course without caring for students' understanding.	38.84 %	25.62 %	13.22 %	22.32 %

TABLE 11  
**Tuition by the Teachers**

<i>Parameter</i>	<i>Yes</i>	<i>No</i>	<i>No idea</i>
Teachers run coaching classes	38.71 %	56.45 %	4.84 %



students at higher secondary level prefer to go to coaching classes than to classrooms. Sometimes, the teachers also try to attract them for their coaching classes but normally, the coaching classes are not run by the school teachers. Students' perception on this parameter is as under, (Table 11):

More than half of the students in the sample expressed the view that teachers do not run their own coaching classes. Some students had no idea as they might have not felt the need of coaching.

(ii) *Principal*: An enthusiastic and dynamic Principal provides academic leadership in the school. He is responsible for creating and maintaining academic climate in the institution and as a result the students love the school. The effectiveness of the principals is assessed on two parameters, as under, (Table 12):

Most of the students of the

Vidyalayas felt that their principal is enthusiastic and caring. He meets the students to enquire about their studies and other related matters. So they love the school.

*(E) School Library*

In the information age and the changing world the libraries play a significant role in the education system. The student and teachers should realize this and utilize libraries. Students' perception on these two aspects was found to be as under, (Table 13):

In all higher secondary schools there are libraries, students have time to visit libraries in school hours but students do not realize the importance of libraries and self-study for their studies.

*(F) Guidance for Career Development in School*

Secondary and Higher Secondary stages of education are crucial in career

TABLE 12  
**Principal of the School**

<i>Parameter</i>	<i>True</i>	<i>Partially true</i>	<i>Partially false</i>	<i>False</i>
a. Principal often meets students and enquires about studies	54.92 %	20.49 %	4.92 %	19.67 %
b. Students love the school	38.98 %	33.05 %	5.08 %	22.89 %

TABLE 13  
**Use of School Library**

<i>Parameter</i>	<i>True</i>	<i>Partially true</i>	<i>Partially false</i>	<i>False</i>
a. School libraries help students in their studies.	31.66 %	7.50 %	31.76 %	29.18 %
b. Students have no time to go to the library in school hours	7.69 %	17.95 %	12.82 %	61.54 %

development of a person. There must be counsellors in the school and if not, their role should be played by the regular teachers and the principal. Students' perception on their career development in their school was assessed on the following parameters, (Table 14):

So, teachers encourage students for excellence and guide sincerely in selecting career but special classes for preparation of professional courses are not organised. Students perceived these facts as they have denied that there is nobody to care for the students' career.

*(G) Social Justice for students in School*

All students, irrespective of their caste, colour, sex, language, etc. should be

given equal opportunities and care in the school. This dimension of social justice was assessed on the following parameters, (Table 15):

It is perceived by the students that weak students suffer as teachers pay attention only to the good students in schools. Increasing number of students in schools also hampers chances for equal opportunities to all students.

*(H) All round development of students in the school*

Schools are the places for all-round development of students at all levels of education. Students' perception on this dimension was assessed on the following parameters, (Table 16):

TABLE 14  
**Teachers' attitude in the School**

<i>Parameter</i>	<i>True</i>	<i>Partially true</i>	<i>Partially false</i>	<i>False</i>
a. Teachers encourage students to achieve excellence	51.69 %	34.75 %	4.24 %	9.32 %
b. Students get guidance for selecting career	33.62 %	8.62 %	23.28 %	34.48 %
c. Teachers guide students sincerely	38.21 %	33.33 %	8.13 %	20.33%
d. Special classes are arranged to prepare students for professional examinations	30.00 %	16.67 %	4.17 %	49.16%
e. There is nobody in school to worry about the students' career	15.96 %	20.17 %	15.97 %	47.90%

TABLE 15  
**Social Justice in the School**

<i>Parameter</i>	<i>True</i>	<i>Partially true</i>	<i>Partially false</i>	<i>False</i>
a. Students are given equal opportunities to participate in school activities	17.36 %	19.83 %	35.54 %	27.27 %
b. Teachers pay attention to good students only	37.50 %	32.50 %	9.17 %	20.83 %
c. Weak students suffer in the school	35.83 %	21.67 %	17.50 %	25.00 %

Co-curricular activities are necessary for all round development of the students. Teachers motivate students to take part in the activities but they find less time and the activities are organised only during annual function or some occasion as a ritual.

*(I) Care of students and their studies at Home*

Adequate care of students at their home is necessary for proper development. This dimension was assessed through the three parameters, as under, (Table 17):

The parents are always interested in the studies of their children, so they contact teachers regularly to know their progress. But there is significant dependence on tuitions, although students get sufficient time for self-study.

