Academic Achievement of Indian Education System

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Introduction

Low household income, lack of formal higher education, low occupational status, and parental participation are among the many factors that greatly affect children's academic ability. Particularly for youngsters, the combination of a low income and an incomplete secondary education is a strong predictor of poor psychological, emotional, and intellectual health. This indicates that when parents who have been successful in school help and direct their children to do the same, the outcomes will be highly encouraging. Physics is notable for its heavy emphasis on practical application, the long hours of dedicated study, and the need for laser-like concentration. Therefore, it is imperative that all house components be flexible enough to accommodate the subject matter's unique qualities. The pupils' academic success could be at jeopardy if this doesn't happen. The term "peer groups" is often bandied about when people talk about health. a group of people who are similar to one another in terms of age, degree of education, or economic status. Despite sharing same interests and experiences, they can vary greatly in many other respects, including but not limited to their pasts, ethnic identities, cultural customs, and so on. One definition of peer pressure is the power that one person has on another to change their behavior, attitude, or value system so that they fit in better with the group. When one individual has the power to influence another's thoughts, feelings, or actions, this is called peer influence. The majority of their fellow teenagers looked up to the few who had matured their sense of self-worth to a great extent, achieved material success, and had strong relationships with their closest friends. This was because these people inspired the rest of the student body. Furthermore, students report higher levels of satisfaction with their educational experience when they surround themselves with positive thinkers, and lower levels when they hang out with negative thinkers.

REVIEW LITERATURE

Murphy, Joseph (2015) In this article, we present a comprehensive evaluation and analysis of the outcomes that have been achieved by homeschooling in the United States. As a means of laying the groundwork for the work, we investigate the significance of homeschooling in the context of society in general and education in particular. This article provides an analysis of the research basis on homeschooling that is currently accessible, focusing on both its positive and negative aspects. While we are gathering information on what is known about the outcomes of this social movement and educational change, we are also keeping an eye out for any methodological faults that may be present in the homeschool research. In this study, we investigate the ways in which homeschooling influences not just the educational system (such as the outcomes of student learning) but also the social fabric of the nation (such as families).

Sie, U.P. (2015) His research was centered on the kids who did not complete their primary school education in Allahabad and who dropped out of school. The objective of his study was to determine the elements that contribute to the failure of children between the ages of 6 and 14 to complete their whole educational experience. The findings of the study revealed that there was a failure rate of four percent and a dropout rate of fifteen percent at the primary level of education. According to the findings of the study, kids who came from classes that were considered to be behind had the greatest rate of dropping out of school. There were a number of primary factors that led to students dropping out of school. These factors included the parents' lack of literacy, poverty, a lack of interest, the distance between the house and the school, an ugly atmosphere at the school, an indifferent attitude on the part of the teachers, a curriculum that was irrelevant, and a lack of basic infrastructure in schools such as water and sanitation.

Das, Achyut (2015) conducted research for a piece of paper that was named Innovative Education in Remote Tribal Block - A search for Contents and Methods. The objective of the project was to study whether or not it would be possible to adopt a model of education in the tribal region of Orissa that placed an emphasis on community engagement and ownership.
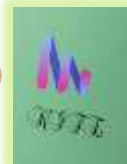
Literacy rates among adults in these places are startlingly low. This is mostly attributable to the fact that there are not enough educational options accessible to the indigenous children and adolescents who live there. According to the findings of the study, boosting tribal education to a significant degree can be accomplished through increased participation from local communities, the teaching of relevant skills, participation in extracurricular activities, the employment of native teachers, the implementation of variable school schedules, the implementation of training programs for teachers on a consistent basis, and the provision of effective supervision.

Devi, K.G., in (2016), as well as the fact that it was published in here. The purpose of her research was to ascertain the rate of students who dropped out of school during the primary level of education in the city of Imphal, as well as the rate of students who dropped out during the basic level of education in the state of Manipur, and to identify the reasons that contribute to the phenomenon of dropout. The objectives of her research were as follows. As a result of her research, she came to the realization that the percentage of pupils who did not continue with their primary school education through the lower elementary level was not uniform across the board. It was found that a greater number of females than boys did not complete their elementary school, although the rate of stagnation among males was the highest overall. 43.69% was the difference between the rates of stagnation that were the highest and the lowest.

