

Vol III Issue I July 2013

Impact Factor : 1. 2018

ISSN No :2231-5063

Monthly Multidisciplinary Research Journal

Golden Research Thoughts

Chief Editor
Dr.Tukaram Narayan Shinde

Publisher
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor
Dr.Rajani Dalvi

Honorary
Mr.Ashok Yakkaldevi

IMPACT FACTOR : 1. 2018

Welcome to ISRJ

RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

International Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken, Aiken SC 29801	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Department of Chemistry, Lahore University of Management Sciences [PK]
Janaki Sinnasamy Librarian, University of Malaya [Malaysia]	Catalina Neculai University of Coventry, UK	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Horia Patrascu Spiru Haret University, Bucharest, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinteau, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus Pop	George - Calin SERITAN Postdoctoral Researcher	Nawab Ali Khan College of Business Administration

Editorial Board

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University, Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yaliker Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU, Nashik
Salve R. N. Department of Sociology, Shivaji University, Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust),Meerut	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Ph.D , Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra
	Sonal Singh	

**Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net**

A STUDY ON TEACHERS' OPINION TOWARDS EDUCATIONAL PROBLEMS

Pinkal Chaudhari

UGC-Junior Research Fellow, Centre of Advanced Study in Education (CASE),
Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara

Abstract: Education can be defined as a systematic process of learning and teaching that involves transferring of knowledge by training, schooling or preaching. It also involves the flow of knowledge from one person to another followed by curiosity to learn more. The aim of education is to cultivate knowledge and mold children in such a way that they will contribute significantly in the welfare of the society. So there is very imperative responsibility on the shoulders of teacher and Secondary and Higher Secondary teachers have more responsibility because students are at the age of 13 to 17 at Secondary level, this is an adolescent stage and their character building age where their future is directly depends on the knowledge, understanding and concept clarity developed through Secondary Education and No education today can be accepted as being relevant unless it helps students to understand their potential with providing adequate facilities and favorable environment in the school. GSEB (Gujarat Secondary Education Board) and GSHSEB(Gujarat Secondary and Higher Secondary Education Board) have made lot of changes in the courses of different Subject, Examination Pattern and Evaluation Pattern also. It affects Students as well as Teachers. Here, researcher focusing on some educational Problem related secondary and higher secondary School and studied Opinionon some of educational problems of Secondary and Higher Secondary Teachers of Vadodara city of Gujarat State.

Keyword: Secondary, Higher secondary, Educational Problem, Teachers, Vadodara, Gujarat.

INTRODUCTION

Education system is the very important aspect of our Society. Students develop different skills, gain Knowledge, learn something from Education and develop themselves such a manner that they could have contribute to the society. India is a developing Country and it is developing very Fast. Education plays a vital role for its development. Teacher whatever teach to students has a direct influence on students' development and it's very useful for students' holistic development. Education system is also needs some change or Modification with the demands of the Students and Society. The aim of education is not the formation of independent functions or processes. Educational material as well as Learning environment should appeal to their inner needs. It should have emotional appeal and an inviting character. It should arouse their interest and stimulate activity and concentration. It should enable children the opportunity to work independently and to have their own experiences.

One of disadvantage of the contemporary secondary education concentrates primarily on learning a few subjects challenging the 'cognitive intelligence', that too largely the lower order cognition. This very approach to secondary education puts at disadvantage a large number of students because students with differential abilities and potentialities are unable to cope with the demands of the kind of education offered in secondary education; on the other hand, secondary education does not contribute and nurture children native wisdom and imagination that they bring with them to the school (CABE, 2005).

Secondary and Higher Secondary level plays important role in Education. It is a base for all higher education studies and it will helpful to nurture their

future. If the base is good in any subject, it will be great for their further study. At the adolescence stage, students are very active and curious to know something new and innovative. If Teacher and Education Board could have understood their need then it will be helpful for their bright future. With the changing demands of the student, courses of different subjects of Secondary and Higher Secondary, Evaluation System and Education system also get change very fast. Those changes are directly or indirectly have an influence on Teachers' teaching and students' development. The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years (MHRD, 2009)

BACKGROUND:

On May 1, 1960, Gujarat was created out of 17 northern districts of the former state of Bombay, located on the western coast of India, has the longest coastline of 1,600 Km. Gandhinagar, the capital city of Gujarat is located close to Ahmedabad, the commercial capital. The state currently has 26 districts (226 talukas, 18,618 villages, 242 towns).