**II – Perception of Liking and Reasons of Weakness in different School Subjects**

Central Board of Secondary Education has not classified students into Science, Commerce or Arts streams. The students who opt for Accountancy and Business Studies are placed in Commerce Section in the schools as they go for Commerce courses at graduation level. Similarly, the students who opt for Physics and Chemistry are put in Science section. The students in science section were found to take Physics, Chemistry, English, Hindi, Mathematics, Biology, Physical Education, Computers and Informatics Practices, etc. Their perception of these subjects is given in Table 18.

TABLE 16  
**Personality Development in the School**

<i>Parameter</i>	<i>True</i>	<i>Partially true</i>	<i>Partially false</i>	<i>False</i>
a. Teachers motivate students to participate in co-curricular activities.	49.09 %	31.82 %	5.45 %	13.64 %
b. Students have no time to participate in co-curricular activities	24.32 %	14.42 %	16.22 %	45.04 %
c. Activities are organised during annual function or some special occasion only.	82.35 %	7.56 %	0.84 %	9.25 %

TABLE 17  
**Parents' Care**

<i>Parameter</i>	<i>True</i>	<i>Partially true</i>	<i>Partially false</i>	<i>False</i>
a. Parents regularly contact teachers	57.86 %	27.27 %	2.47 %	12.40 %
b. Without tuitions, it is difficult to cope with the subjects.	44.74 %	19.30 %	13.15 %	22.81 %
c. Students get time for self-study	41.96 %	32.14 %	9.82 %	16.08 %

Liking of the science students was found to be the most for Mathematics and Biology followed by Physics, English, and Chemistry. They were found least interested (boring) in Chemistry followed by English, Physics, Hindi and Biology, Informatics Practices, Computer Education and Mathematics. The science students were confident of their performance in examinations in Physics followed by Biology, Mathematics, English, Computers, Hindi, Chemistry and Informatics Practices. Most of the students showed weakness in Chemistry followed by Physics, Mathematics, English, Computers, Biology, Hindi and Information Practices.

The students in Commerce section were found to take Accountancy, Business Studies, Economics, Geography, English, Hindi, Mathematics, Biology, Physical Education, Computers and Information Practices, etc. Their perception of these subjects is given in Table 19.

Liking of students was found to be the most for Accountancy followed by Geography, Mathematics, English, Economics and only some liked Business Studies and Hindi (each) as their favorite subject. They were found least interested in Business Studies followed by Economics, Geography, Accountancy, English, Mathematics, Hindi and Information Practices. They were confident of their performance in Board examinations in Geography followed by Accountancy, Mathematics, Economics and English, Business Studies and only some of the students were confident in Hindi. Most of the students showed their weakness in Business Studies followed by Accountancy, Economics and English, and Mathematics, Hindi, Geography and Computers.

The reasons for weakness in different subjects were as under:

(a) *Physics*: The students felt difficulties in understanding the questions, and solving numerical questions with long

TABLE 18  
Perception about School Subjects in Science Group

Sl. No	Interesting Subjects		Boring Subjects		Scoring Subjects		Weak Subjects	
	Subject	%age	Subject	%age	Subject	%age	Subject	%age
1.	Maths.	32.08	Chemistry	42.53	Physics	32.08	Chemistry	66.04
2.	Biology	32.08	English	23.40	Biology	30.19	Physics	39.62
3.	Physics	24.53	Physics	12.77	Mathematics	22.64	Mathematics	16.98
4.	English	9.43	Hindi	6.38	English	9.43	English	15.09
5.	Chemistry	1.89	Biology	6.38	Computer Edu.	3.77	Computer Edu.	9.43
			Information Practice	4.26	Hindi	3.77	Biology	5.66
			Computer Education	2.13	Chemistry	1.89	Hindi	3.77
			Maths.	2.13	Information Prac.	1.89	Information Prac.	3.77

derivations and calculations in physics. Some of them have less interest in the subject, do not practice and manage the time properly. Some of them blamed the teachers for their un-interested teaching and not doing large derivations and difficult calculations of numerical questions on the black board. A few were careless and felt that they forget everything of physics at the time of examination.

(b) *Chemistry*: Students of science section have least liking for chemistry as it requires more time for mugging-up the concepts; basics are not clear and they also felt difficulties in understanding reactions without any logical base. Teachers do not use mind-catching teaching skills to create interest in students, they lack in English expression and use guides in teaching and do not explain properly. In large strength of the classes, the teachers' control becomes poor and the learning environment

vanishes. Students' personal problems like lack of time management, no habit of long sittings, weak expression, irregular study habits also affect the learning adversely.

