A STUDY OF THE ASPIRATIONS AND EXPECTATIONS OF XI CLASS STUDENTS FROM TEN YEARS OF SCHOOLING IN VADODARA CITY

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DECLARATION

I, *Jalpa Patel*, declare that the study conducted on the topic- "*A STUDY OF THE ASPIRATIONS AND EXPECTATIONS OF XI CLASS STUDENTS FROM TEN YEARS OF SCHOOLING IN VADODARA CITY*" is the result of a study originally carried out by me under the guidance and supervision of *Dr. Archana Tomar*, faculty, Navrachana University, Vadodara.

April, 2015   *Jalpa Patel*

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CERTIFICATE

This is to certify that **Jalpa Patel** has been working for her dissertation under my guidance and supervision on the topic "*A STUDY OF THE ASPIRATIONS AND EXPECTATIONS OF XI CLASS STUDENTS FROM TEN YEARS OF SCHOOLING IN VADODARA CITY*"

She has completed it to the best of her capacities and to the best of my knowledge, this is her original work.

April 2015   Dr.Archana Tomar

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ACKNOWLEDGEMENT

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CHAPTER 1

CONCEPTUAL FRAMEWORK

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CONCEPTUAL FRAMEWORK

1.0 INTRODUCTION

Education is the integral part of human life. It is the basic condition for the development of the 'whole man' and vital instrument for accelerating the well-being and prosperity of all in every direction. Without education man would still be living just like a splendid slave or like reasoning savage.

Education develops innate specific

qualities that enable an individual to lead a full and productive life as a person and as a member of the family and society. With all-round development, child becomes a responsible, dynamic citizen of strong good moral character who uses the entire nation to the highest extent by contributing their best to the nation.

When a person is asked about his or her career aspiration, one would be expected to think of something related to one's long-term and short-term career goals, as well as objectives, based on their career path planning. It is very important for one to plan ahead. Hence, it is important to start thinking about one's career aspirations and set up one's career road-map.

There are many things that the schools, teachers and parents expect from the students, but the students have lots of expectations from them as well. The expectation increases as time moves. If expectations are too high it can become a risk of failure and if they are too low it can become a risk factor of de-motivation.

The ten years of schooling are of great importance and benefit students in different ways whereby a special environment for teaching-learning process is enhanced. It is an institution by which direct contact between educators and educates is created. It provides life related activities and experiences to students that make the quality of life better. It develops the child along a desirable line with the help of activities and experiences. It establishes civilized societies by preparing young children and adults   to get adjusted in the society. It imparts knowledge to all students regardless of their caste, religion, sex, place, economic conditions etc.

It is a social institution established by the society for the society. Its fundamental character is determined by the society.

What is the ultimate purpose of education? Early philosophers such as Aristotle and Plato pointed out that education was central to the moral fulfilment of individuals and the well-being of the society in which they live. In the past few decades, research has supported this conventional wisdom, revealing that education not only enables individuals to perform better in the labour market, but also helps to improve their overall health, promote active citizenship and contain violence.

1.1 SCHOOL

School is a place where teachers, under a preplanned curriculum and examination system, provide specific doses of knowledge and experiences to the children (students) under a fixed timetable.

School is one of the most important, active, direct, and formal agency of Education. School has been used as an important instrument to preserve and strengthen the cultural heritage of our society. It also plays a very significant role in discovering and moulding the innate capacities, attitudes, habits and ideas of the children with a view of producing well-balanced personalities and to fulfill the needs of the children to bring about their all-round development.

School is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing the child's overall development and desires.

1.1.1 NEED AND IMPORTANCE OF SCHOOL

Growth of knowledge- knowledge is growing very fast due to the growth of researches, inventions and discoveries in modern times. The fast growth should be promoted from one generation to another.

1) Technical knowledge- schools are required to produce persons of special knowledge in scientific and technical field.

2) Bridges family and society-the values taught to children in the family are practiced in the schools first. The child comes across in contact with so many children belonging to different families. He learns new values. It is the school that should prepare the child to accept the values which are useful.

3) Find solution to social problems- school is important to discuss and find solutions to various social problems in the modern world.

1.1.2 TYPES OF SCHOOLS IN INDIA

Government Schools

Semi Government Schools · Private Schools These schools are controlled by: · State Boards · Central Boards of Secondary Examination (CBSE) ·
Council for the Indian School Certificate Examinations (CISCE)

Preschools

Preschools assist little kids to prepare for the formal school education. In India, most of the preschools work as play schools. Students of cities mainly go to these preschools. People of remote areas, however, are still unaware of the concept of preschools or play schools. In recent years, the number of preschools has increased immensely. Some of the well known and preferred preschools of India are Apple Tree Play School, Aadyant Global, Twinkle Stars Kids Play School.

When it comes to the initial development of a baby's mind, there is no substitute of preschools. The main purpose of launching these preschools is to provide comfort to the students. Kids don't cry before coming to preschools as they enjoy the activities there. They provide fun filled ambiance to children. Learning becomes easier when students start learning it through interesting games.

Boarding Schools

Boarding schools, spread across the country, provide hostel facilities and food to the students besides formal education. Teaching and non-teaching staffs of these boarding schools are selected very carefully and wisely. Students take admission in boarding

schools mainly because of the conveniences offered by them. Categories of boarding schools in India are: · Boarding schools with both boys and girls · Boarding schools for boys · Boarding schools for girls

Some of the well known boarding schools in India are The Doon School, Nikos Public School, Amber Valley Boarding School, Janaki Public School, Delhi Public School and many more.

International Schools

International Schools in India, by far, are the most expensive schools. They educate their students by adopting an International course curriculum. International schools usually are located in metro cities. These schools are spread over large area to provide students the best educational ambiance and environment. Some of the renowned International schools of India are International Public School, D.A.V International School, American International School, International, Kendriya Vidyalaya, American Embassy School, Indus International School, and many more.

All these top ranked International schools of India provide world class infrastructures and facilities. Even though the fees of these schools are high, students with powerful financial background take admission in these schools in large number every year

1.1.3 SCHOOLS IN VADODARA

Vadodara, formerly known as Baroda, is the third largest and most populated city in the Indian State of Gujarat. During the days of the British Raj, Baroda was a Maratha State Princely state ruled by the royal Gaekwad. Vadodara Education plays a vital role in uplifting the social and economic condition of the city. Vadodara education is highly improved and serious measures are taken to better the education. More and more number of colleges and schools are being established in order to provide Education to the maximum number of individuals in Vadodara. Vadodara schools are also being established in the rural regions of Vadodara in order to uplift the social condition of the rural section.

Vadodara has both government and private schools for the students to join. The schools which run in Vadodara are affiliated to the Gujarat State Secondary and Higher Secondary

Education Board. It follows a uniform pattern of school education i.e. the 10+2 system. The Boards that the Gujarat schools are affiliated to are: Gujarat State Secondary and Higher Secondary Education Board (GSHSEB), Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Education) and International Baccalaureate Schools (IB).

1.1.4 STAGES OF SCHOOL

1.1.4.1 Stage 1: Pre- Primary

Pre-primary stage is the foundation of child's knowledge, skills and behavior. The completion of pre-primary education sends the child to primary stage. Primary education is the first stage of compulsory education. It enables the children to get prepared for future higher classes.

The pre-primary stage consists of Preparatory class (pre-nursery), nursery, LKG and UKG. LKG/UKG stage is also called as Kindergarten (KG) stage. At play schools, children are exposed to a lot of basic preschool learning activities that help them to get independent faster. These preschool activities help develop in children many self-help qualities like eating food themselves, dressing up, maintaining cleanliness and other such basic qualities. Pre-primary education has an essential part to play in every school system, though primary education in India is not a fundamental right. Age limit for admission in nursery is 2 years 6 months to 3 years 6 months. Age limit for LKG (Junior KG) is 3 years 6 months to 4 years 6 months and for UKG (senior KG) is 4 years 6 months to 5 years 6 months.

1.1.4.2 Stage 2: Primary Stage

The primary stage consists of Classes I to VIII.. The enrollment in primary school starts from the age group of 6 years and continues till age 14. Elementary education mission in India looks after the facilities of the primary mode of education. The structure of primary school is preceded by pre-primary education and followed by secondary education. The subjects taught at the primary school include science, geography, history, math and other social sciences

1.1.4.3 Stage 3: Middle Stage

The middle stage of education comprises of classes VI to VIII in as many as 18 States and Union Territories viz., Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Andaman & Nicobar Islands, Chandigarh, Delhi and Karaikal region of Pondicherry; Classes V-VII in Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Mahe region of Pondicherry and Classes VI-VII in Andhra Pradesh, Orissa and Yanam region of Pondicherry. In Nagaland Classes V – VIII constitute the upper primary stage.

1.1.4.4 Stage 4: Secondary Stage

The Secondary Stage/ High school consists of Classes IX-X in 19 States/UTs. Viz., Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Nagaland, Punjab, Rajasthan , Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Andaman & Nicobar Islands, Chandigarh, Delhi and Karaikal region of Pondicherry. The High School stage comprises classes VIII to X in 13 States/UTs viz., Andhra Pradesh, Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Mahe & Yanam regions of Pondicherry. However, the Higher Secondary / Senior Secondary stage of school comprising classes XI-XII (10+2 pattern) is available in all the States/UTs though in some States/UTs these classes are attached to Universities/Colleges. Subjects in Secondary stage are Mathematics, Science, Social Science, English, Hindi or regional language of particular state.

1.1.4.5 Stage 5: Senior Secondary Stage

The Higher Secondary / Senior Secondary stage of school comprising classes XI-XII (10+2 pattern) is available in all the States/UTs though in some States/UTs these classes are attached to Universities/Colleges. In senior secondary stage, students have to opt their subjects depending on their interests. Different streams are Medical, Non medical, Commerce and Arts.

1.2 EDUCATION IN THE ANCIENT PERIOD

In ancient India, schools were in the form of Gurukuls. Gurukuls were traditional Hindu residential schools of learning; typically the teacher's house or a monastery.

During the Mughal rule, Madrasahs were introduced in India to educate the children of Muslim parents. British records show that indigenous education was widespread in the 18th century, with a school for every temple, mosque or village in most regions of the country. The subjects taught included Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion.

Under the British rule in India, Christian missionaries from England, USA and other countries established missionary and boarding schools throughout the country. Later as these schools gained in popularity, more were started and some gained prestige. These schools marked the beginning of modern schooling in India and the syllabus and calendar they followed became the benchmark for schools in modern India. Today most of the schools follow the missionary school model in terms of tutoring, subject / syllabus, governance etc..with minor changes. Schools in India range from schools with large campuses with thousands of students and hefty fees to schools where children are taught under a tree with a small / no campus and are totally free of cost. There are various boards of schools in India, namely Central Board for Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE), Madrasa Boards of various states, Matriculation Boards of various states, State Boards of various boards, Anglo Indian Board, and so on. The typical syllabus today includes Language(s), Mathematics, Science - Physics, Chemistry, Biology, Geography, History, General Knowledge, Information Technology / Computer Science etc.. Extracurricular activities include physical education / sports and cultural activities like music, choreography, painting, theater / drama etc.