Gujarat Population Census(2011) Data shows that it has Total Population of 6.03 Crore which is approximately 4.99% of total Indian Population. Literacy rate in Gujarat has seen upward trend and is 79.31% as per 2011 population census. Of that, male literacy stands at 87.23% while female literacy is at 70.73%. (Census, 2011).

Gujarat State follows 10+2 pattern of School Education, as recommended by the Education Commission (1964-66) from June 1976. Gujarat Secondary Education Board (GSEB) and Gujarat Secondary and Higher secondary Education (GSHSEB) are the Gujarat State governing body taking care of Secondary Education. Gujarat Council of

Educational Research and Training (GCERT) are monitoring and maintain the quality of School Education. It designs Curriculum, Publish State Board book and continuously conducts research at state secondary education level (GSHSEB,2012).

GUJARAT EDUCATION SYSTEM WITH SPECIAL REFERENCE TO SECONDARY EDUCATION:

Education in India is provided by the public sector as well as the private sector. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Government.

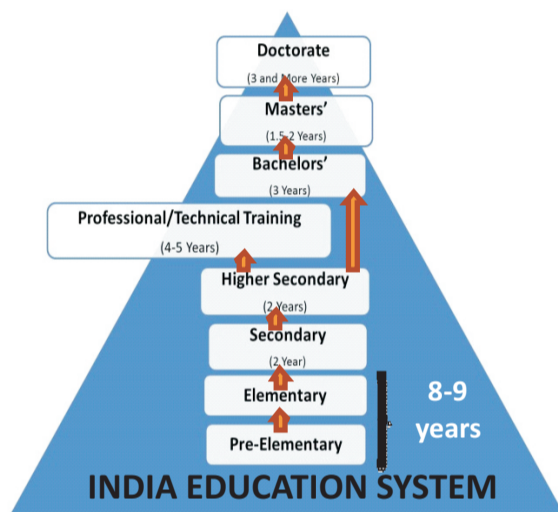


Figure 1 Indian Education System

School Education is follows 10+2 pattern of school education, as recommended by the Education Commission (1964-66). Indian Education system start with the Pre-elementary to Primary that is upto standard 5 and standard 6 to 8 is consider as upper primary. Standard 9 and 10 come under secondary. Standard 10 consider as Board Exam pioneer of Student future and Standard 11 and 12 is a Higher Secondary where student select subject Biology or Mathematics and on the basis of that S/hecan join higher education. After 10th also, student can join Technical courses. So Secondary and Higher Secondary is a pioneer for the student.

As per the CABE committee on Universalization of Secondary Education (2005) recommends universal secondary education by 2015; As per the report, the projection of enrolment, transition rate indicates full possibility of universal enrolment in secondary education by 2015. By 2020, the target should be universal enrolment. Also, by 2020, there will beprovision for universal senior secondary education and universal retention.This will be possible because of high transition rate from 10th to 11thstandard and high retention rate in the senior secondary

grades even now.

As per the requirement GSEB and GHSHEB have made lots of changes in courses of different Subjects, Examination Pattern and Evaluation Pattern also.

Since Gujarat State came into existence on May 1, 1960 acquiring the Status of a separate state, it is pertinent to know the growth of school education since 1961.For Gujarat State Growth in number of Secondary and Higher secondary schools for the period 1961 – 2011 is indicated in Table 1.

Table Number of Secondary and Higher Secondary Schools in Gujarat

Table 1 Number of Secondary and Higher Secondary Schools in Gujarat

Year	Secondary Schools	Higher Secondary Schools
1961	1099	-
1971	2263	-
1981	2186	967
1991	3639	1483
1999	4188	1823
2009	5791	3508
2010-11	9878	

Source: GCERT (2011), GSHSEB (2010), GSHSEB (2010)

Chronological growth in number of schools at Secondary and Higher secondary levels of school education shows a gradually increasing trend. Secondary Schools gradually increase throughout while Higher Secondary Schools significantly increased after 2000.