(c) *Business Studies*: They expressed that the subject is theoretical and lengthy in which there are more definitions, characteristics, advantages, limitations, etc. of different concepts and as a result they get confused and forget soon. Their difficulties were also with the English medium, language of the books and being a theoretical subject, it is difficult to learn. They realised devotion of less time with less interest in the study of the subjects, pressure of other subjects, also affect their achievement level. Sometimes, the handwriting was found to be slow for writing long answers. Some students depend on coaching for studies. They had expressed that coaching is not available for business studies, so they are weak in the subject. They also blamed

TABLE 19  
Perception about School Subjects in Commerce Group

Sl. No	Interesting Subjects		Boring Subjects		Scoring Subjects		Weak Subjects	
	Subject	%age	Subject	%age	Subject	%age	Subject	%age
1.	Accountancy	43.55	Business	32.73	Geography	35.06	Business Stu.	30.77
2.	Geography	20.96	Studies		Accountancy	25.97	Accountancy	25.00
3.	Maths.	16.13	Economics	20.00	Mathematics	14.29	Economics	19.23
4.	Economics	8.06	Geography	16.36	Economics	11.69	English	19.23
5.	English	8.06	Accountancy	12.73	English	10.39	Mathematics	1.92
6.	Business	1.61	English	10.91	Business Stu.	2.60	Hindi	1.92
	Studies		Maths.	3.64	Hindi	1.30	Geography	1.92
7.	Hindi		Hindi	1.82			Computers	1.92
			Information Pr.	1.82				

teachers for taking less interest in teaching and sometimes doing other work in classrooms in place of teaching.

(d) *Accountancy*: There are lot of journal entries and calculations in numerical questions, which are time consuming and they always had a fear in mind for correct completion of the numerical questions in time and completion of total paper at the end.

(e) *Mathematics*: The students felt their weakness in mathematics from the beginning, lack of interest, less time devotion and irregular practices further adding to their woes towards the subject. They felt more difficulties and confusions in trigonometry. They also blame teachers for not solving numerical questions on black board.

(f) *Biology*: Long version of topics and lot of materials for learning and teaching were a few reasons, which were responsible for weakness in biology.

(g) *Computer Education*: The students felt computer education a new area of studies and the teachers are not able to explain the content of the subject properly.

(h) *Informatics Practices*: Very few students opt for information practices and they found the contents of the subject are un-interesting, which was the main reason for weakness in the subject.

(i) *Economics*: Understanding of graphs and diagrams was found to be difficult for students. They also lack in explanation of graphs on economic theory.

(j) *English*: The group of students felt more syllabuses in English and due to their grammar weaknesses from beginning the subject seems difficult. Their lack of interest, irregular and inconsistent

habits of studies and shallow knowledge in the subject are also a few reasons for weakness in the subject.

(k) *Hindi*: The students who opted for Hindi expressed the view that heavy syllabus and problems of sentence formation were reasons for weakness in the subject.

When they take accountancy and mathematics, two subjects with numerical questions then they feel more difficulties. They expressed their weaknesses in different subjects due to irregular schedule of studies with less concentration and confidence. Some teachers do not understand students' problems and engage themselves in other duties of the school, like in-charge examinations, etc. and find very little time for teaching the students. About eighty per cent students expressed that the teachers help them is solving their problems. They felt that teachers who have less command over their subject are not serious about the students' achievements. They are not fluent in English also, and are seldom available for solving doubt. They also felt that their shy nature and non-availability of free periods for consultation are also reasons for less interaction with teachers. Sometimes, the school assembly is prolonged, which affects the teaching in the first period.

### **Expectations and Suggestions**

The students' expectations and suggestions may go a long way in improvement of the quality of education in schools. Their gradation of Kendriya Vidyalayas is as under, (Table 20):

TABLE 20  
**Graduation of the School**

<i>Very Good</i>	<i>Good</i>	<i>Average</i>	<i>Below average</i>
6.78 %	42.37 %	42.37 %	9.32 %

Most of the students graded Kendriya Vidyalayas as average and good. They praised the Vidyalayas on account of co-operative students and motivating and good counselling teachers, nice learning environment and remarked that the school provides training for leadership. At the same time teachers' behaviour, less command over English, in-discipline, etc put the school as below average. 52.48% students feel their future safe in the Kendriya Vidyalayas while the remaining 47.42% feel insecure. Some good points of Kendriya Vidyalayas were expressed by them, as under:

1. Natural pollution-free environment with gardens, nice campus and building.
2. Morning assembly in disciplined school environment and quality education to the students to come-up with equal opportunities to all students. Teachers proceed in lesson only when it is well understood by all students of the class. They check notebooks regularly.
3. Co-operative and helping students; and active, friendly, helping, co-operative, caring and experienced teachers who take proper care, attention and provide support to the students.
4. Good infrastructural facilities – building, labs, computers, library,

playgrounds and games and sports materials for all round development. At the same time commerce lab should also be developed in the school.

