A Survey of Problems of Bullying Faced by 7th Std Students

Navita Suhas Sood and Mahendra Gharat
Assistant Professor and S.Y.B. Ed
Nirmala Memorial Foundation College of Education, Mumbai, Maharashtra, India

Abstract*: Study will be mainly focused on the academic qualities like facilities, various schemes, infrastructure, co-curricular activities, teaching methods, competitions, exams, sports, program organised by private aided and Governments Ashram schools of Mumbai districts. The importance of this research result would be most useful for students, parents, teachers, non-teaching staffs, Principles, school management and government. It will help Government to frame new educational policies of Ashram schools not only Mumbai district but also for various district of state as well as country*

Keywords:. academic qualities, Ashram schools, co-curricular activities, teaching methods

I. INTRODUCTION

Education is the key to all round development. A nation's economic, social and cultural progress is determined by the educational development of its citizens.

In 21st century Maharashtra has been progressing because of   educational, socio-cultural experiments and empowerment of leaders like Dr. Bhimrao Ambedkar, Mahatma Jotirao Phule and Shahu Maharaj. Maharashtra is socially, economically and politically diverse state so it is directly reflecting on educational merits of many castes and sub-castes of the state. This is clearly creating a cultural gap between socially backwards and mainstream culture. To overcome on such a cultural gap the state and central government has been programming many opportunities and inclusions for these educationally backward groups. To attract these group towards education they are always been helped by the government through scholarships, funding, free uniforms and textbook for student. 'Mid-day meal program' was introduces in 1995 to boost school attendance. According to 2011 Indian Central Government Census survey records it stated that millions of Indian children are still uneducated and academically malnourished.

The Government of Maharashtra and Central Governments Ministry of Human resource in joint undertaking helped these minority groups of ST, NT, SC and OBC etc. by developing many Ashram schools based on Governments innovative and modern educational policies in the region of Mumbai District of Maharashtra State. Unfortunately, the situation is very opposite of government efforts and the conditions of students, teachers and suitable academic environment is still lacking, so researcher decided to conduct Research on critical study of Mumbai district Ashram Schools.

NEED OF THE STUDY

A large amount of money has been spent under different schemes for education of tribal's. How far these Ashram School are successful to uplift the tribal's children? Is the purpose of education for tribal gets solve by the Ashram Schools? In order to answer these questions a critical study of Mumbai district Ashram Schools was carried out. This study will assist Government administrators to get an idea for the successful establishment and functioning of these Ashram schools and their actions can be taken for further programs.

STATEMENT OF THE PROBLEM
'A critical study of Mumbai district Ashram Schools'.

OPERATIONAL DEFINITIONS OF THE IMPORTANT TERMS

1. Ashram Schools

For the present study, Ashram Schools was taken as the Residential schools imparting primary, secondary, and higher secondary education with residential facilities, incentives programmers and highly systematic structured framework for total development of tribal children (Boys and Girls) in Palghar district by the State Government of Maharashtra for schedule tribes.

2. Critical Study

For the present study, Critical study was taken as the study involving the objective, analysis and evaluation of issues in order to form a judgment.

AIM OF THE STUDY

The study was conducted with the following broad Aim.
A critical evaluation of Mumbai district Ashram Schools.

OBJECTIVES OF THE STUDY

To critically evaluate present status of Ashram schools in relation to quality of Education in Mumbai district.
To evaluate facilities provided for students to increase the educational qualities of the Ashram School of Mumbai district.

HYPOTHESES OF THE STUDY

There is no significant difference in quality of education in Government Ashram schools and private aided ashram schools of Mumbaidistrict.
There is no significant difference in the facilities provided for students to increase the educational qualities of Government Ashram schools and private aided Ashram schools of Mumbai district.

SCOPE AND DELIMITATIONS OF THE STUDY

Researcher selected Ashram schools situated in Mumbai district region and hence conclusions & finding from research were useful for students, Teachers, Principals, school management members, policy makers and parents. Taking into consideration this area of research had kept limited for Mumbai distinct only. Present study was delimited to government and private aided Ashram schools of Mumbai district of the Maharashtra.
This study is limited to Government ashram and private aided schools only.
This study is limited to the students, Teachers, Principals, school management members, policy makers and parents of private Aided and Government ashram schools only.

SIGNIFICANCE OF THE STUDY

Significance of the present research is critical study of Mumbai district Ashram Schools in relation to academic quality. Study will focus on facilities, Co-curricular activities, schemes, programs organized by schools, use of technology, available human resources and problems faced by students and teachers of private aided & Governments Ashram schools.
Study will be mainly focused on the academic qualities like facilities, various schemes, infrastructure, co-curricular activities, teaching methods, competitions, exams, sports, program organised by private aided and Governments Ashram schools of Mumbai districts. The importance of this research result would be most useful for students, parents, teachers, non-teaching staffs, Principles, school management and government. It will help Government to frame new educational policies of Ashram schools not only Mumbai district but also for various district of state as well as country.

MEJOR FINDINGS

There is no significance difference in quality of education in Government Ashram schools and private aided ashram schools of Mumbai district. Present status of Ashram schools in relation to quality of Education in both private and Government ashram schools are equality effective.

There is significance positive difference in the facilities provided for students to increase the educational qualities of Government Ashram schools and private aided Ashram schools of Mumbai district.

II. CONCLUSION

According to teachers there is significant difference problems faced by Teachers of Governments Ashram Schools & Private aided Ashram Schools of Palghar district. Both Government and Aided school dependents on each other's with respect to the factors of education. According to teachers and headmasters there is significant difference between qualities of education provided by Government and Aided Ashram School

REFERENCES

[1]. Garrett, H. E. (1971) "Statistic in psychology and Education" Bakits Teffer and Simon Pvt. Ltd., Bombay.
[2]. Pandya, S. R. (2010) "Educational Research" A.P.H. Publishing Corporation, New Delhi.
[3]. Pandya, S. R. (2012) "Research Methodology" A.P.H. Publishing Corporation, New Delhi.
[4]. Laurie A. P. (reprint 1994). The encyclopedia of educational research.New Delhi: An mol publications Pvt. Ltd.
[5]. Robert L. Ebel (1969). The encyclopedia of educational research (fourth edition) London: Macmillan Company.
[6]. Sharma A.K. (editor) (1997). Fifth survey of research in education (1988-92) (volume I) New Delhi: NCERT.
[7]. Garrett, H. E. (1971) "Statistic in psychology and Education" Bakits Teffer and Simon Pvt. Ltd., Bombay.
[8]. Pandya, S. R. (2010) "Educational Research" A.P.H. Publishing Corporation, New Delhi.
[9]. Pandya, S. R. (2012) "Research Methodology" A.P.H. Publishing Corporation, New Delhi.
[10]. Laurie A. P. (reprint 1994). The encyclopedia of educational research.New Delhi: An mol publications Pvt. Ltd.
[11]. Robert L. Ebel (1969). The encyclopedia of educational research (fourth edition) London: Macmillan Company.
[12]. Sharma A.K. (editor) (1997). Fifth survey of research in education (1988-92) (volume I) New Delhi: NCERT.