Table 1 Growth in Secondary School Enrolment (in lakh), by gender

Year	Boys	Girls
1961	1.71	0.55
1971	3.47	1.66
1981	5.4	2.91
1991	8.3	4.99
1999	9.92	6.62
2009	17.9	12.6
2010-11	17.5	12.5

Source: GCERT (2011), GSHSEB (2010), GSHSEB (2010)

Gender wise enrolments of pupils in secondary schools of Gujarat between 1961 and 2011 showing in table 2, reveal thatremarkably tremendous increase in per cent of Boys and Girl enrolment from 1961 to 2011. The totalenrolment of pupils in 1961 has gone upfrom 2.26 lakh to 30 lakh in 2011-12. Out of the total enrolment ofpupils at secondary level, per cent of girls' enrolment hasincreased

from 0.55 lakh in 1961 to 12.5 Lakh in 2011, while Boys' enrolment has increased from 1.71 lakh in 1961 to 17.5 Lakh in 2011-12.

Table 1 Growth in Enrolment at Higher Secondary Stages

Year	Boys	Girls
1981	1.29	0.64
1991	1.97	1.26
1999	2.14	1.74
2009	10.3	7.6

Source: GCERT (2011), GSHSEB (2010), GSHSEB (2010)

In view of the 10 + 2 pattern of secondary education having been implemented by Gujarat State from June 1976, enrolment figures for the period 1981 – 2009 are shown in Table 3. It is clearly evident that the total enrolment of pupils of both the genders has increased significantly.

Table 1 Progress of Secondary Education in Gujarat

Year	Number of Schools	Pupils	Teachers	Teacher Pupil Ratio
1951	333	1463	5981	24
1961	1099	364853	14208	26
1971	2263	785865	29229	27
1981	3153	1026905	38436	27
1991	5122	1652285	57957	29
1999	6011	2042691	65231	31
2009	9299	3045053	86775	35
2010-11	9878	2997831	77716	39

Source: GCERT (2011), GSHSEB (2010), GSHSEB (2010)

As per table 4, the number of schools has increased from 333 in 1950-51 to 9878 in 2010-11, showing significant increase; the number of students from 1.46 lakh to 30 lakh, significantly increase in the number of teachers and Teacher Pupil ratio from 5981 to 77716, and 24 to 39 respectively.

Secondary Education in Gujarat State showing positive progress in terms of Student Enrolment, Literacy rate, Number of School, Number of Teachers, Student teacher ratio. But still there are few problems that hindered vision of Secondary education.

SOME EDUCATIONAL PROBLEM:

Secondary education is the turning point for a large majority of students. It should provide lifelong learning rather than cramming and exam oriented system. It should adopt flexible student and teacher friendly teaching learning environment. School education demands few promising effort of the Government, Teachers as well as environment. Here Researcher highlights few Educational problems of secondary and Higher secondary Education.

Teaching–Learning Processes:

Curricular structure and course offerings are the necessary condition for quality secondary education.

Contemporary pedagogical practices are characterized largely by lectures. Such kind of processes contributes at best to lower order cognition, memorization and fragile learning. Students lack problem-solving ability, higher order thinking and cognition, and creativity. If the new generation secondary education sets its targets for students to be able to think critically, solve problems individually and collectively, be creative, teaching-learning must undergo a paradigm shift. Pedagogy must bring students at the centre of stage where they primarily learn to learn through peer interaction, problem solving, experiential learning, etc. In this new learning scenario, teachers will be facilitators of learning.

Assessment:

It should adopt flexible student and teacher friendly Assessment system along with building dynamism in curricular framework as well as pedagogy, evaluation must undergo major changes. According to CUBE (2005), there are views from many quarters that “the most significant reason for mass scale failure in the tenth board examination is the common curriculum and course offerings nearly 80 per cent of the candidates who fail in the board examination fail in mathematics, English and science besides significant wastage of the educational resources, it affects self-esteem and self-concept of the students.”