5. KVs have won various prizes, trophies, awards in scout and guide, science and social science exhibition, debate, games and sports, quiz, athletes, dancing, singing, essay writing competition, etc.
6. Good science models prepared and presented in exhibitions, state competitions, etc.
7. Kendriya Vidyalayas promote all round development and pass-out students are in good positions.

Some of the suggestions given by them for improvement in the school are as under:

- (a) The school should provide an English speaking atmosphere to improve English conversation in students. Difficult words should be explained in advance and proper revisions should also be given.
- (b) Teachers should be impartial, well behaved and understand the problems of the students. They should never try to draw any personal benefits, tuitions, etc. from the students.
- (c) They should teach with full devotion, proceed slowly with good teaching skills in classrooms and should also go beyond the textbooks.
- (d) Teachers should also solve students' difficulties in studies. They should not curse or criticize the students' weaknesses.



- (e) There should be a programme of regular testing to assess progress of the students. Practical should also be given proper attention while teaching theory in the classroom.
- (f) Teaching in junior classes has to be improved.
- (g) There is more homework burden which is to be reduced to provide sufficient time for self-studies.
- (h) More educational tours should be planned for live experiences of the subject.
- (i) More attention should be give to the weak and average students and remedial classes should be arranged for them in the school.
- (j) School should provide counselling to the students and information about new job should be given.
- (k) Students know the drawbacks of the school so their remarks and demands should be considered by the administration.
- (l) The school should arrange preparatory classes for competitive examinations.
- (m) More sections should be made on increasing the number of students in a section. Shortage of classrooms and furniture should be resolved. Classroom should have proper facilities to cope up with weather conditions.
- (n) Some boys tease the girls in the school, do not respect the teachers and spoil the environment. Such bad students of the school should be given psychological counselling, punishment or rusticated.
- (o) Better facilities for games and sports are needed and new students should also be given chance in co-curricular activities. Separate facilities for girls should also be arranged in the school.
- (p) More facilities for computer and internet uses should be provided and these facilities should also be extended to the Arts and Commerce students.
- (q) School administration and discipline needs improvement.
- (r) School library should have sufficient latest books for issue to the students. The library should be kept open through-out the day.
- (s) Organisation of co-curricular activities should be regular phenomenon in the school.
- (t) Schools should provide healthy competitive atmosphere in all walks of school life.
- (u) Morning Assembly should be properly planned and it should not hamper the duration and teaching of first period, daily.
- (v) The students appreciated the young teachers in comparison to the old experienced teachers.

### Implications

1. There has to be only one aim of the school, "Enter for knowledge and proceed for career". It should be a mission for all schools and with the help of the dedicated staff should try to acquire merit positions in Board Examinations. There should be a record of continuous marvellous performance of quality results.
2. Overall objective of education is 'holistic development' of the



- individual in harmony with society and nature. Education should aim at providing knowledge and skill about different subjects. The higher secondary courses should aim at both, preparing children for taking admission in college/professional institutions as well as developing certain skills which are generic or useful across different occupations. If we take the example of the commerce students, then present curriculum is good at providing knowledge but poor in respect of developing skills. Indian Labour Report (2007) has also confirmed this fact. There has to be provision of field visits, industrial internship during summer vacations, project work, seminars, workshops, and discussions with experts from industries, banking or insurance sector. Same is equally applicable in Science and Arts groups also. In this regard an extensive training for teachers is also needed for arranging quality education for the youth to scale new heights of development.
3. The students should also participate in National Talent Search Examinations, Mathematics Olympiad, Astronomical Science Olympiad, Children Science Congress, etc. with creativities and should register their name at national level. Preparatory classes for IIT, AIEEE, PET and PMT, CA Entrance are also to be organised with the facilities of career counselling in the school.
  4. A successful institution must be ahead not only in the educational scenario but should also show similar track records in other qualities by which the personality of the student becomes a complete boon for the society. Here, games, sports and co-curricular activities should also be given adequate weightage.
  5. Communication skills and creativity plays a significant role in the career of students. Their aptitude for professional career has to be recognised. Tastes and talents differ from person to person. Some students may excel with creativity and communication skills, which has to be encouraged.
  6. Obsolete methods of teaching are driving students away from the classroom; chalk and blackboard have far out lived their lives in school and college classrooms. Classroom teaching in present times must be interactive, with technology playing an important role as it is time saving and essential. Syllabus insists on project-based learning. Teachers have to opt for evolution of pedagogical skills and principles. Use of multi-media enhances classroom as it retains attention of the students. LCD Projectors and Overhead projectors make it easy for the students to learn and grasp the subject. With the growth of information technology (IT), e-learning is a promising development which enables online

