



A Study on Quality of Educational Environment In Private Schools

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ABSTRACT

Education is the only source to attain our comprehensive individual and social aims of life, It has capabilities and powers to help communities and lead nations in their march towards better and higher quality of life. Enlightened, emancipated and empowered teachers plays very important roles in creating social harmony, inclusion and very important, a learning society. The quality of this learning is a direct consequence and outcome of the quality of executioners (teachers) and education system as overall quality of education are major challenges before the country. This study tries to assess "Whether the quality of educational environment in private schools is as per the derived principles from NCF 2005 and RTE 2009?" School infrastructural conditions are the major ingredient of the quality of educational environment. School infrastructural facilities provide the fertile ground for the interaction process between the teacher and the students. Every school needs attractive environment and adequate infrastructural facilities to create a conducive academic atmosphere. An ideal school, according to Tagore, should be a self-governing institution, has a dairy farm, post office, hospital and workshops. There should be a well-equipped library, etc. Today in the world of ICT, the schools should be fully equipped with computers and other multimedia equipments to make the students competent at the global level. Learning can occur anywhere, but the positive learning outcome generally sought by educational system happen in quality learning environment. Learning environment are made up of physical, psychosocial and service delivery elements. The School having good quality infrastructure facility is more likely to produce good result and would attract more students. The quality of the environment makes a strong impact on performance of the students who come to study in the school, so along with building infrastructure and psychological infrastructure i.e. teachers and other staff and different amenities contributes equally for the better academic environment and academic achievements. The Study was confined to the students of class 6th only and was limited to the private schools of South East Delhi.

KEYWORDS : Quality of Educational Environment, Physical & Psycho-social element and Inclusive environment

Education is only source to achieve our comprehensive individual and social aims of life. It has capabilities and powers to help communities and lead nations in their march towards better and higher quality of life. Enlightened, emancipated and empowered teachers are the torch bearers in creating social harmony, national integration and a learning community. They reveal the secrets of attaining higher values in life and nurture helping and caring feeling for the fellow beings. No nation can even marginally slacken in its efforts in giving necessary professional inputs to its teachers and along with that due status to their stature and profession.

Evidently the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system Though India has achieved a major breakthrough in terms of quantitative expansion but quality is still a so with big challenge, so it is also quite sad to define and determine the level and nature of the quality of education in our schools.

The research study is descriptive in nature.

There were three tools namely two interview schedules and an observation schedule to collect data for this study. The interview schedules were developed for studying the perceptions of teachers and students about the quality of educational environment and finally an observation schedule was used to observe teaching-learning related environment and process.

The perception of 50 students of class 6th and 35 teachers of the same class with regard to the quality of educational environment was studied. Both interviews of the said students and teachers were analyzed separately and their responses have been interpreted and percentages of the number of students/teachers giving a particular response were computed and the data was analyzed and interpreted.

Human Resources: Student- Teacher ratio was scarce (more than 50 students in a class) in 40 % schools and adequate (40 students in a class) in 60% schools. 20 % schools had scarce administrative staff and students faced problems due to that and 80% schools had adequate administrative staff. 60% schools had satisfactory level of sanitation and maintenance services and 40% of schools had very good quality sanitation and maintenance services. In 20 % school are not on the payroll and services are not available to pupils and in 40 % school's counselor is not student-friendly and 40 % schools had regular and student-friendly counselor. Doctors were available in all school on call basis and nurse was available in all the school all the time.

Student-Teacher Relationship: 47.20 % students were reach with comfortable in approaching their teacher, 18.4% students showed negative relationship and 34.4% were able to comfortably connect with some teachers but not all. 20% of the teachers share good rapport with their students, 55 % of the teachers said that they do their jobs and the rest 25 % said that they do it if required 39 % teachers always try to maintain good relationship with the students and 61 % of them try to do it sometimes.

Co-operation among students: Cooperation level among students is very positive with 71%, 8% not all comfortable and 21% are reported to have conditional situation i.e. sometimes comfortable and sometimes not. 35 % teachers devise and enhance projects to develop cooperation among the students, 49 % said they do not have time for these kinds of stuff and 16 % said that they did it whenever they had time for the same. 89 % teachers always try to promote cooperation among the students and 52 % teachers do promote but sometimes

Active Learning: 56% students agreed on positive learning atmosphere, 15% reported negatively and according to 29% students some teachers motivate active learning and some others do not. 29 % said they design their lesson plans which facilitate active learning, 27% said they do it as per the requirement of the subjects or topic and 44 % prefer traditional teaching-learning process. 48 % teachers always believe in involving students in active learning process in the classroom and 52 % do believe but sometimes.