1.3 CONTEMPORARY SCHOOL EDUCATION IN INDIA

Schools being the place of basic education are given high importance in India. Apart from imparting classroom education many of these schools aim at overall improvement of a child. The famous philosopher Einstein while discussing the need for education has

projected the following fundamentals:

• To educate the individual as a free individual; to understand and use critical thinking skills.

• To educate the individual as a part of society – virtually all our knowledge, our clothes, our food is produced by others in our society, thus, we owe Society and have responsibility to contribute back to Society.

• Through education, knowledge must continually be renewed by ceaseless effort, if it is not to be lost. It resembles a statute of marble which stands in the desert and is continually threatened with burial by the shifting sand. The hands of service must ever be at work, in order that the marble continue to lastingly shine in the sun.

While discussing the importance of education, it is important to state that schools have become the most important means of transforming wealth of knowledge and skills from one generation to another. However, the role of institutions becomes more challenging in the modern world with innovations and technological developments. Investment in education and educational institutions should be viewed as an investment for economic prosperity. If the concept of "education" is restricted merely to the process of acquiring facts and loads of numerical information, so as to be able to reproduce them in examination, designed by a bunch of conventional curriculum designers, with staunch belief in the superiority of the intellect using rote learning methodologies, will be an abysmal reduction of an area that demands careful cognition. It would also be as good as to careless negligence of higher order

intelligence.

1.4 OBJECTIVES OF PRIMARY AND SECONDARY EDUCATION

- Develop ability for critical thinking and logical judgment.
- Appreciate and respect the dignity of work.
- Develop desirable social standards, moral and religious values.
- Develop into a self-disciplined, physically fit and healthy person.
- Develop aesthetic values and appreciate own and other people's cultures.
- Develop awareness and appreciation of the environment.
- Develop awareness of and appreciation for other nations and internationall

community.

- Instil respect and love for own country and the need for harmonious co-existence
- Develop individual talents.
- Promote social responsibility and make proper use of leisure time.
- Develop awareness and appreciation of the role of technology in national development.

1.5 ASPIRATION AND ROLE OF SECONDARY EDUCATION

A country stands on the shoulders of its youth. It is the school, particularly the secondary school that provides education for transition from adolescence of adulthood. By all psychological evidence, adolescence is the most critical and storming period of life. Secondary education nurtures individuals in their most formatives as well as storming period of life; it is of critical importance not only to the life of an individual but to the life of a nation at large.

The aspirations of people who send their children to schools are to complete, at least secondary education. It is the backbone of the entire educational system.

Secondary education is the largest supply of work force in the country. India needs to strengthen the higher education for providing leadership.

The quality of secondary education depends highly on the curriculum-its structure and relevance processes and quality of teachers, learner evaluation and the concept of technology as well as the expectations of important stakeholders.

1.6 QUAGLIA INSTITUTE OF STUDENT ASPIRATIONS (QISA)

(QISA) is committed to helping schools foster student aspirations so that all students reach their fullest potential. When students have high aspirations, they have the ability to set goals and think about the future while being inspired in the present to reach those goals.

QISA believes that for students to have high aspirations, 3 Guiding Principles must be present: Self-Worth, Engagement, and Purpose.

The 3 Guiding Principles provide educators with a practical model that can be used to guide the development of educational experiences, from the individual classroom to the

entire school building. If school curriculum, activities and lessons support each of the Guiding Principles, students will be more likely to achieve academic, personal, and social success.

The 3 Guiding Principles are:

1. **Self Worth:** Self-Worth occurs when students know they are valued members of the school community, have a person in their lives they can trust and learn from, and believe they have the ability to achieve—academically, personally, and socially.

2. **Engagement:** Engagement happens when students are deeply involved in the learning process, as characterized by enthusiasm and desire to learn new things, and a willingness to take positive, healthy steps towards the future.

3. **Purpose:** Purpose exists when students take responsibility for who and what they want to become, not only in terms of professional careers, but also by being confident, responsible members of their community.

Educators can support the 3 Guiding Principles by:

Helping students develop a sense of Self-Worth for students to increase their participation in the learning process, they must experience a sense of belonging. They must feel that they are part of the school community while being recognized, appreciated, and celebrated for their uniqueness. Students also experience Self-Worth when someone believes in them. They must have heroes—people they can look up to, respect, and learn from. Finally, to develop Self-Worth, students must experience a sense of accomplishment. They must be recognized as much for effort, perseverance, and citizenship as they are for high grades and good test scores. With Self-Worth, students are more likely to persevere through difficult tasks and take the steps needed to reach their goals.

Fostering students' Engagement in learning The participation gap will also decrease when students experience fun and excitement in their learning environment. Engagement means that students become so involved in their own learning they lose track of time and space. At the end of a lesson they wonder, "Where did that time go?" Students who are actively

engaged in their learning are also curious and creative. They ask "Why?" or "Why not?" about the world around them. Finally, engaged students have a spirit of adventure. They are not afraid to try new things, regardless of whether they might succeed or fail. With Engagement, learning—and therefore participation in learning—becomes important in and of itself.

Encouraging a sense of Purpose Far too many students do not see a connection between school and who they are, or who they want to become. In an effort to counter this trend, educators attempt to draw links between today's learning and tomorrow's careers, encouraging students to think about their education as tied to what type of job they want to one day hold. There is more to the picture, however. Schools must challenge students to think about the characteristics that accompany successful and rewarding work. They must encourage students to think about who they want to become as well as what they want to be. A sense of Purpose involves developing students' sense of accountability and confidence. Students must have leadership roles in schools that carry genuine responsibility for themselves and others. When students find purpose in their lives, they will have the confidence to take action in order to secure a meaningful, productive and rewarding future.

When schools ensure the Guiding Principles—Self-Worth, Engagement, and Purpose—are in place, students are more likely to have high aspirations. Students with high aspirations show marked improvements in academic achievement, social awareness and positive contributions to their school community. When all students believe in themselves, are engaged in their learning, and understand that what they learn today influences who they will become tomorrow—only then will the larger goal of helping students reach their fullest potential finally be met.

1.7 RAISING ASPIRATIONS

A quarter of the country's students attend rural schools. If we are not going to squander the resource represented by this significant group of young people, the schools, the community, and the nation must work together to raise aspirations. A few examples of what can be done follow:

Fig 1.1 Raising aspirations
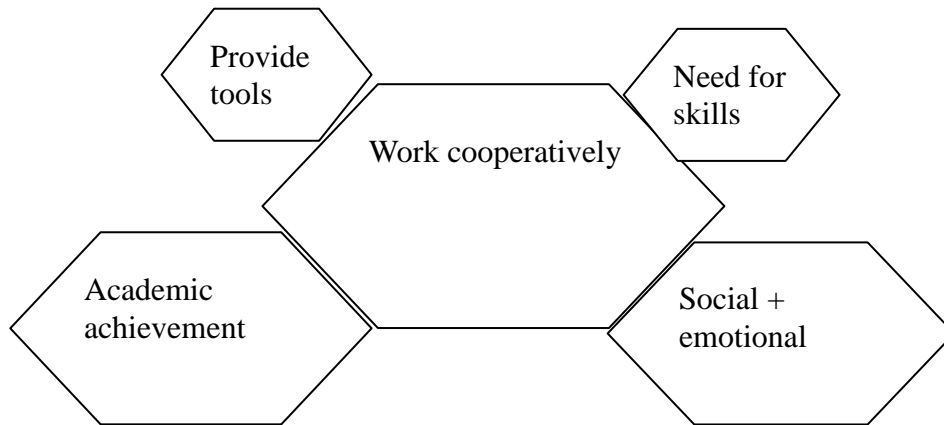
* Low grades and low achievement can lead to a sense that "school isn't for me." Elementary schools need to provide all students with the tools necessary for success. These include a firm grounding in basic content, in learning to learn, and in higher-order thinking strategies.

* Secondary schools need more relevant curricula so that students answer for themselves the question, "Why do I have to know this?" The secondary school curriculum should stress the kinds of skills adults need, for example, working cooperatively and problem-solving.

* Schools also should organize to address the social and emotional needs of students. Matching small groups of students with a caring adult can provide students the coaching they need to jump all the hurdles that lie between them and high school graduation.

* Parents can raise their own expectations for their children's academic achievement. They should insist that teachers and students raise their expectations as well. Parents can also express their support for the value of education and help the schools celebrate successes.

1.8 CAREER ASPIRATION

People's Career Aspirations can be divided in the following categories:

1) Career success - You would like to make use of your professional skills to achieve advancement. You seek for a job that provides chances for you to be promoted

2) Security - You look for a job that provides you with a stable income. You prefer to work at places that offer a long-term secured position.

3) Expertise- You seek for jobs that offer technical or professional enhancement and interest to you. You want to become experts in a professional area.

4) Freedom -You enjoy freedom .You are motivated by values such as freedom and independence.

5) Balance -You perceive your job to be equally or less important than other non-work values such as family, religion, health and relaxation. You prefer jobs that you are interested in.

How to find your career aspiration? A lack of clear career aspiration may result in frustration and disorganization, causing aimless wandering and a feeling of malaise. Therefore, finding your career aspiration is very important.

To find out your career aspiration, you can try to follow the steps below:

1. Make clear note of your strengths and weaknesses.

2. Ask yourself questions like 'Where would I like to be in 10 or 20 years?'.

3. Consider financial needs, family and personal development as well as other interests.

4. List the possible difficulties you may face and think of some corresponding solutions.

5. Find out your career aspiration which you are interested in and is possible to carry out.

1.9 EXPECTATION:

Expectations defined in simple language means anticipation probability. Expectations begin at the time of adolescents. Long back before the start of educational experience building of such experiences starts at an early stage of interaction at school level, thus consciousness of building expectations from one-self start at this stage.

There are many things that the schools, teachers and parents expect from the students

today, but the students have lots of expectations from them as well. The expectation increases as time moves. If expectations are too high it can become a risk of failure and if they are too low it can become a risk factor of de-motivation.