ACADEMIC ACHIEVEMENT

Low household income, lack of formal higher education, low occupational status, and parental participation are among the many factors that greatly affect children's academic ability. Particularly for youngsters, the combination of a low income and an incomplete secondary education is a strong predictor of poor psychological, emotional, and intellectual health. This indicates that when parents who have been successful in school help and direct their children to do the same, the outcomes will be highly encouraging. Physics is notable for its heavy emphasis on practical application, the long hours of dedicated study, and the need for laser-like concentration. Therefore, it is imperative that all house components be flexible enough to accommodate the subject matter's unique qualities. The pupils' academic success could be at jeopardy if this doesn't happen. The term "peer groups" is often bandied about when people talk about health. a group of people who are similar to one another in terms of age, degree of education, or economic status. Despite sharing same interests and experiences, they can vary greatly in many other respects, including but not limited to their pasts, ethnic identities, cultural customs, and so on. One definition of peer pressure is the power that one person has on another to change their behavior, attitude, or value system so that they fit in better with the group. When one individual has the power to influence another's thoughts, feelings, or actions, this is called peer influence. The majority of their fellow teenagers looked up to the few who had matured their sense of self-worth to a great extent, achieved material success, and had strong relationships with their closest friends. This was because these people inspired the rest of the student body. Furthermore, students report higher levels of satisfaction with their educational experience when they surround themselves with positive thinkers, and lower levels when they hang out with negative thinkers. In terms of healthy physical growth and maturation, children who have strong social networks and meaningful relationships have a considerable advantage during their early years.

SCHOOL EDUCATION SYSTEM IN INDIA

Sharing the title with China—which has over 1.4 million schools and over 230 million kids enrolled—India boasts one of the biggest and most intricate school education systems in the world. In recent years, India's educational system has achieved remarkable progress toward its objectives. Ghosh (2014) states that the Twelfth Plan (2012–2017) put an unprecedented emphasis on education, with the goals of increasing access to school, raising the quality of education provided, and reducing educational disparities. We did this because we know that education is a key component of any successful national development plan. It is possible to classify India's educational system into three broad categories according to three factors: access

to higher education, ownership of educational institutions, and connection with educational board systems.

LEVELS OF SCHOOL EDUCATION IN INDIA

The Indian education system is structured as follows:

1   Pre-school: Education at this level is not compulsory. The Montessori system is especially popular at the pre-school level
2   Play schools: Catering for children between the ages of 18 months and three years.
3   Kindergarten: This is divided into lower kindergarten (for three to four-year- olds) and upper kindergarten (for four- to five-year-olds)
4   Primary school: First to fifth standard (for six to ten-year olds)
5   Middle school/Upper Primary school: Sixth to eighth standard (for 11- to 14-year-olds)
6   Secondary school: Ninth and tenth standards (for 14- to 16-year-olds)
7   Higher secondary: 11th and 12th standards (for 16- to 18-year-olds).

RESEARCH METHODOLOGY

The Process and Procedure of Investigation

How the examination is structured is dependent on the goals of the research. The goal of this research is to find out why so many kids in the tribal village of Andheri taluka, which is in the Mumbai area, stop going to school. The study's overarching goal is to learn more about the causes of school dropouts and how they impact both the affected individuals and the larger community.

There are less resources and facilities available for elementary, middle, and high school education since the pupils live in tribal areas. The researcher has thus selected eleven villages in the Andheri Taluka area of Mumbai to conduct the investigation. Andheri, Bandra, Chakala, Danda, Juhu, Kondivita, Madh, Mulgaon, Parighkhar, Sahar, and Vyaravali are the names of these villages. Given the closeness of these settlements to the district headquarters, it is highly probable that urban influences might affect the research results. In order to conduct the research properly, it is essential to involve a tribal-cultural group that is knowledgeable about the literacy rate, rather than randomly selecting a sample from remote tribal areas. On top of that, the investigator had no trouble getting to the study locations, which allowed them to conveniently collect valuable data.

