

# **HOLY CROSS COLLEGE (Autonomous)**

Nagercoil – 629 004, K.K. District.

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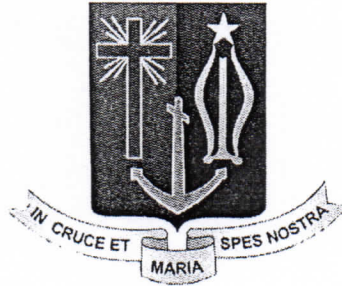
**Proceedings of the UGC sponsored**

**National Seminar**

**On**

**RADICAL REVOLUTION IN HIGHER EDUCATION  
INSTITUTIONS FOR SUSTAINABLE DEVELOPMENT**

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## CHALLENGES FACED IN HIGHER EDUCATIONAL INSTITUTIONS BASED ON THE ENTRY LEVEL OF STUDENTS

Dr. C. K. Sunitha

Department of Commerce, Holy Cross College (Autonomous), Nagercoil.

### ABSTRACT

*“Education is a most powerful weapon which you can use to change the world” Nelson Mandela.*

*Education is a process of increasing the general knowledge and understanding of the people about the total environment. Thus, education is person and theory-based. Its main purpose is to improve the conceptual understanding of the people about a subject or theme or environment. Education is imparted through schools or colleges or universities, through the contents of programmes aimed at improving the knowledge and understanding of the people about their environment. Thus, all education is a means for the betterment of human life. It is the fruitful utilization of the knowledge attained by mankind for the enhancement of human existence. The researcher has made an attempt to find out whether the Parents prefer State board or CBSE schools and has also tried to find out the quality of education provided by both the schools. Eighty respondents have been taken into consideration for this research work. After a thorough analysis, the researcher has come to the conclusion that Parents prefer state board schools rather than CBSE schools.*

**Key words:** Schools, Education, State, Preference, Parents.

### Introduction

Since we have got independence we are facing challenges to establish a great and strong education system. Various governments came and gone. Off course they tried to establish new education policies in the system but this is very sad to dictate that they were not sufficient for our country. Still we are facing lot of problems and challenges in our Education System. India recognizes that the new global scenario poses unprecedented challenges for the higher education system. India can no longer continue the model of general education as it has been persisting in for the large bulk of the student population There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions, low student enrolment rate, outmoded teaching methods, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. Apart from concerns relating to deteriorating standards, there is reported exploitation of students by many private providers.

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### Introduction

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Ensuring equitable access to quality higher education for students coming from poor families is a major challenge. Students from poor background are put to further disadvantage since they are not academically prepared to crack highly competitive entrance examinations that have bias towards urban elite and rich students having access to private tuitions and coaching. There is an absence of a well-informed reform agenda for higher education in the country. A few efforts made now and then are not rooted in the new global realities based on competition and increased mobility of students and workforce. ICT in higher education policy may not be able to completely overcome all these challenges though it may play a role in information and resource sharing. There are so many people in various parts of country which are still out of reach. This is when we have emphasize more on our education programs and made our system reachable to all areas. Government has to rethink on these areas to implement more on the policies. Money also plays a vital role for the education system which needs to unique for all globally recognized syllabus and curricula. The standard education facilities are higher in the states which are much rich. There is a need to change such defects from the country education system which only can be influenced by increasing funding and providing better facilities to student's education system.

### Statement of the Problem

In the beginning, educational institutions were considered to be one of the non-profit motive organisations which came under the service sectors. The goal of the leaders and educationalists was passing on knowledge to society and kindling the spark of vision and mission for the nation which enables the country to climb through the ladder of success. But now a days, educational institutions are listed under profit making organizations. Education is expressed in terms of money. So the researcher has tried to find out the preference level of the parents towards State board or CBSE schools. This paper also aims at revealing the quality of education provided by both the State board and the CBSE schools.

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## Objectives

The objectives of the study are:

- To study the preference level towards the State board and CBSE schools.
- To find out the quality of education in State board and CBSE schools.

## Methodology

The study is based on both primary and secondary data. Primary data is collected from the sampled respondents in Nagercoil town by means of clearly framed questionnaire. Secondary data is collected from books, magazines, journals, thesis and websites. The method of sampling technique adopted for the study is random sampling.

## Frame Work of Analysis

To make the present research study highly effective and fruitful, the statistical techniques used is the Percentage method and Likert's five point scaling technique. Percentage method is used to represent the preference of the respondents. Likert's five point scaling technique is used to rank the quality of education.

Highly satisfied	-	5 Points
Satisfied	-	4 Points
Neutral	-	3 Points
Dissatisfied	-	2 Points
Highly Dissatisfied	-	1 Point.

## Results and Discussion

### Parent's Preference

Preference of school usually changes, based on the technology, innovations, income, quality etc. Parent's preference towards state board schools and CBSE schools, are presented in the following table. 1.