Time on Task: 31% students reported that teachers' emphasis was on quality, 31% were of opinion that time was emphasized and 38% say that it depends on the teachers as to what is more important whether time or task. For 25 % of teacher's quality of task is important, for 45 % of teachers finishing task on time is significant and 30 % it depends on the nature of the topic. 64 % teachers always try to focus on quality of task along with significance of time but 36 % too focus on but not always.

Communicate high expectations: 44% students were satisfied with the encouragement and expectation of their potentials by their teachers, 33% were not satisfied and 23% said that some teachers are very encouraging but some are not.

36 % of the teachers try to understand the caliber of the child and mo-

tivate and guide them to enhance their caliber and potentials, 35 % said they themselves cannot implement the same due to the paucity of time but they convince the parents to support their children and 29 % maintain that this is not their concern.

Respect diverse talents and ways of learning: 60.5% were happy with the kind of respect and encouragement of their talents and ways of learning by their teachers, 18% were not satisfied with the kind of response and reaction their teachers giving them and 21.5% were sometimes satisfied and sometimes not. 46 % teachers always accept and encourage diverse talents and emphasize on creative and queries by the students and but 54 % teachers do the same but not always. 36 % assign task and assignment as per the talents and potentials of the children and apply diverse teaching methods and strategies and involve their children in various kinds of scholastic and co-scholastic activities to enhance the same, 28 % wish to do the same but they can't manage due to constraint of time and 36 % do not bother at all.

As every year Annual Status of Education Report (**ASER 2013**) has pointed out that the crisis in mass education is far deeper at every level than most people imagine. After visiting all those private schools, the kind of result investigator found that unconditional support and regard for the student enhances the overall performance of the student and helps in attaining the aims and objectives of effective education. Also recognition of the need of respect and dignity for the students and acceptance of their individual differences etc are missing from our government sector schools and this is one of the reasons behind the crises which is being talked about in Annual Status of Education Report, United Nations Organization etc.

In private schools the emphasis was on providing quality education and active teaching-learning environment for their students and in these settings students are active participants in the whole process. In private schools the students are provided with an environment which has scope to experience and develop their innate abilities, this is also an important step missing from our government sector schools.

All above mentioned reports shows that in government sectors schools i.e. Kendriya vidhyalaya, Pratibha vidhyalaya, Navodaya vidhyalaya, Sarvodaya vidhyalaya, Municipal Corporation school, Kasturba Balika school, Anganwadi, Balwadis etc fail to establish cordial student-teacher relationship which can help to enhance the quality of education and the data found through the study highlights that group activities and cordial student-teacher relationship are important factors which contribute to the quality of achievement levels in private schools, Teacher's support, motivation and encouragement, warmth, flexibility in dealing with the students can ensure better education and can act as vital measure for solving quality crisis in education.

Recognizing student's talent, interest areas and abilities are also required to be taken into account as they are the principle stakeholders of the educational process. Another missing element from government sector schools is planning of classroom activities, transaction of the lessons in accordance requirement of the students. These should be implemented quickly if we want to utilize talent of our children which can help in solving many emerging issues of our country. The ways adopted by the teachers of private schools for the identification, recognition and enhancement of the diverse talents of the individuals helps to set the pace for attainment of quality in education set up.

All the children possess some or the other talent and inner potential but only private schools provide situations and experiences to channelize the talent properly but in the case of government school stale environment and over rejection leads to the drop-outs, truancy etc. frequently and they are not able to provide free, fair and friendly environment which helps us to achieve "no child left behind" stage

Good infrastructural facilities, focus on Students, Regard, Respect of their Dignity and Acceptance of the individual Differences, Active Teaching-Learning Environment, Warm Teacher- Student Relationship are the key elements to motivate students to be part of an educational system and we need to work out how we can infuse these elements in the environment of our government schools so that they can also produce and support talent.

SUGGESTIONS FOR FURTHER RESEARCH

- The present study was confined to the perception of students, teachers and investigator only. This can be extended to study the responses of parents, principals, policy makers etc.
- A comparative study can be done on the educational environment of private and government schools.
- A study can also be done to analyze the relationship between all the parameters of quality of educational environment according to NCF 2005 And RTE 2009.
- A study can be done to find the ways to how can we infuse all the parameters of quality of educational environment in government schools.
- A study can be done to analyze our teachers' education program whether that is able to develop required attitude and sense of responsibility in our teachers or not.

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