Fig 1.2 Student expectations

STUDENT EXPECTATIONS

We hear often of the "high expectations" schools must have of and for their students, yet we seldom hear of the expectations students have of their schools. Students' expectations constitute the new "rules of engagement" in the relationship that young people want with their schools. Explore the expectations below.
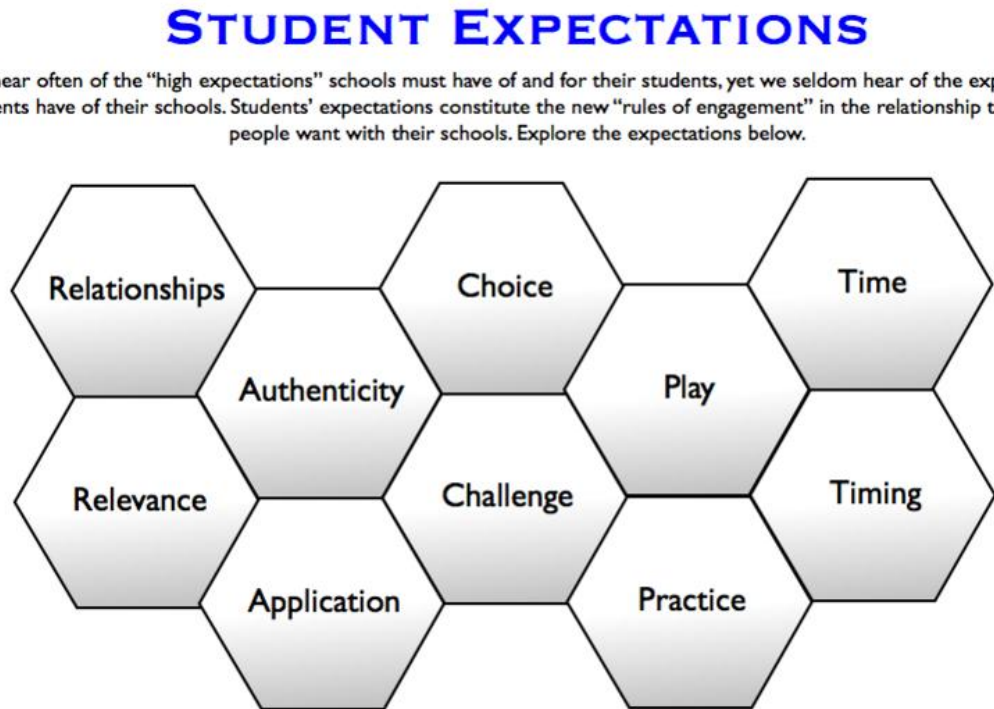
1) **Relationships**- does the teacher know the interest of the students in the classroom and do they help the students form relationships with other peers, adults, and teachers?

2) **Relevance**- do the teachers help the students to contribute how their learning will help them in their real life and to the world?

3) **Time**- are the students learning in the constant pace by the teacher or can they learn at their own pace?

4) **Timing**- do all students necessarily have to learn at the same pace?

5) **Play**- do students have the opportunities to explore?

6) **Practice**- do the teachers engage students in the practical field of what they learn?

7) **Choice**- do students have their choice of what and how they would like to learn or are they following the path as everyone else?

8) **Authenticity**- is the learning of the students of any significance outside their school?

9) **Challenge**- is it always about completing the assignment or do they feel appropriately challenged?

10) **Application**- do students have the opportunity to apply what they are learning in the real world settings.

Students may have many expectations from the teachers who play a major role in schools. Some of these expectations from the students may be as follows;

• Accept that human differences are not only normal but also desirable. Each person has something of value to contribute to the group, and the group is lessened without that contribution. As a microcosm of our world, the classroom should be culturally and economically inclusive and support students in making meaning in multiple ways.

• Develop a growth mind-set. Teachers must logically challenge the preconception that mainly affluent students have high ability levels. When teachers expect student growth—and provide students with clear learning targets, guidelines, feedback, a safe learning environment, and the message that each student has the capacity to do what is required for success (and teachers will support their labors)—they can create learning experiences in which student effort—rather than background—is the greatest determiner of success. Students who work hard and intelligently can accomplish their goals.

• Understand students' cultures, interests, needs, and perspectives. People are shaped by their backgrounds. Respecting students means respecting their backgrounds, races, and cultures. To this end, teachers need to understand how each student approaches learning and craft an environment . Teach up for excellence. All students deserve equitable access to an engaging and rigorous curriculum. Educational Leadership. Identify ways that teachers in your school can monitor their expectations for students, so they don't

underestimate any child's ability to learn to high standards. Consider conducting this activity with teachers in their grade levels or departments to advance the ideas about how teachers' expectations influence their behaviors toward students and their students' achievement. Establishing a Student-Centered Learning Culture.

• Respects and responds to what each student brings to the classroom. Treat others as they want to be treated. Through conversations with students and observations of them at work, teachers develop a learning profile about the way he or she likes to learn, personal interests, and varied ways of reaching the goal. Then, teachers purposefully select instructional approaches that respond to them to ensure high-level success for each student. All learning activities align with essential learning targets and have intellectual rigor: They are both standards friendly and student friendly.

• Create a base of rigorous learning opportunities. Teachers begin with clear ideas about what learning should occur as the result of a lesson or unit aligned with assessments and standards. Then, teachers connect students with the curriculum by transforming student-boring topics into student-friendly concepts that have enduring value beyond the classroom, lie at the heart of the discipline, require analysis, have the potential to engage students, and span various cultures. Give students a reason for studying the curriculum. For instance, instead of teaching about butterflies, teach about life cycles in which all living things share similar development. Instead of studying the Industrial Revolution, teach about the concept of human progress and who wins or loses. Instead of pollution, study interdependence and the relationships between humans and their environment. In these ways, teachers help students form conceptual understandings of the disciplines, connect what they learn to their own lives, and use essential knowledge and skills to address meaningful problems. Exploring these ideas creates occasions for collaborating with peers, examining varied viewpoints, and creating authentic products for relevant audiences. Teachers also incorporate a range of resources that elicit students' interests, help students make sense of what they are learning, and support struggling learners. These classroom cultures value and encourage excellence, and students gain satisfaction from accepting and spending their best efforts on worthwhile challenges.

• Understand that students have differing points for entering and moving through the curriculum. For students to take intellectual risks, classrooms need to feel safe to students from a wide range of cultural, racial, and economic backgrounds. Effective teachers seek multiple ways for students to show what they know, and every student needs occasions to shine as intellectual contributors. When students fall behind, misunderstand, or move beyond expectations, teachers are ready to take appropriate instructional actions—scaffolding for students who need extra work with prerequisites and extending depth and scope for students who surge quickly ahead. Formative assessment provides ongoing data for personalizing learning for both struggling and advancing students. •

•Create flexible classroom routines and procedures that attend to learners' needs. Teachers provide occasions for a range of student needs and differences. Teachers select times when the class works as a whole, when students work independently, and when they work in groups. At key times in the learning cycle, teachers decide when they need to work with part of the class more intensively. They teach students when and how to help one another as well as how to direct their own work effectively. Such flexible approaches can increase each student's achievement.

•Be an analytical practitioner. Teachers who create student-centered learning cultures consistently reflect on their practices for evidence that these are working for each student and adjusting when they are not. Keenly attuned to their students, teachers notice when they show positive behaviors and new learning. Then, teachers provide helpful, descriptive feedback so students can successfully recall or repeat the skill, knowledge, or behavior that serves them well. They ask students to help teachers understand what will help make the students most successful, and they shape a classroom atmosphere that maximizes each individual's growth and growth of the group as a whole. Of course, as much as they may care for each student, teachers cannot personalize every part of the curriculum. Expecting each student to develop high-level skills in literacy, numeracy, communication, and critical thinking is not negotiable. Learning outcomes linked to learning standards and grade-level benchmarks cannot be compromised. Although receptive to students' interests and needs, teachers cannot personalize the desired learning

outcomes.

•Community expectations also matter. Investigators have found that, when a community pressures its schools to set higher expectations, students' performance improves. Whether the push for high student achievement comes from parents or from teachers and principals, when the community and school share high expectation for student achievement in a clear and focused mission and accompanying behaviors, it has a positive impact on student achievement. Likewise, high teacher expectations for students' achievement work best when they are shared and reflect a school's cultural norms. Students thrive when they are immersed in an environment defined by shared, growth-enhancing values. When students attend schools where beliefs and expectations differ from classroom to classroom and hallway to hallway, they become confused. At the same time, inconsistent values classroom to classroom demoralize teachers who suspect that their colleagues are undermining them. Without consensus on high academic and behavioral expectations and high supports for all students, students may comply (at least minimally) with each teacher's expectations. But, students do not develop the internalized habits of mind and consistent behaviors unless teachers and administrators reinforce these same principles and expectations all day long and in varied settings. This helps explain why students can behave so poorly outside their own classrooms or when a substitute is in charge. When their teachers—the embodiments of these positive values and expectations—are out of sight, their norms disappear, too. Children are likely to take values seriously when they perceive at least a general consensus on them among the adults whom they respect.

1.10 DIFFERENCE BETWEEN ASPIRATION AND EXPECTATION.

The difference: to aspire means to dream about a possible future life, while to expect comes ready-made with a sense of entitlement. When a person expects to do well at school or go to university, it means that they believe it is *likely* to happen. The terms belong to different verb clusters – to aspire is associated with desire, dreaming, craving, hoping, and wishing. To expect, on the other hand, means to assume, to anticipate, and to predict.

1.11 RESEARCH QUESTIONS

1)   What are the expectations of students from schools?

2)   How do the aspirations of students affect their academic performance?

3)   What are some of the hurdles faced by students from schools?

4)   Have all the aspirations and expectations of the students being fulfilled by the school?

5)   What are the expectations of students from teachers?

6)   Are the students making any efforts on achieving their targeted goals?

7)   Is the school helping the students to achieve their desires and goals?

8)   How can the school be able to manage in a better manner if they know the aspirations and expectations of students?

9)   Do gender differences affect the aspirations and expectations of students?

1.12 CONCLUSION

This chapter deals with different aspects that are related to the topic. It gives a detailed idea on what the study is related to. The aspirations and expectations of people who send their children to schools are to complete, at least secondary education as it is the backbone of the entire educational system. The related studies on this aspects have been discussed in the next chapter.

CHAPTER 2

REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Doing a careful and thorough literature review is essentiall while writing a research about the topic. A literature review helps you create a sense of rapport with your audience or readers so that they can trust the fact that you have done your homework; as a result, they can give you credit for your due diligence: you have done your fact-finding and fact-checking mission. The literature review will help you compare and contrast what you are doing in the historical context of the research as well as how your research is different or original from what others have done, shedding light on the rationale why you need to do this particular research.

A literature review, thus, is essential in helping you shape and guide your research in the direction you may not have thought of by offering insights and different perspectives on the research topic.

Various studies have been conducted that relate to the topic on the aspirations and expectations of students from schools. They are as follows;

Ortiz – Chaparro (1980) in his study, "Attitude behaviour and aspirations of junior and senior high schools students in the San Francisco greater Bay area."
He has found that there are indeed significant differences between sexes, social groups and socio- economic strata in the ways students develop the attitude and behaviours, they exhibit inside and out side the school, as well as in the expectations they from regarding their future.

Klailat, Ahlam (1981) examined, "Relationship of socioeconomic status to the educational aspirations and expectations for sixth and ninth grade pupils."
The results showed that all the 29 mediating variables, grades and parental encouragement consistently had the largest effects, and background variables do not have a direct effect but are mediated through the social psychological variables. In general,

more of the variance in educational aspirations and expectations can be explained by grades, sex and nationality.

Kumar, Yogesh (1989) conducted a study on adjustment, attitude, interest and level of aspiration of the tribal and non-tribal students of the secondary level of the Lohit district in Arunachal pradesh:

He found that there existed no difference in adjustment between the tribal and non-tribal. Non-tribal showed a more favourable attitude towards school than the tribal. Inter- tribe difference in attitude towards school was found to be significant. Non-tribes showed greater educational interest in Science, English and medical science than only one tribe, viz. the interest in agriculture, humanities 38 and arts. Sex difference was found to be significant in all the areas of vocational interest; tribal boys and non-tribal girls showed greater vocational interest. The tribal and non-tribal differed in terms of their levels of aspiration, non-tribal showed higher level of aspiration. Adjustment and attitude towards school were found to be associated positively and significantly both in case of tribal as well as non-tribal students. Level of aspiration was not found to be related to attitude towards school, adjustment and educational interest either for tribal and non-tribal students.