Examination-stress is directly related to facing the challenge of examination with 'fragile' learning due to memorizing huge stock of information. In this respect government of Gujarat also adopted Continuous and Comprehensive Evaluation system and Semester system to promote talent of the student.

Student teacher Ratio:

Student teacher ratio is one of the major issues in Indian School Education. India Classroom is over hampered with student of 60 to 70 Students. And there is less teacher available in the school create one more problem. Another issue is low Pay scale of Teachers and with this low pay scale burden on teachers' Shoulder like Academic and other duties. Teacher with less competencies and content mastery also create problems in teaching learning.

Tuition Classes:

Tuition Classes is one of the hindered factor that harming School Education. Parents are ready to pay more money in Tuition classes and with the over demands of the tuition classes, students are not pay attention in School and it makes student away from the school. With the increasing trends of tuition classes, it is harming student interest from the School and student does not have enough time for relaxing.

The National Curriculum Framework – 2005 has made several radical proposals to revisit the very character of knowledge, shift to a new pedagogic approach and change the entire examination system. With this regard, governments also started putting effort to increase quality of Secondary and Higher Secondary Education in form of Examination Reforms, Flexibility for the Students, modification in the School Curriculum, providing training to the teachers for the better and effective teaching learning,

providing new Language and Science laboratory, ICT kits for effective teaching etc.

SOME OF THE INITIATIVES TAKEN BY THE STATE GOVERNMENT:

Government of Gujarat initiated many schemes and programmes to dents and Educational Board facing but Researcherlisted few of them below:

Steps taken to ensure adequatesupply of teachers:

The state government in implementing theinnovative schemes of VidyasahayakandShiksansahayak (para-teachers) to meetthe shortage of teachersand ensure theadequate supply of teachers in schools atdifferent stages with effect from1998-99.A Shiksansahyak for a secondaryschool is given an honorarium of Rs.7,000/- per month whereas that for highersecondary is given a monthly honorariumofRs. 10,000/-.

Teachers' Professionalism andmotivation:

When a teacher accepts teaching as aprofession, it is expected of him thats/he will sincerely love each and every child. In order to motivate teachers to improvetheir qualification, training for innovativeexperiments is organized at the state aswell as national level. Teachers aredeputed outside the state and at thenational level to apprise them of the latest

Innovations. Best teacher awards are alsogiven at the state as well as national levelfor motivating teachers of primary andsecondary schools.

Curriculum Transaction:Research Backup:

Curriculum transaction involves teachinglearning process in the classroom withrespect to curricular content of a particularsubject meant to be learnt by students. Theprocess of transaction includes the use ofmicro skills of teaching by the teacher andlearners' active participation.

Improvisation of Teaching aids and TLM

State as well as centre government putting great effort to improve quality of Secondary Education. It promotes innovation and new methods and approach of teaching and research in the area of Making Teaching learning process more interesting and alive. It promotes developing and implementing Teaching aids and promotes Teaching learning Materials in form of ICT and Self learning material in the area of Science. Facility of AV room and other ICT integrated education facility provide to the School along with the training to the teacher.

Introduction of comprehensivecontinuous evaluation and Semester system:

As decided by the state secondaryeducation board, a comprehensive andcontinuous evaluation system has been putinto practice for classes VIII and onwardfrom 2000-2001. And they introduced Semester system from the 2011 onwards to promote the holistic education.

Withsuch initiatives also, Students and Teachers are facing few educational Problems. To know the opinion on such Educational Problems, Researcher conducted survey of secondary and Higher secondary Teachers of Vadodara City,

Gujarat with following objective.

OBJECTIVES:

To study the opinion of Secondary and Higher secondary teachers on Educational problems in terms of

Implementation of Semester system,
Examination Reforms,
Sectorization of Standards,
Classroom Problems,
location of Schools,
Timing,
Tuitions

POPULATION:

All Secondary and Higher Secondary Teachers of GSEB and GHSHEBwasconsisted as Population for the Study.