Regarding the topic of "causes and consequences of school dropouts," the researcher polled three groups of relevant individuals for their perspectives. The people chosen from the school records of each village school include the current teachers working in the study area, the parents whose children are enrolled in the village schools, and the students who either dropped out or are not attending school at all. Because this was a qualitative study, the researcher had to take part in order to interview teachers and parents of pupils who had left the village schools and were no longer enrolled. A survey research approach was chosen after much deliberation to study the problem. The four steps of this research project are as follows: The inquiry consists of four steps: method development, study variable measurement, data collection, and analysis.

DATA ANALYSIS AND INTERPRETATION

Socio – Economic Details of Respondents

The data contains information on the gender, age, community (sub-tribe), religion, degree of schooling (at the time of dropout), family size, type of habitation, and average monthly income (family income) of the dropouts. This information pertains to the socio-economic elements of the dropouts. Taking this into consideration, the sample distribution of socio-economic information has been demonstrated by the government and private schools at which the respondent did not complete their schooling.

Table: Sex-wise distribution of government and private school dropouts in tribal areas

| gender	Management		Total
	Government	Private	
Boys	99 (38.1)	35 (32.1)	134 (36.3)
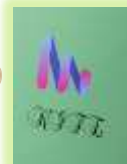
Girls	161 (61.9)	74 (67.9)	235 (63.7)
Total	260 (100.0)	109 (100.0)	369 (100.0)

The gender split of students who drop out of government and private schools in tribal regions indicates that girls make up as much as 63.7 percent of the overall dropouts, while boys make up 36.3 percent of the total dropouts. This breakdown is based on the percentage of students who abandon their education. A additional note that can be taken from the table is that, out of the total number of students that drop out of government schools, girls make up 61.9% of the total, while boys make up 38.1% of the total. This is a significant difference. Similarly, when it comes to the total number of students who withdraw from private schools, girls account for more than two-thirds (67.9%), while boys account for less than one-third (32.1%) of the total. Based on this information, it appears that the percentage of girls who do not complete their education is greater in tribal villages. This is the case regardless of whether the girls attend a government school or a private school.

Figure

Sex-wise distribution of government and private school dropouts in tribal areas
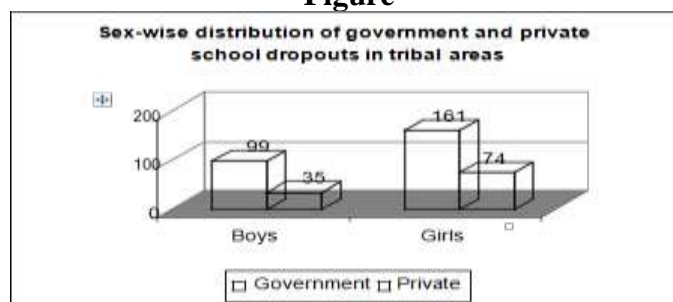
CONCLUSION

The Scheduled Tribes of India do not have access to schools, despite the fact that education plays a significant role in the overall development of a person by assisting in the improvement of their socioeconomic conditions and by providing them with a greater awareness of their social, political, and cultural surroundings during the course of their development. There are some parts of the situation that appear to have not altered, despite the fact that the authorities have stated on several occasions that they are preparing a number of different steps to deal with the problem. An example of this sort of circumstance is the predicament that occurs when tribal students are forced to discontinue their formal education in the middle of their studies. According to the findings of a study that was conducted not too long ago by the Kerala Mahila Samakhya Society (KMSS, 2012), there is still a significant amount of work that needs to be done in order to address the fundamental issues that are contributing to the high dropout rate among students from tribal communities.

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