Kaur Pardeep (2007) conducted a study on the effect of stress and educational aspirations on the academic achievement of adolescent students

He found that adolescents differ significantly in their levels of stress i.e. on the basis of high and low levels of stress. High stress and low stress students differ significantly in their level of educational aspirations. Adolescents having high level of stress and low level of stress do not differ significantly in their scores of academic achievements. Educational aspirations level influences academic achievement of adolescents. The interaction between stress, educational aspirations and academic achievement was not found to be significant.

Katrina M. Walsemann and Bethany A. Bell (2010)

Conducted a study on Integrated Schools, Segregated Curriculum: Effects of Within-School Segregation on Adolescent Health Behaviors and Educational Aspirations. The objective of the study was to examine the extent to which within-school segregation, as measured by unevenness in the distribution of Black and White adolescents across levels of the English curriculum (advanced placement–international baccalaureate–honors, general, remedial, or no English), was associated with smoking, drinking, and educational aspirations, which previous studies found are related to school racial/ethnic composition. The data was collected from wave 1 of the National Longitudinal Study of Adolescent Health, restricting our sample to non-Hispanic Blacks (n = 2731) and Whites (n = 4158) who from 1994 to 1995 attended high schools that enrolled Black and White students. It was found that white female students had higher predicted probabilities of smoking or drinking than did Black female students. The largest differences were in schools with high levels of within-school segregation. Black male students had higher predicted probabilities of high educational aspirations than did White male students in schools with low levels of within-school segregation. This association was attenuated for Black males attending schools with moderate or high levels of within-school segregation. The study concludes that within-school segregation may influence both students' aspirations and their behaviours.

H.H. Mc. Ashan ,"A STUDY OF EDUCATIONAL ASPIRATIONS AND SCHOOL ADJUSTMENT OF STUDENTS IN RELATION TO ORGANIZATIONAL CLIMATE."

Objectives: To study the educational aspirations of secondary school students in relation to location of school.

To study the educational aspirations of secondary school students in relation to type of school.

To study the educational aspirations of secondary school students in relation to gender. To study the educational aspirations of secondary school students in relation to school organizational climate in terms of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.

To study the interaction effect of location, type of school and gender with school organizational climate on educational aspirations of secondary school students.

To study the school adjustment of secondary school students in relation to location of school.

To study the school adjustment of secondary school students in relation to type of school.

To study the school adjustment of secondary school students in relation to gender.

To study the school adjustment of secondary school students in relation to school organizational climate in terms of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.

To study the interaction effect of location, type of school and gender with school organizational climate on school adjustment of secondary school students.

To study and compare relationship of educational aspiration with school adjustment among secondary school students in terms of school organizational climate on the dimensions of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control. .

Hypotheses: There will be significant differences in educational aspirations of secondary school students across urban and rural setting of school. There will be significant differences in educational aspirations of secondary school students studying in government and private schools. There will be no significant gender difference in educational aspiration of secondary school students. There will be significant difference in educational aspirations of secondary school students perceiving school climate either high or low in terms of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control. There will be significant interaction effect of location, type of school and gender with organizational climate on educational aspirations of secondary school students. There will be significant differences in school adjustment of secondary school students across urban and rural setting of school. There will be significant differences in school adjustment of secondary school students studying in government and private schools. There will be no significant gender difference in school adjustment of secondary school students. There will be significant difference in school adjustment of secondary school students perceiving school climate either high or low in

terms of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control. There will be significant interaction effect of location, type of school and gender with organizational climate on school adjustment of secondary school students. There will be significant positive relationship between educational aspirations and school adjustment among secondary school students in terms of school organizational climate on the dimensions of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.

Research Tools: Educational Aspiration Scale The educational aspiration scale (Dr. V.P. Sharma and Dr. Anuradha Gupta) was used for measuring educational aspirations among secondary school students. The Sharma and Gupta's educational aspiration scale for students is in objectively score test constructed to find out the most complete and varied indices of educational aspirations.

Makkar.N (2010), 'A study of educational aspirations and school adjustment of students in relation to organizational climate,' Punjabi University, Patiala.

The present study is concerned with Educational Aspirations and School Adjustment of students in relation to Organizational climate. The objectives of the study were: To study the educational aspirations of secondary school students in relation to location, type of school and gender. To study the educational aspirations of secondary school students in relation to organizational climate in terms of its six components. To study the interaction effect of location, type of school and gender with organizational climate on educational aspirations of secondary school students. To study the school adjustment of secondary school students in relation to location, type of school and gender. To study the school adjustment of secondary school students in relation to organizational climate in terms of its six components. To study the interaction effect of location, type of school and gender with organizational climate on school adjustment of secondary school students. To study and compare relationship of educational aspirations with school adjustment among secondary school students in terms of organizational climate on its six dimensions.

The hypotheses were: There will be significant differences in educational aspirations of secondary school students across urban and rural setting of school, studying in govt. and

private schools. There will be no significance gender difference in educational aspirations of secondary school students. There will be significant difference in educational aspirations of secondary school students perceiving school climate either high or low in terms of its six components. There will be significant interaction effect of location, type of school and gender with organizational climate on educational aspirations of secondary school students. There will be significant differences in school adjustment of secondary school students across urban and rural setting of school, studying in govt. and private schools.

Methodology: a descriptive survey method was used.

Findings: 1) the secondary school students belong to urban area has significally high educational aspirations than rural areas. 2) secondary school students studying in private schools have significally high educational aspirations than the secondary students studying in the government schools. 3)female students have high aspirations than male students.

Kandiko, C.B. & Mawer,M (2013) ,'Students   Expectations and perceptions of Higher Education, London: Kings Learning Institute.

The objectives of the study were: to 1) to investigate students expectations and perception of quality of their learning. 2)to examine the impact of recent policy developments on students perceptions of quality in education. 3)to understand student engagement and facility enhancement.

The methodology of the study was: interviews were conducted over 150 students in 16 different settings.

Focused group discussion was used to elicit student expectations.

Findings of the study were: 1) students were positive about their higher education experiences. 2) the investigator found that students have high expectations from the institution on the improvement of the quality in the education.

Obura.A.C and Ajowi.O.J (2012), 'Gender and students perceptions of career aspirations in secondary schools, Kenya.

The objectives of the study were: 1) to identify the careers male and female students in secondary school aspire for. 2) to determine the perception of career aspiration of male and female students.

The methodology used was: the design of the study was a descriptive survey.

Tools: open ended and closed ended questionnaire was used

Sample of the study was: Form 4 students who were preparing to sit for the k.c.s.e exam. In which there were 237 males and 238 females.

Findings of the study were: gender disparity in career aspirations of secondary school students in the institution. 2)students career were significally related to gender of students.

Deb and Nanda (1989) conducted a study titled 'Class 10 students from rural and urban areas: their attitudes towards school.

From the above research the Objectives of the study were: To find out the difference in the attitude of rural and urban students towards school, and to find out on the basis of sex difference in the attitude of rural and urban pupils towards school.

Tools: The tools which were used to study were Gopal Rao's attitude inventory was used for gathering the data. Mean, SD and't' test were used for analyzing the data.

Findings of the study were: (1) urban students showed a positive attitude towards the school programme as compared to the rural students. (2) Significant differences were found in the mean values of rural and urban students in the attitudes towards social acceptance. (3) Significant differences were not found in the attitude of moral and urban parents towards school. (4) No sex differences were found to exist in the attitude towards school.

Karandikar, Deepa Anant(2000), "An Empirical study pertaining to the aspirations of IT Management students vis a vis expectations of IT industry as entry level professionals."

Objectives were: To Design, develop and standardize a questionnaire to measure the academic output in computer management Institutes and the expectations from freshers, To identify the underlying factors as gap between academic output and industrial requirement. To analyze the be-fittingness of these fresher's to the IT industry and to assess the gap. To study whether the academia should design its syllabus and pedagogy to match with the current IT industrial requirements of this globe. To find out the relevancy of academic output to the IT industry and its underlying determinants

Hypothesis of the study were: There exist a gap between expertise required by IT Industry and the computer Management students for entry level jobs. The computer management students know theory but lack in application of it. A close collaboration between institutions and the industry is very essential in order to minimize the obsolescence of academic output from the institutions.

2.1 IMPLICATION OF THE REVIEW:

Many researchers have been done related to the aspiration and expectations of students. The samples from all the studies vary. In most of the researches mentioned above, a descriptive survey has been used as the design of the study. Ortiz conducted a study on the attitude behaviour and aspirations of students and found significant differences between sexes and social groups and background. Similarly, Klailat(1981) examined the relationship of socio-economic status to the educational aspirations and expectations where he found that aspirations and expectations can be explained by sex and nationality. Kumar (1989) conducted a study on tribal and non-tribal level of aspiration and found that non-tribal show a more favourable attitude and interest than the tribal. Deb and Nanda (1989) conducted a study on the attitudes of class 10 students from rural and urban and also found that urban students show a positive attitude towards school programme as compared to rural students and no sex differences were found to exist in the attitude

towards school.Kaur Pardeep(2007) conducted a study on educational aspirations and effect on stress where he found that high stress students significally differ in their level of aspirations.

According to Ashan and Makkar.N (2010), the educational aspirations are much higher in the private schools than the government schools and that female students have high aspiration compared to male students, while Ajowi.O.J (2012), says that the educational aspiration vary with the gender of the students.

It was also seen that students studying in the urban areas show positivity towards all the school programmes as compared to those students in the rural areas.

Similarly, it was also seen that students have high expectations from their institution in the quality of education as seen in the research done in the kings institute. Therefore these researchers have given a tremendous understanding on the student aspiration and expectation in various parts of the world.

The findings of the studies will somehow help the investigators study. It will help to know the effects of gender differences in relation to the aspiration of students. It will also help to know the expectations of students and their perceptions of higher education.

2.2 RATIONALE:

The aspirations and expectations of students have changed with time. The principal, teachers and indirectly the management has to manage their aspirations and expectations. It is important to understand the desires and expectations of a student so that changes are brought and there is a smooth functioning of the school.

From the studies mentioned above it is clearly seen that many researchers have works on these issues. The researchers have worked on the aspirations and how they affect their career as well as the expectations of the students in the quality of education. Yet many more researches are necessary in this field for a better future of our students and for the future generation. The study of the investigator is slightly different since it covers different level of aspiration and expectational aspects like how students benefit from ten years of schooling and what efforts they put to achieve their goal apart from the aspect of gender differences that have been discusses in different studies above.

The sample of the study will be 11th standard students. The investigator chose to take 11th standard as my sample because they have freshly passed out their board exam and as they go higher in the level of education their level of aspirations and expectations also increase. The researcher collected views of different students from the GSEB board and the CBSE board. The major aspects that the investigator would like to study from them are whether the school is really fulfilling the desires and expectations of students and whether the students are working on what their aspirations are.