SAMPLE:

Sample drawn out from the Population randomly. Sample for the study was42Secondary and Higher Secondary Science Teachers in the schoolsof Vadodara city affiliated to GSHSEB.

DELIMITATION OF THE STUDY:

The present study was delimited to Secondary and Higher secondary Science teachers of Vadodara City. The study was delimited to Schools affiliated by GSHEB, Gandhinagar.

TOOLS USED FOR DATA COLLECTION:

Opinionnaire:The tool was self-made Close ended Opinionnairewith 3 point scale of Yes, No and Can't Say. The tool wasadministered onSecondary and Higher Secondary Teachers. It consist of 17 itemspertaining to Educational problems in terms of Implementation of Semester System, Examination Reforms, Sectorization of Standards, Classroom Problems, location of Schools, Timing, and Tuitions etc.

Methodology: A study was survey type conducted to study the opinion of Secondary and Higher secondary teachers of Vadodara city on Educational problemsin the year 2010-11.

It follows different steps which are shown below:

1. Identify the Problems of Secondary Education in Gujarat which are mainly based on the educational changes in Secondary and Higher Secondary.
2. Prepare Opinionnaire on some of the educational Problems
3. Implement the tool on Secondary and Higher Secondary Teachers and took Opinionnaire of the Teachers on some of the educational problems.
4. Study the Opinion of the Teachers

Methodology adopted for present study is showing in the following diagram 1

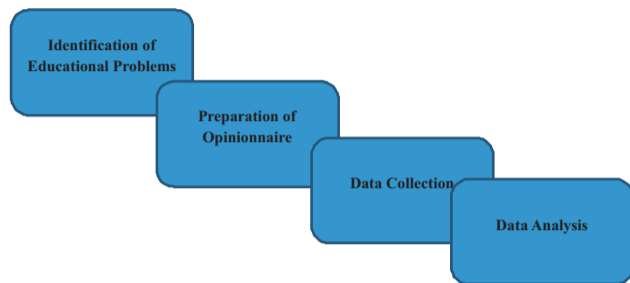
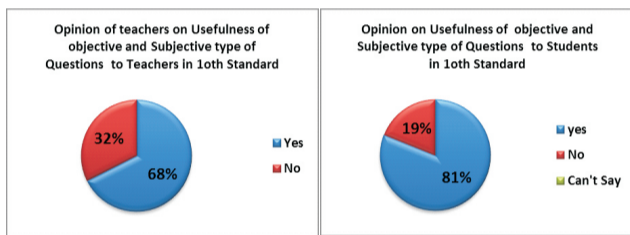


Diagram 1: Methodology adopted for the Present Study

Data Analysis: The Data collected through Opinionnaire was analysed quantitatively. Frequency and Percentage was used to analyses collected data.

Data analysis and Interpretation:



As per the data showing in the figure 2 and 3 revealed that Objective and Subjective type of Examination system is helpful to the Teachers, around 68 percent teachers had opinion that it is helpful to the teachers and 32 per cent of the teachers opined that it is not useful to the Teachers. Around 81 per cent teachers had opinion

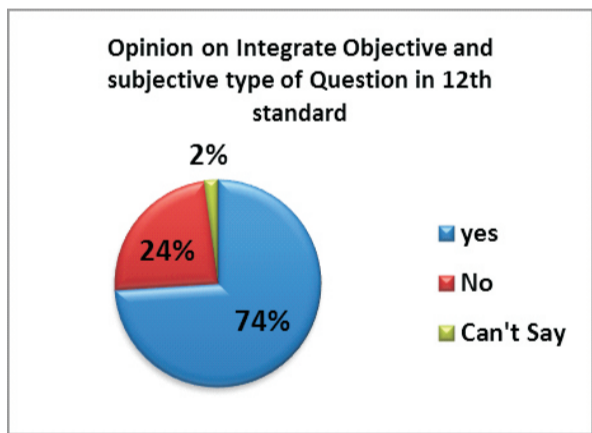


Figure 1 Opinion of Teachers on Integrate Objective and subjective

that it is helpful to the Students and 19 per cent of the teachers opined that it is not useful to the students.