teaching, and does away with the constraints of time and space. Visuals and graphics can be well shown on OHP but the session should be interactive and should not be monotonous. Here, natural teaching skill also comes into play. Field trips and excursions are also to be encouraged.

7. A good teacher is one who brings out the spark in the students. Technology is just an aid but it can never replace the teacher. Teachers in the schools must be interactive and proactive, firm but friendly, should be gently critical, proficient in the subject while presenting it in a way that generates the curiosity to know more. A good teacher is one who is lively, can connect with the students, and understands them. He should be enthusiastic about teaching and makes teaching or lectures interactive. Teachers should understand the students' thought-process, be a little informal and convey knowledge in the right manner citing every day examples, but such teachers are in a minority. There is need of good teachers with an impressionable mind yearning to choose right direction for the students' future. They should carry the weakest students along with the brighter ones as this can bring about some life altering changes. This passion combined with the ever growing technological aids can change the educational scenario in our country. But only few institutions care about the quality of education. In the present

scenario of educational development computer education has also to play a crucial role. There has to be an updated computer lab in the institution with qualified and dedicated staff.

8. Extra-curricular activities are every college or school students pride and joy, as they break the monotony of classroom and also relieve the pressure that students face, today. Music and sports have always been favorites but barring functions or festivals in the schools these activities rarely get any prominence thus forcing many youngsters to give-up their dreams of turning their hobbies into career and profession. Students are cricket crazy and youngsters around the city are engaging in a wide variety of sports – not just hockey, cricket, badminton, or tennis but also football, basketball, shooting, water polo, chess, squash, swimming and even golf. But in most of the rural schools the infrastructure is poor. In order to execute different kinds of games, sports, cultural and literary activities and ensure all round development of personality the students there should be house-wise weekly activities, monthly internal house activities and annual gathering and aforesaid activities on a large scale. They should also be encouraged to participate in district, regional, state and national level activities. At the same time scout and guide, NCC, NSS are also to be encouraged and implemented.

9. Academicians, social and psychological experts have expounded on the pros and cons of sex education but seldom have an opportunity for students to express their opinions been considered. Sex education basically includes information about changes experienced when growing-up and how one can handle them, and this information is presented in scientific and value-based manner. The school should incorporate sex education; there should be life-skills seminars from Class VIII to make the students aware. Initially, the students especially the girls may feel shy but after some interactive sessions they also feel free to clarify doubts. Sometimes, even teachers feel hesitant to talk, but it is important to make students feel comfortable in such seminars. Students need details about birth-control, use of contraceptives, sexual orientation and consequences of sexual activities. Parents worry that such information along with media exposure and peer pressure may lead to sexual experimentation. But studies have shown that sex education delays sexual activities, giving children a realistic outlook on sex which is as important as giving them food, shelter, security and care. So right education at the right time and in right manner is necessary to eliminate the chances of being silent victim of any type of abuse, for this, if such seminars are not possible than biology syllabus right from primary school to give all essential information, should be included in all streams.
10. There are certain fundamental psychological needs of children, first of all they should be accepted in their own capabilities at home and school and educational and other inputs should aim at their nourishment and development. Parents, teachers and others should recognize them and should not put much pressure on them to change.
11. There is need to develop interest of students in the subjects. Table 18 and 19 give their perception about liking, weakness, scoring, etc. and accordingly the textbooks and teaching methodology should be changed.

School education plays a significant role in shaping the destiny of the students and the nation as a whole. It inculcates and develops values, habits, good manners, self-confidence, self-discipline, self-reliance, career-mindedness and generates faith in one's potentialities and capabilities to delve deep into the realm of knowledge and scale new height of success and glory. It provides base for building future career and helps to achieve the desired goals. The role of the Principal in providing quality education to the students and bringing excellence in various pursuits of learning is crucial and increasingly important in the domain of school education. Much of the success as well as failure depends on him, his team and leadership style. Dynamic leadership, teamwork and management can scale heights of success.

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