The school management is also in many ways responsible for the students desires and requirements. The school management includes the principal, teachers and the other staff members. The students have very many expectations from the management. But the question is, are they being fulfilled? Are the students happy with what they are provided? Furthermore, the ten years of schooling are of great importance and benefit students in different ways whereby a special environment for teaching-learning process is enhanced. It is an institution by which direct contact between educators and educates is created. It provides life related activities and experiences to students that make the quality of life better. It develops the child along a desirable line with the help of activities and experiences. It establishes civilized societies by preparing young children and adults   to get adjusted in the society. It imparts knowledge to all students regardless of their caste, religion, sex, place, economic conditions etc.

The study would help to know what the students expect and from the schools. It will also help the investigator to know what are the desires of the students and whether they are being fulfilled or not.
The people who will benefit from this study are the students themselves, the teachers, and most important all the parents.

2.3 CONCLUSION

As this chapter is all about the various research studies in the field of education, the

reviews do prepare a firm ground for the present study and provide a direction. Reviewed studies clearly indicated that there is a strong need to know and understand the aspirations and expectations of students from schools. From the overview and findings of other studies an insight is generated and that led to a foundation in the methodology part of the study which is discussed in the next chapter.

CHAPTER 3

METHODOLOGY

CHAPTER 3

METHODOLOGY

3.0 INTRODUCTION

Methodology is one of the most important aspects in any research work. It gives us an idea about how the study would be conducted. The methodology of any research work needs proper attention and care for its planning and execution. This chapter discusses the methodology adopted for the present study. It elaborates the statement of the problem and objectives of the study, explains the design of the study, and mentions the details of the tools and the procedure followed in data collection.

3.1 STATEMENT OF THE PROBLEM

"A study of the Aspirations and Expectations of XI standard students from ten years of schooling in Vadodara city"

3.2 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To study the expectations of XI standard students of Vadodara city from ten years of schooling.

2. To find out whether teachers are helping students in achieving their goals.

3. To find out whether all the aspirations and expectations of 11th standard students of Vadodara city are fulfilled by the school.

4. To find out if students are making any efforts in achieving their goals.

5. To study whether gender differences affect student aspirations.

3.3 EXPLANATION OF TERMS

Aspirations - Aspirations are both "then" and "now." They involve both dreaming of the future, and doing in the present. They are made up of a vision of where we want to get.

Expectation- The general meaning of expectation is to think or believe that such things will happen, wish for and feel confident that one will receive. For the purpose of the study, the term expectations means those activities, actions and interactions related to academic , non-academic, curricular, co-curricular that the teachers, students and principal think or believe will happen in school.

3.4 METHODOLOGY OF THE STUDY

The design of the study was survey.

3.5 POPULATION

The population for the present study was all the students of Standard XI English medium schools following the Gujarat State Education Board and Central Board State Education in Vadodara City for the academic year 2014-15.

3.6 SAMPLE

The sample identified consisted of 200 students of which 100 were boys and 100 girls in the academic year 2014-2015 of Vadodara city selected from different schools identified as per the strata decided.

3.7 SAMPLING TECHNIQUE

Stratified random sampling technique was used to identify the sample. All the schools of Vadodara city were listed. Researcher divided the schools into GSEB and CBSE boards. Researcher chose to identify schools from each strata but did not get permission from all schools. Thus the final selected sample was drawn from 6 schools which have been listed down in the grid below.

GSEB SCHOOLS

MANJALPUR	KARELIBAUG
Auxilium school	Bright school
DonBosco school	
Vidyakunj school	

CBSE SCHOOLS

MAKARPURA	MANJALPUR
Bhavans school	Ambe school

3.8. TOOLS

3.8.1 OPEN ENDED AND CLOSED ENEDED QUESTIONNAIRE

An open ended and closed ended questionnaire was developed by the investigator for the students of standard XI. It covered dimensions of the aspirations and expectations of students from schools. Open ended and closed ended questionnaire was used to know the desires and expectations of students and also to know whether each one of them is fulfilled. (Enclosed as appendix no.3)

3.8.2 FOCUSED GROUP DISCUSSION

The investigator made a group of a selected number of students and asked them about their opinions as well as their ideas on whether their desires and expectations are being fulfilled by the school through this technique. (Enclosed as appendix no.4)

3.9 VALIDATION OF TOOLS

The tools were prepared by the investigator were validated by the experts. The experts were identified on the basis of their expertise in the field of education and management of schools. A few suggestions were considered and incorporated.

List of experts (Appendix No.2)

For example: Experts asked to explain a few words in detail so that the concept of every question could be more precise and clear and this was incorporated by the investigator. Wherever the investigator felt that the questions should be reframed as per the suggestions given by the experts it was incorporated.

3.10 PROCESS OF DATA COLLECTION

Before the administration of the tools for the data collection, formal permission of the principal was obtained. Researcher did not get permission in some of the schools due to which the researcher was able to conduct the research in six schools. The schools were of both GSEB and CBSE board schools.

The data from the students was collected by the investigator from the students taking up a session of 15minutes class from each school where questionnaires were filled. The investigator made sure that the students filled up the questionnaire in her presence so that all questions could be answered. The investigator also helped the students by making them understand a few questions that they could not understand.

Data lasted for 28 days. Some difficulties were faced durin data collection. Some of the principals did not permit to collect data did not permit to collect data from their schools. Investigator persisted and explained the purpose of research and thus was able to collect data from six schools.

After collecting the questionnaire the investigator divided the students into a group of five and carried out a Focused Group Discussion session and asked them questions. The investigator noted down all that the students answered.

A few difficulties were faced while data collection:

- Some of the students were not interested, therefore a lot of time was used in motivating them.
- Students from a few of the schools like Vidyakunj had a problem in understanding the language, therefore the investigator had to explain each question to them in simpler terms.
- Some of the students did not maintain discipline.
- Many of the schools principals did not permit for data collection.

3.11 ANALYSIS OF DATA

Data collected from the tools were analyzed qualitatively employing the technique of content analysis. The responses were read repeatedly. The points emerging were identified and broad categories were developed from the points on the basis of similarity. The response for closed ended questions was converted into percentage to present the data quantitatively also.

Table 3.1 Analysis of data

Sr no.	Source of data	Nature of data	Tools	Data analysis
1.	Students	qualitative	questionnaire	Content analysis
2.	Students	qualitative	Questionnaire and FGD	Content analysis

3.	Students	qualitative	Questionnaire	Content analysis
4.	Teachers and students	qualitative	FGD(students) and questionnaire(t eachers)	Content analysis
5	Students	qualitative	FGD and questionnaire	Content analysis

3.12 CONCLUSION

Thus in this chapter, discussion about methodology of the present study has been presented. The tools prepared and implemented in the field generated a lot of data needed, for the present study. Analysis and the interpretation of the data has been presented in the next chapter.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

The present chapter deals with analysis and interpretation of collected data. Data was collected with the help of questionnaire and focused group discussion for the students. The data was analyzed qualitatively using content analysis technique. Data analysis and interpretation is presented objective wise in this chapter.

4.1 ANALYSIS OF DATA

Data was collected through questionnaire and focused group discussion. The data was analyzed qualitatively employing the technique of content analysis wherein the responses were read and the points emerging were identified. The number of respondents stating the aspirations and expectations was converted into percentage to present the data quantitatively also. The data that emerged from the FGD, has been integrated along with the interpretation of data.

4.2 OBJECTIVES OF THE STUDY

The objectives of the study are stated as follows:

1) To study the expectations of XI standard students of Vadodara city from 10 years of schooling.

2) To find out whether teachers are actually helping students in achieving their goals.

3) To find out whether all the aspirations and expectations of 11th standard students of Vadodara city are fulfilled by the school.

4) To find out if students are making any efforts in achieving their goals.

5) To study whether gender differences affects   student aspiration.

4.3 OBJECTIVE WISE ANALYSIS

4.3.1 Analysis and interpretation of data with respect to study of expectations of students from 10 years of schooling.

The analysis of data is as follows:

Table 4.1 Aspirations of XIth Standard Students in schools of Vadodara City

Aspirations	Percentage
Engineer	23
Chartered Accountant	19
Doctor	17
Fashion Designer	8.5
lawyer	8
Businessmen	7.5
architect	6
IPS Officer	5.5
Pilot, reporter, model	4.0
Journalist, homemaker, government officer, singer, chef, dancer, not decided	0.5
Bank, collector, military officer, secretary	1.0
Total	100

Table 4.1 reveals the aspirations of XIth standard students of Vadodara city. 18% of the students aspired to become an Engineer. 17% of the students aspired to become chartered accountant 11% of the students aspired to become doctor. 8.5% of the students aspired to become fashion designer. 8% of the students aspired to become lawyer. 7% of the students aspired to become business men. 6% of the students aspired to become architecture. 3.5% f the students aspired to become IPS officer. 2% of the students aspired to become pilot, reporter, model. 1.5% of the industry aspired to go in the field of becoming surgeon. 1% of the students aspired to become homemaker, singer, not decided, journalist, Government officer, chef, dancer, singer. 0.5% of the students aspired that they want to work in bank, become a collector, writer, military officer and secretary.
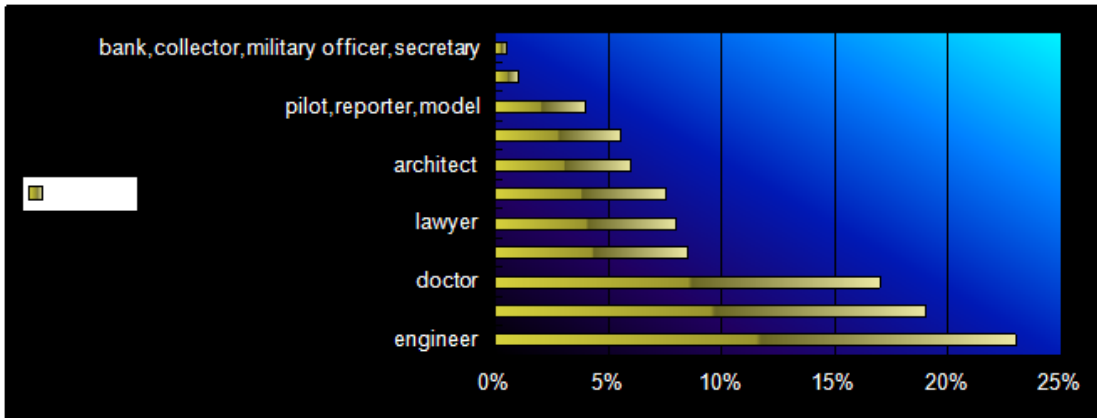
Fig 4.1 Aspirations of XIth Standard Students in schools of Vadodara City

From fig 4.1 it is evident that the highest number of students want to become engineer or doctor and very few are interested to become military officer or bank related jobs.

4.2 Aspects liked in school by XIth Standard students of Vadodara City.

Schools have many aspects which students like or dislike. In this section aspects liked by students are presented.

Table 4.2: Aspects liked in school by XIth Standard students of Vadodara City.