As Per figure 4, majority of Teachers around 74 per cent opined that Objective and Subjective type of Question in

examination should be integrate in 12th Standard, While 24 per cent denied that and say no for the Objective-subjective type of Pattern in 12th standard.

Teachers had mix type of opinion regarding Sectorisation of Subjects in Higher secondary. 49 per cent of teachers opined that there should not be discrimination in Biology and Mathematics subject in Higher secondary and 49 per cents of Teachers agree to sectorisation of Subjects in Higher secondary that is indicating in Figure 5. As per figure 6, 57 per cent of Teachers felt that Selection of Biology and Mathematics is useful to the Teaches and 41 per cent of Teachers was not felt that it is useful to the Teachers and 2 per cent of teachers did not give any opinion on this issue.

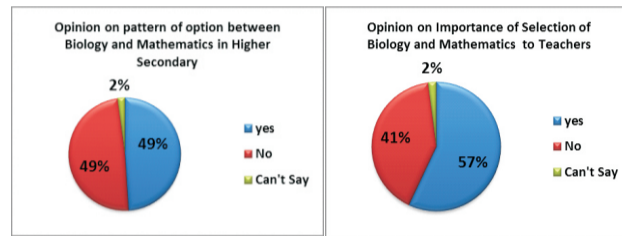


Figure 1 Opinion on pattern of option between Biology and Mathematics in Higher Secondary
Figure 2 Opinion of teachers on Importance of Selection of Biology and Mathematics to Teachers

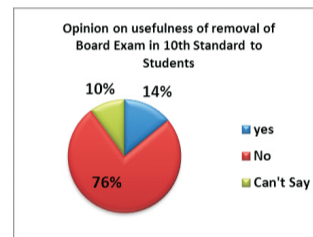


Figure 7 Opinion of Teachers on usefulness of removal of Board Exam in 10th Standard to Students

14 per cent of teachers had opinion that, if GSEB remove board examination from 10th standard, it will beneficial to the students and majority 76 per cent had opinion that Board examination in 10th Standard is beneficial to the student, it should not be remove and 10 per cent teachers did not give any opinion (Figure 7).

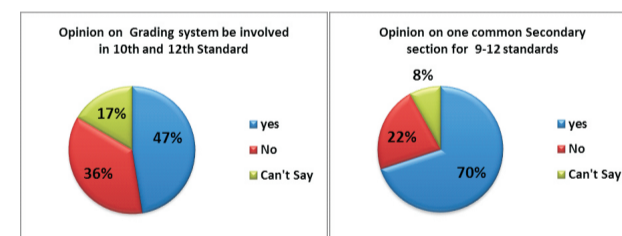


Figure 8 Opinion of Teachers on grading system be involved in 10th and 12th Standard
Figure 9 Opinion of Teachers on one common Secondary section for 9-12 standards

Regarding the Grading system, as per the figure 8, 47 per cent teachers had an opinion that grading system be involved in 10th and 12th Standard and 36 per cent of the teachers not agreed to involved grading system in 10th and 12th Standard. Still 17 per cent of teachers was neutral in this regard. We can see in figure 9 that 70 per cent Teachers opined that standard 9 to 12 standard should keep in on common secondary section, while 22 per cent was not agree

A STUDY ON TEACHERS' OPINION TOWARDS EDUCATIONAL PROBLEMS
Pinkal Chaudhari

to it.