Table 1

## Parent's Preference

S.No	Preference	No. of Respondents	Percentage
1	State Board Schools	53	66
2	CBSE Schools	27	34
	Total	80	100

**Source: Primary Data**

From the above table it is inferred that 66 percent (53) of the sample respondents prefer state board schools and 34 percent (27) of the sample respondents prefer CBSE schools. Most of the students prefer to study in state boards schools but most of their parents prefer matriculation schools only.

**Quality of Education in Government Schools**

Government of India would like to bring out a National Education Policy to meet the changing dynamics of the population's requirement with regards to quality education, innovation and research, aiming to make India a superpower in knowledge by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.

Today's education system needs to possess some extra-ordinary quality. The education scenario in Government Schools and CBSE Schools are explained with the help of the following tables 2 and 3.

**Table 2**  
**Quality of Education in Government Schools**

Quality of Education	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total	Mean	Rank
Standard Syllabus	1 (5)	2 (8)	2 (6)	1 (2)	1 (1)	7 (22)	3.1	I
Extracurricular Activities	1 (5)	1 (4)	1 (3)	2 (4)	2 (2)	7 (18)	2.6	IX
Lab Facilities	1 (5)	1 (4)	2 (6)	2 (4)	1 (1)	7 (20)	2.9	III
Library Facilities	1 (5)	1 (4)	1 (3)	3 (6)	1 (1)	7 (19)	2.7	V
Educational Tour	1 (5)	1 (4)	2 (6)	1 (2)	2 (2)	7 (19)	2.7	V
Inter School Competition	1 (5)	1 (4)	2 (6)	1 (2)	2 (2)	7 (19)	2.7	V
Coaching Classes	1 (5)	1 (4)	1 (3)	1 (2)	3 (3)	7 (17)	2.4	X
Communication skills	1 (5)	1 (4)	1 (3)	1 (2)	3 (3)	7 (17)	2.4	X
Character development	1 (5)	2 (4)	1 (3)	2 (4)	1 (1)	7 (21)	3	II
Vocational Classes	1 (5)	1 (4)	1 (3)	1 (2)	3 (3)	7 (17)	2.4	X
Parents Involvement	1 (5)	1 (4)	2 (6)	2 (4)	1 (1)	7 (20)	2.9	III
Homework	1 (5)	1 (4)	1 (3)	3 (6)	1 (1)	7 (19)	2.7	V

**Source: Primary data**

From the above table, it is clear that Standard syllabus stands first with a mean score of 3.1, whereas the second place is given to Character development and the last place is given to Coaching classes, Communication skills, and Vocational classes. So from the above survey, it is clear that parents are not giving much importance to Coaching classes, Communication skills and Character development. It shows that parents are giving more importance to studies and not other extra-curricular or a capacity building programmes and activities.

TABLE 3

## Quality of Education in CBSE Schools

Quality of Education	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total	Mean	Rank
Standard Syllabus	12 (6)	12 (48)	1 (3)	1 (2)	1 (1)	27 (114)	4.2	II
Extracurricular Activities	10 (50)	13 (52)	2 (6)	1 (2)	1 (1)	27 (111)	4.1	V
Lab Facilities	6 (30)	9 (36)	7 (21)	4 (8)	1 (1)	27 (96)	3.6	X
Library Facilities	4 (20)	12 (48)	8 (24)	1 (2)	2 (2)	27 (96)	3.6	X
Educational Tour	6 (30)	13 (52)	4 (12)	2 (4)	2 (2)	27 (100)	3.7	IX
Inter School Competition	9 (45)	9 (36)	6 (18)	2 (4)	1 (1)	27 (104)	3.9	VIII
Coaching Classes	11 (55)	8 (32)	6 (18)	2 (4)	1 (1)	27 (108)	4	VI
Communication skills	14 (70)	10 (40)	1 (3)	1 (2)	1 (1)	27 (116)	4.3	I
Character development	12 (60)	10 (40)	3 (9)	1 (2)	1 (1)	27 (112)	4.3	II
Vocational Classes	5 (25)	8 (32)	10 (30)	3 (6)	1 (1)	27 (94)	3.5	XII
Parents Involvement	10 (50)	9 (36)	6 (18)	1 (2)	1 (1)	27 (107)	3.96	VII
Homework	12 (60)	12 (48)	1 (3)	1 (2)	1 (1)	27 (114)	4.2	II

Source: Primary data

The above table depicts that Communication skills rank first with a mean score of 4.3, whereas the second rank is given to Standard syllabus with a mean score of 4.2, Homework and Character development and the last rank is given to Vocational classes with a mean score of 3.5. It reveals that parents are giving more importance to studies only.

### Policy Implications

Based on the above findings, the following suggestions are given by the researcher.

- While framing the syllabus, the officials must be careful whether the portions are tailored to suit the needs of the students. Overloading

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