Aspects	Percentage
Co-curricular activities	23
Environment of school	21
Teaching concept	17
Smart class	15
Benches	11
Rules and regulations	9
Friends	4
Total	**100**

Table 4.2 reveals the aspects liked by XI standard students of Vadodara city. This was an open ended question whereby students gave several different responses. 23% of the students revealed that they liked co-curricular activities which were incorporated in their

schools. 21% of the students revealed that they liked the environment of their school. 17% of the students revealed that they liked the teaching concept of their school. 15% of the students liked the smart class in their schools. 11% of the students revealed that they liked the benches of their school. 9% of the students revealed that they like the rules and regulations of their school, while 4% of the students liked friends.
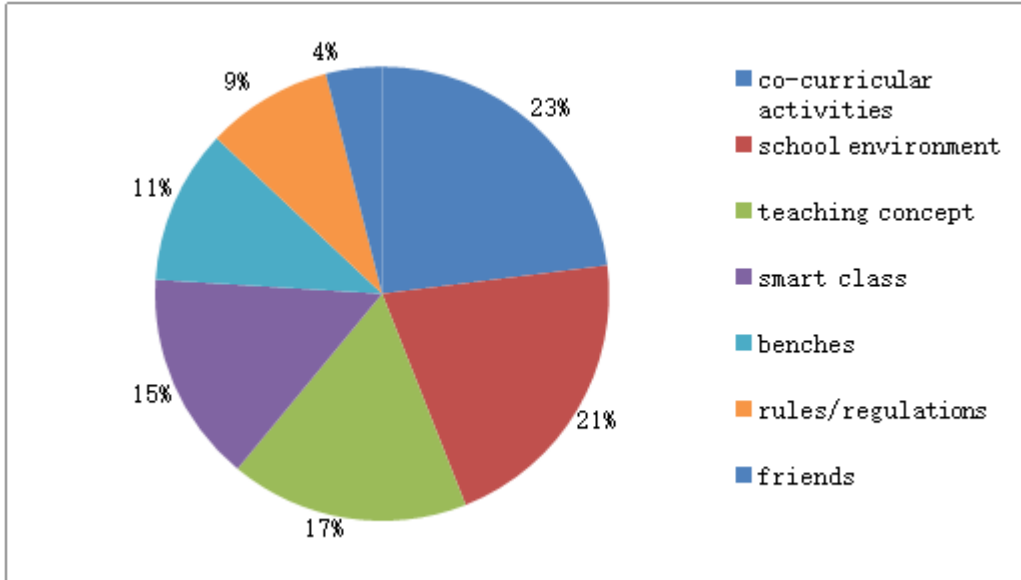
Fig 4.2 Aspects liked in school by XIth Standard students of Vadodara City.

From fig 4.2 it is evident that students appreciate co-curricular activities and school environment.

4.3 .0 Aspects of schools helpful in achieving the aspirations of XI standard students.

Schools have many aspects which students like or dislike. In this section aspects liked by students are presented.

Table 4.3: Aspects of schools helpful in achieving the aspirations of XI standard students.

Statement	Yes	No
Aspects are helpful or not.	62%	38%

Table no 4.3 reveals aspects of schools helpful in achieving aspirations of students.

Percentage was calculated for each of the responses from the total number of sample which was two hundred students. From the analysis done by the investigator 62% of the students revealed that the aspect (which have been described in table 4.2: school environment, teaching concepts, rules/regulations and smart class) that they like in their school are helpful to them whereas, 38% of the students revealed that the aspects (friends, co-curricular activities and benches) liked by them were not useful to them in the pursuit of their aspirations.
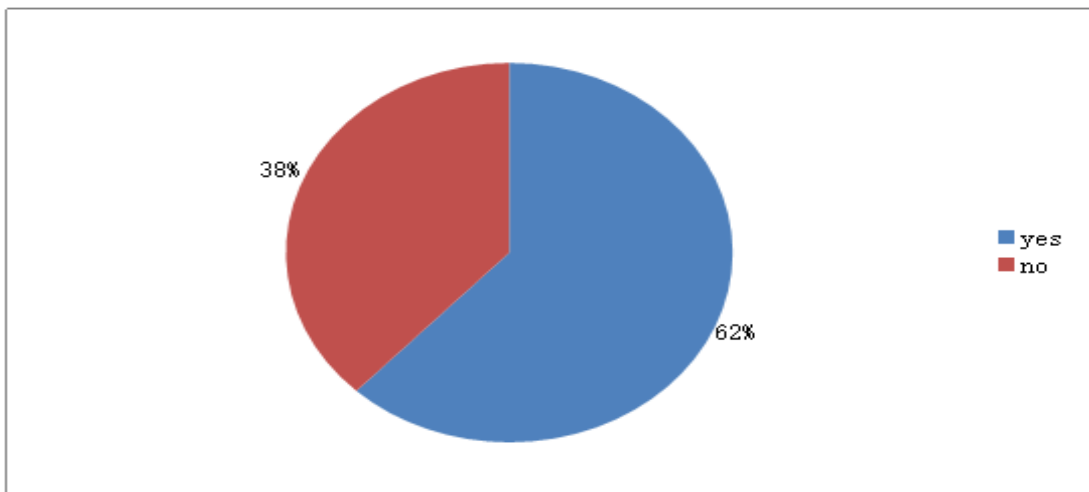
Fig 4.3.0 Aspects of schools helpful in achieving the aspirations of XI standard students.

Fig 4.3 indicates if students feel ten years of schooling is helpful in achieving aspiration i.e aspects of school (described in table 4.2).

4.3.1 Expectations from schools of XI standard students of Vadodara city

It was an open ended question which consisted of four different sections. Each section was to be answered by the students in detail according to the questions. The investigator opted for content analysis for each of the four sections. The sections were analyzed as follows:

● Infrastructure

The investigator received different types of responses for this section. 33% of the students revealed that they expected much more improvement to be done in terms of the buildings and classrooms of the school.

Table 4.3.1 Expectations of XI standard students from school infrastructure

Infrastructure	Percentage
More improvement	33
Computer laboratory	29
Modernized	17
Big dancing hall	9
Clean and hygienic building	7
Other expectations	5
Total	**100**

Table 4.3.1 reveals that 29% of the students revealed that they expected a good or rather better computer laboratory. 17% of the students expected their infrastructure to be modernized as per the standards of the foreign countries. 9% of the students expected to have a big dancing hall in their school especially the girls. 7% of the students expected their school building to be clean and hygienic, whereas 5% of the students opted for other different expectations like colourful buildings, spacy classrooms. building football and volleyball ground
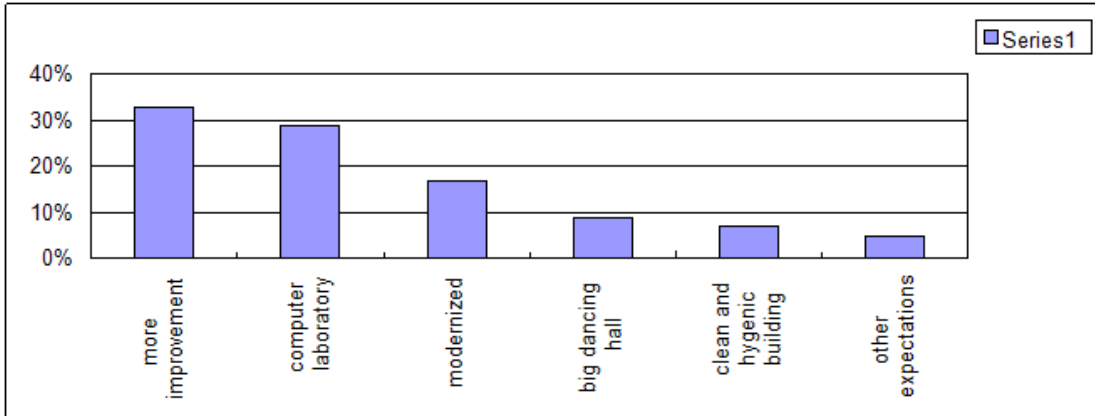
Fig 4.3.1 Expectations of XI standard students from school infrastructure

Fig 4.3.1 reveals that student expectation is mainly in two areas infrastructure and computer laboratory.

- Related to examinations

Several responses were analyzed by the investigator. Students had different expectations regarding the examinations conducted at school. The investigator calculated the percentage of those responses from the total number of sample.

Table 4.3.2 Expectation of students regarding examinations

Examinations	Percentage
Exam gaps	42
Incorporate semester system	21
Change in checking system	16
Change in examination sysyem	11
Burden	6
Conduct exam once in an year	4
Total	**100**

Table 4.3.2 reveals that 42% of the students revealed that there should be gap between every exam. 21% of the sample revealed that semester system should be incorporated.

16% of the students revealed that the checking system in the examinations should be changed. 11% of the students revealed that the examination system should be changed. 6% of the students revealed that examination was a burden to them while 4% of the total sample revealed that examination should be conducted once in an year. The graphical representation has been illustrated below:
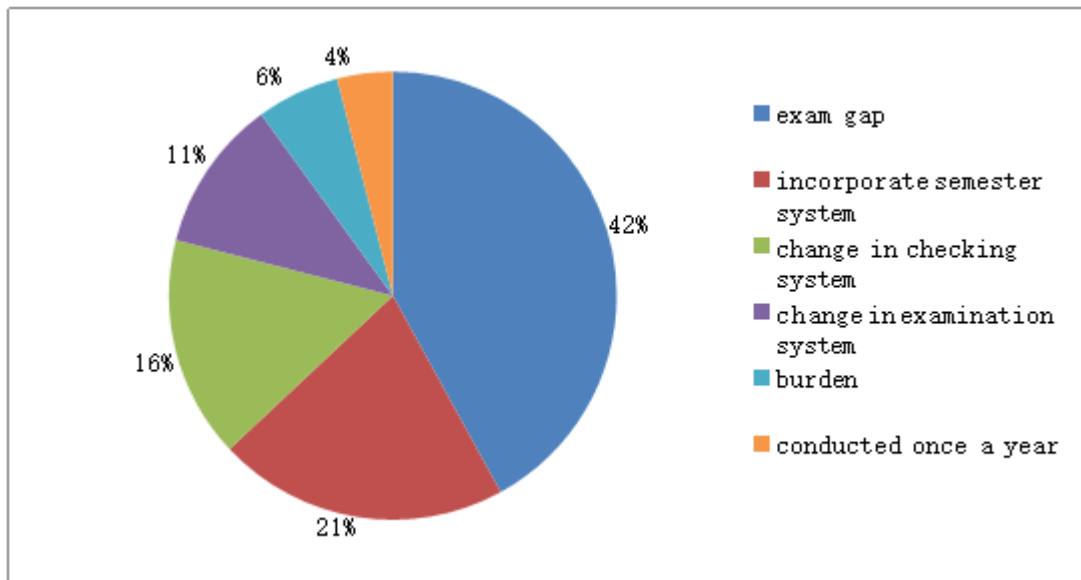
Fig 4.3.2 Expectation of students from examinations

Fig 4.3.2 reveals that maximum number of students like gap in examinations and semester system.

● Opportunity to explore (practical application of subjects and its connection to real life)

This was a closed ended question out of the four sections. The investigator received answers in yes or no response from the students. The investigator calculated the percentage for both the responses.