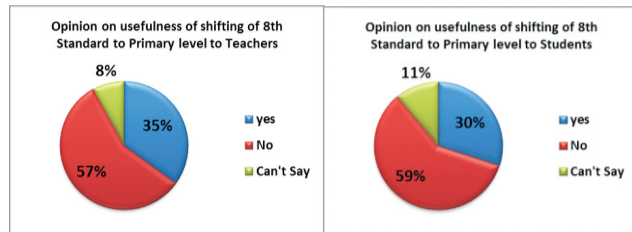


Figure 10 Opinion of teachers on usefulness of shifting of 8th Standard to Primary level to Teachers
Figure 11 Opinion of teachers on usefulness of shifting of 8th Standard to Primary level to Students

As per Figure 10 and 11, you can see that 35 per cent of teachers opined that decision of shifting of 8th standard to primary helpful to

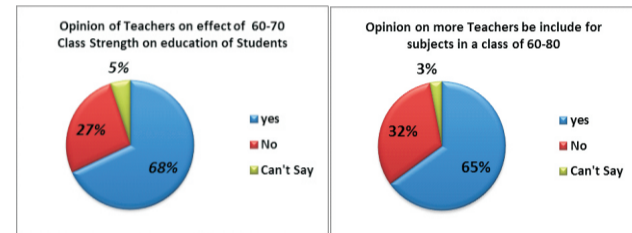


Figure 12 Opinion of Teachers on effect of 60-70 Class Strength on education of Students
Figure 13 Opinion of Teachers more than Teachers be include for subjects in a class of 60-80

the teachers, while 57 per cents of teachers felt that it is not helpful to the teachers. 30 per cent of teachers opined that decision of shifting of 8th standard to primary helpful to the students, while 59 per cents of teachers was against it and opined it is not helpful to the teachers. 11 per cents of teachers did not say anything.

68 per cents of the teachers opined that overcrowded class with 60 to 70 students influence learning of student. While 27 per cents of the teachers said that classroom with 60 to 70 student is not affect learning of the students (Figure 12). Majority of Teachers, around 65 per cent felt that there should be one more teacher required to teach and handle 60 to 70 students at a time in classroom, while 32 per cent of teachers opined that no there is no requirement of more teacher at a time in classroom to handle 60 to 70 students (Figure 13).

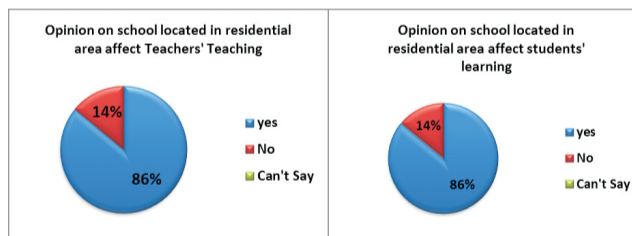


Figure 14 Opinion of Teachers on school located in residential area affects Teachers' Teaching
Figure 15 Opinion of Teachers on school located in residential area affects students' learning

From figure 14 and 15, we can see that 86 per cent of teacher said that School located in residential area affect Students' learning and teachers' teaching and 14 per cent of teacher opined that it doesn't matter for the student's learning and Teacher's teaching.

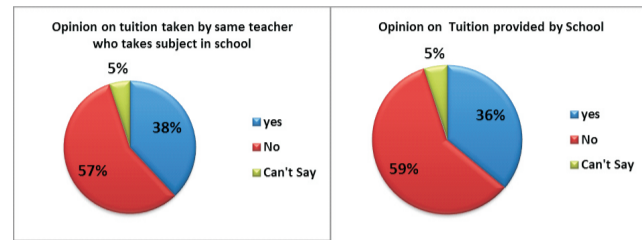


Figure 16 Opinion of Teachers on tuition taken by same teacher who takes subject in school favorable for students
Figure 17 Opinion of Teachers on Tuition provided by School

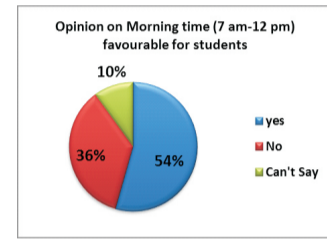


Figure 2 Opinion of Teachers on Morning time (7 am-12 pm) favourable for students

57 percentage of teachers not agree to tuition provided by the same teacher who takes their school subject, while 38 per cents of Teachers was in favor of tuition should be taken by the same teacher who takes their school subject in School (Figure 17). 36 per cent of teachers was in favor of tuition should be provided by the school and majority with 59 per cent did not agree to it and said no for the tuition provided by schools (Figure 18).