Table 4.3.3 Opportunity to explore (practical application of subjects and its connection to real life)

Response	Yes	No
Opportunity to explore	86%	14%

Table 4.3.3 reveals that 86% of the students said that they get the opportunity to explore i.e practical application of subjects and its connection to real life while 14% of the students said they did not get that opportunity The graphical illustration is as follows:
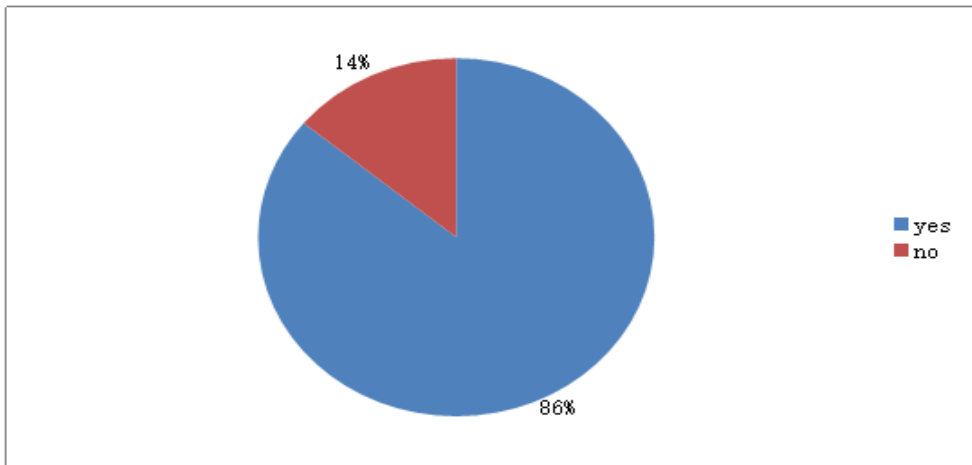

Fig 4.3.3 Opportunity to explore(practical application of subjects and its connection to real life)

Fig 4.3.3 reveals that ten years of schooling gives them enough opportunity to explore.

● Development of necessary skills for goal achievement

This is the last section of the question. Several responses were analyzed by the investigator.

Table 4.3.4 Development of necessary skills for goal achievement

Skill development for goal achievement	Percentage
Remedial classes	39
Provide more options with regards to future aspirations	29
Project making	24
No expectations	6
No response	3
Skills do not help them	2
Total	**100**

Table 4.3.4 revealed that 39% of the students said that remedial classes should be conducted. 26% of the students said that more options with regards to aspirations should be provided on what they aspire to become in the future. 24% of the students said that more opportunities should be given in project making. 6% of the students had no expectations regarding skill development. 3% of the students did not give any response to the question. 2% of the students revealed that the skills provided do not help them to upgrade themselves.
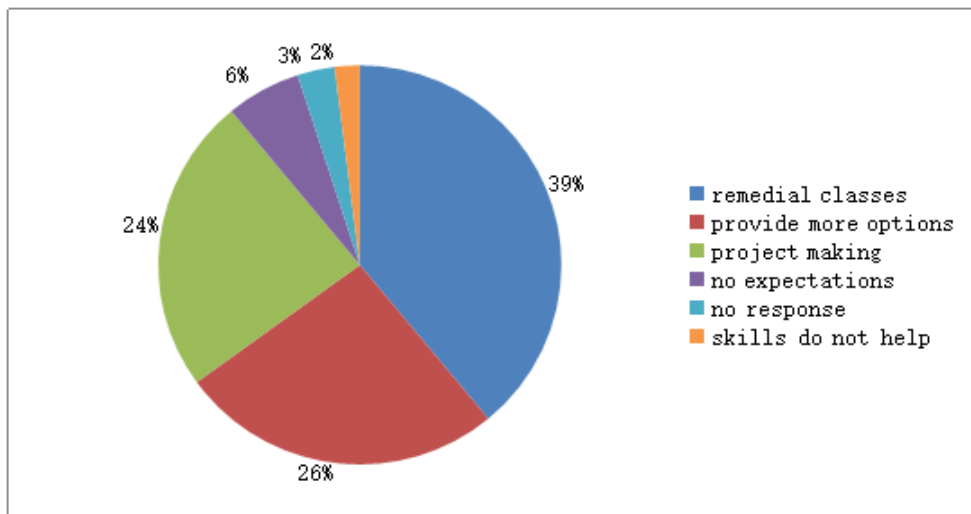
Fig 4.3.4 Development of necessary skills for goal achievement

Fig 4.3.4 reveals that maximum number of stuents expect remedial classes from their school.

4.4 Any other expectations from school and teachers.

This is was an open ended question but students only responded to the closed ended question and not the open ended one. Investigator received the responses in yes of no form. The data was analyzed by calculation the percentage from the total number of sample along with the number of responses from each.

Table 4.4 Any other expectations from school and teachers.

Statement	Yes	No
Any other expectations	77%	23%

Table 4.4 reveals that 79% of the students revealed that they had other expectations from school and teacher, while 21% of the students revealed that they did not have any such kind of expectations.
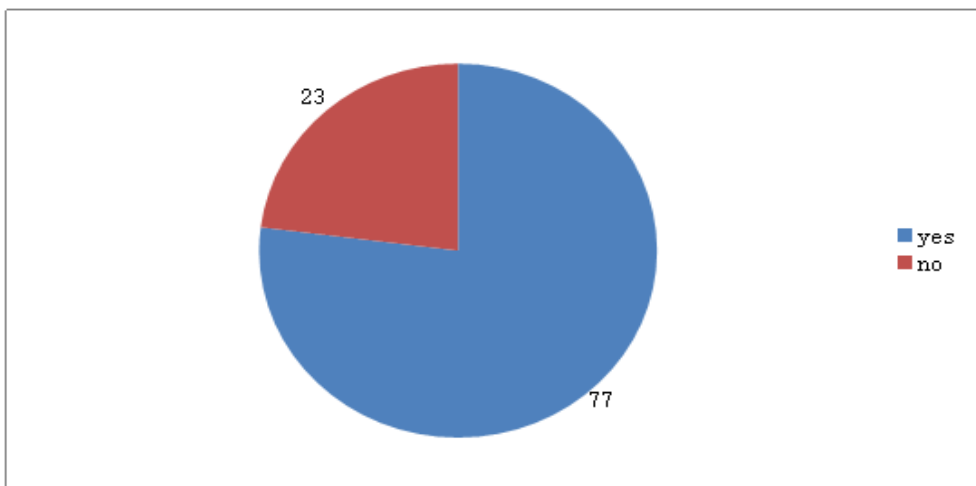
Fig 4.4 Any other expectations from school and teachers.

Fig 4.4 reveals that maximum number of students have more expectations from the school.

4.5 Changes to be made in school:

It is a closed ended question comprising of a yes or no response from the students which was obtained by calculating the percentage of students for both the responses.

61% of the students revealed that they wanted changes to be made in the school while 39% of the students revealed that they did not want any changes to be made.

Table 4.5 Changes to be made in school:

Statement	Yes	No
Changes to be made in school	61%	39%

Table 4.5 reveals that 61% of the students revealed that they wanted changes to be made in the school while 39% of the students revealed that they did not want any changes to be made.
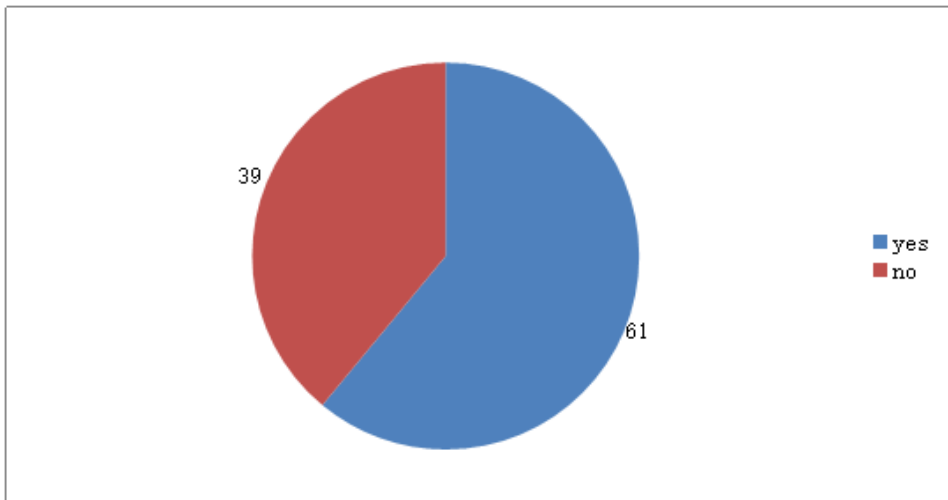

Fig 4.5 Changes to be made in school:

Fig 4.5 reveals that comparatively majority of the students expected more changed to be made in schools.

INTERPRETATION:

Expectation of XI standard students from 10 years of schooling

From the analysis of objective 1 it can be seen that most of the students want to become doctors and engineers because according to them they feel that they will have a good earning in the coming future. Most of them aspire to become lawyers, officers, models, singers, dancer etc. because they are influenced by their family members who are in the same field.

Students liked many aspects of school of which some where scholastic and co-scholastic. Students liked the co-curricular activities, environment, teaching concept, smart class of their school since they are fun and they enjoy it and it helps them in achieving their aspirations and distresses them. Other aspects that were liked such as benches, friends and rules/regulations are also supportive to some extent. students revealed that the aspect which they like in their school is helpful in several different ways because they help them to learn better, students revealed that the aspects liked by them were not useful to them because they find it quite boring since there is nothing new that comes up apart from what they have.

Students said that they wanted a modernized school with a good computer laboratory, a big dancing hall and a clean hygienic building.

With regards to examination, there was mixed response since some students wanted semester system and others annual system because they revealed that semester system was burdensome.

Students said that they had the opportunity to explore because whatever they learn is connected to their day to day life. Majority of the XI standard students of schools of Vadodara city want changes to be made in schools. Students revealed that they had other expectations from school and teacher because they wanted teachers to be more friendly at the same time they liked the rules and regulations of the school.

4.3.2 Analysis and interpretation in finding out whether teachers help students in achieving their goals

This section arises of two questions of which one is closed ended and the other is open ended.

4.6 Teachers support

As mentioned above it is a closed ended question.

Table 4.6 Teachers support

Statement	Yes	No
Teachers support	89%	11%

Table 4.6 reveals that 89% of the students revealed that teachers support them in becoming what they want while 11% of the students revealed that teachers do not help them.
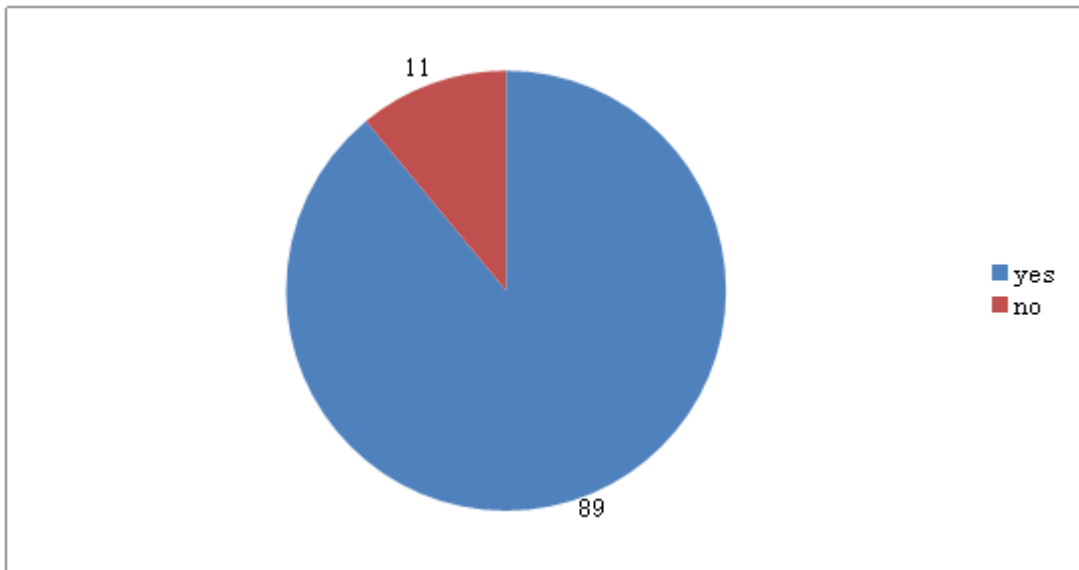
Fig 4.6 Teachers support

Fig 4.6 reveals that majority of teachers helped the students in achieving their goals.