54 per cent of the teachers told that morning school time between 7 AM to 12 PM is favorable for students and 36 per cents of teachers was not agreed to it. And 10 per cent did not opine anything about it (Figure 18).

MAJOR FINDINGS:

Majority of teachers felt that Objective and subjective type of Examination system helps students in terms of Achievement and Tension reliever and it is helpful to the teachers also. Teachers suggested that it will be effective to introduce Objective and Subjective type of Examination system at 12 Standard.

Teachers had mix opinion with respect to sectorisation of Subjects at Higher Secondary level. They felt that Selection of Biology or Mathematics subject at higher secondary level may or may not be helpful to the Teachers and Students.

Teacher did not support idea of removing Board Examination from 10th Standard. Teachers also felt that shifting of standard 8 to primary level is not helpful to the teachers and students.

Majority of teachers felt that overcrowded classroom with 60 to 80 Student affect learning of Students and it affect the classroom effective learning environment. They considered overcrowded classroom hindered teaching learning process. Teachers also opined that School should not be located in residential area. It should be located in peaceful area. Schools located in Residential area affects student learning as well as teaching.

Teachers had mix opinion on grading system include in 10th and 12th Standard. They had favorable opinion in favor of putting 9 to 12 standards as one common Secondary Section. Teachers had negative opinion with respect to Tuition

A STUDY ON TEACHERS' OPINION TOWARDS EDUCATIONAL PROBLEMS
Pinkal Chaudhary

classes. They felt that Tuition should not be taken by the school as well as same teacher who is teaching in the school. They had mix opinion regarding School timing. But majority of the teacher found Morning 7AM to 12 AM School timing favourable.

CONCLUSION:

Innovations in Evaluation System in terms of Continuous and Comprehensive Evaluation and Semester system well appreciated by the teachers and found beneficial to the students and the teachers. But teachers do not support to integrate grading system. Board Examination at 10th Standard found significant place in secondary Education and it should not be remove. Idea of Considering 9 to 12 as a one common secondary education board was appreciated by the teachers. Student should learn both Biology and Mathematics subject at Higher secondary level.

Students and Teachers facing lots of difficulties with respect to overcrowded classroom and school should not be located in the residential area. It disturbs the teaching learning process. Timing of the School should be flexible as per the suitability of the students. Teachers do not support tuition system provided by the Schools and School teachers.

REFERENCES:

- I. Central Advisory Board of Education. (2005). Universalisation of Secondary Education. Delhi: MHRD.
- II. Directorate of Census, Gujarat (2011). Statistic of Census 2011. Govt. of India: Ministry of Home affairs.
- III. GSHEB. (2010). Annual Report 2009-10. Gandhinagar: Directorate of Education.
- IV. GSHEB. (2011). Annual Report 2011-12. Gandhinagar: Directorate of Education.
- V. GSHEB. (2012). Educational Statistics on Secondary and Higher Secondary. Gandhinagar: Directorate of Education.
- VI. Gujarat Council for Educational Research and Training. (2001). A study in School education: Status, Issues and Future Perspectives. Gandhinagar: GCERT.
- VII. Kingdom, G. G. (2007). The progress of School Education in India. Oxford: Centre for the Study of African Economies (CSAE).
- VIII. MHRD. (2009). Rashtriya Madhyamik Shikshan Abhiyan Framework. New Delhi: MHRD.
- IX. National Curriculum Framework. (2005). National Curriculum Framework 2005. New Delhi: National Council of Educational Research and Training.
- X. Rana, A. P., and Devada, D. H. (2007). Management of School education in Gujarat. Sanshodhan E-Journal. IV(IV).
- XI. Yadav, S. K. (2011). Ten year school curriculum Implementation. New Delhi: NCERT.

Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished research paper.Summary of Research Project,Theses,Books and Books Review of publication,you will be pleased to know that our journals are

Associated and Indexed,India

- * International Scientific Journal Consortium Scientific
- * OPEN J-GATE

Associated and Indexed,USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Databse
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005,Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.isrj.net