4.7Teachers help in forming relationships with others

The question was a closed ended question with two options of yes or no.

Table 4.7 Teachers help in forming relationships with others

Statement	Yes	No
Forming relations	81%	19%

Table 4.7 reveals that 81% of the students revealed that their teachers help them in forming relationships with other peers from different classes whereas 19% of the students students revealed that the teachers do not help them in forming such relations.

Fig 4.7 Teachers help in forming relationships with others

Fig 4.7 reveals that majority of students said that teachers help in making friends and forming relationship with others.

INTERPRETATION

Teachers help in achieving goals

Majority of the students revealed that teachers support them in becoming what they aspire
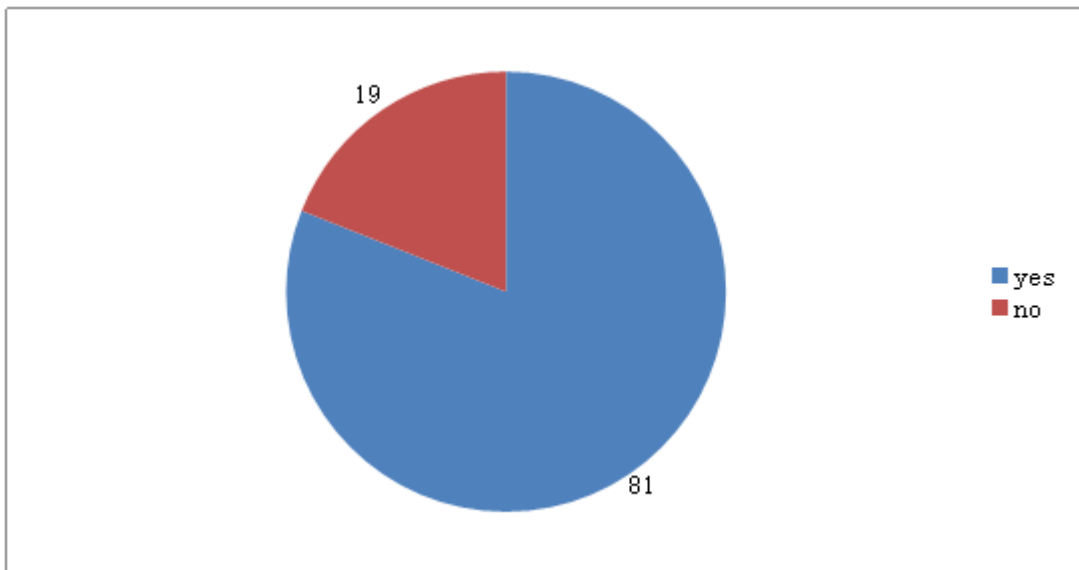
because they help them every time possible to solve their doubts or to take extra classes if any concept has not been understood, Most of the students revealed that their teachers do help them in forming relationships with other peers from different classes because they feel that by interactions among students more learning would take place.

4.3.3 Analysis and interpretation regarding whether all the aspirations and expectations are fulfilled by the school.

This section consists of six questions of which one is open ended and five of the questions are closed ended.

4.8 Fulfilment of aspirations

This question is comprised of three different sections. They are categorized as follows by the investigator; (skills, collaborative learning and academic achievement).

● Skills

The investigator received several different answers to this section. Data analysis was done by calculating the number of students according to their response given.

Table 4.8 Fulfilment of aspirations with respect to skill development

Statement	Yes	No
Skill development	79%	21%

Table 4.8 reveals that 79% of the students revealed that the school is capable of fulfilling aspiration in terms of skill development while 21% said no.
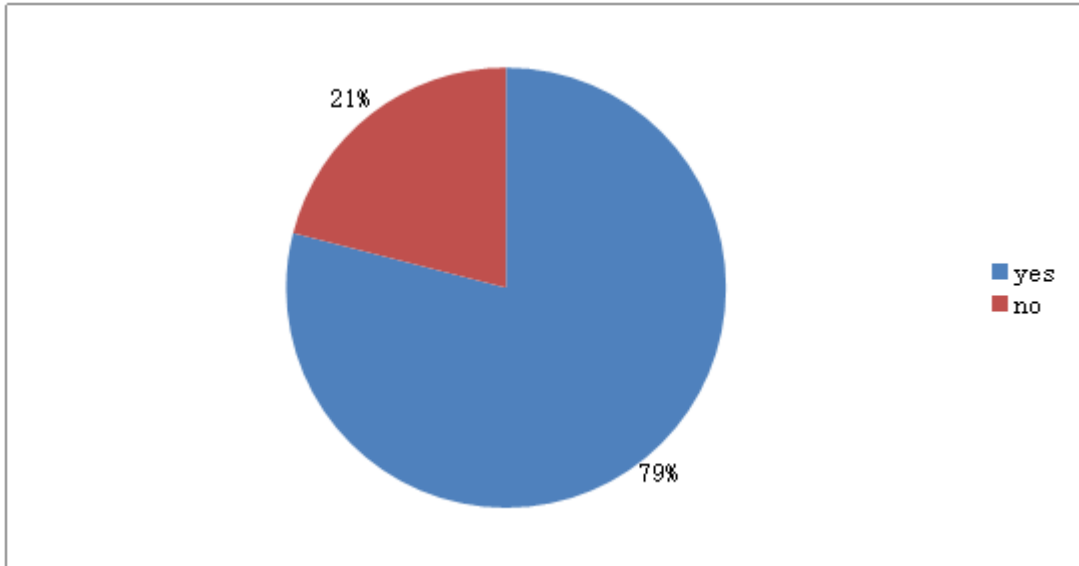
Fig 4.8 Fulfilment of aspirations with respect to skill development

Fig 4.8 reveals that majority of teachers help in skill development.

● Collaborative learning:

The question related to collaborative was a closed ended question.

Table 4.9 Fulfilment of aspirations with respect to collaborative learning

Statement	Yes	No
Collaborative learning	85.5%	14.5%

Table 4.9 reveals that 85.5% of the students revealed that the school was capable of fulfilling aspirations in terms of collaborative learning while 14.5% of students said no.
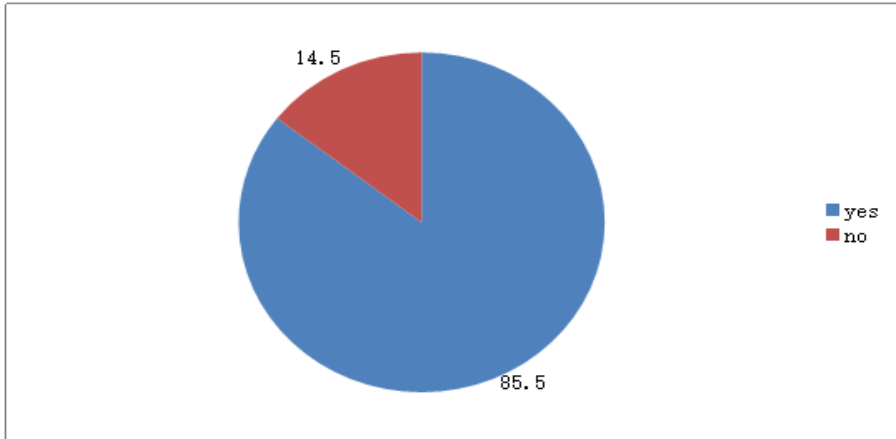
Fig 4.9 Fulfilment of aspirations with respect to collaborative learning

Fig 4.9 reveals that majority of the teachers help in collaborating learning.

● Academic achievement

Table 4.10 Fulfilment of aspirations with respect to academic achievement

Statement	Yes	No
Academic achievement	82%	18%

Table 4.10 reveals that 82% of the students revealed that school is capable in fulfilling the academic achievement while 18% of the students said no.
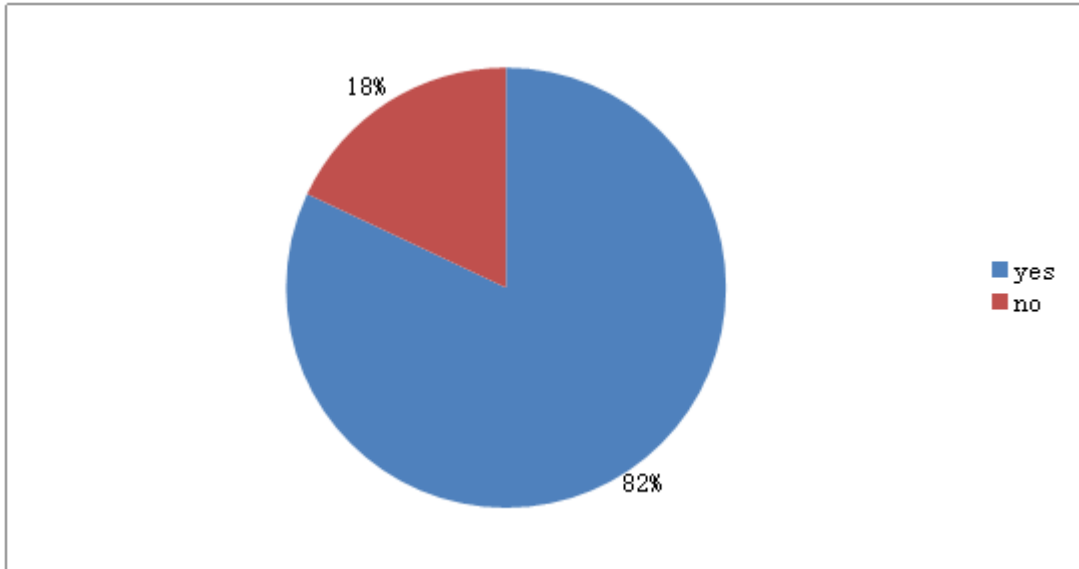
Fig 4.10 Fulfilment of aspirations with respect to academic achievement

Fig 4.10 reveals that majority of the teachers help them students in academic achievement.

4.11 Addressing to Social and economic needs

This was a closed ended question where the investigator received two responses which was either yes or no.

Table 4.11 Addressing to Social and economic needs

Statement	Yes	No
Social needs	78%	22%

Table 4.11 reveals that 78% of the students revealed that the school addresses them to social and economic needs while 22% of the students revealed that no such kind of needs were addressed to them.
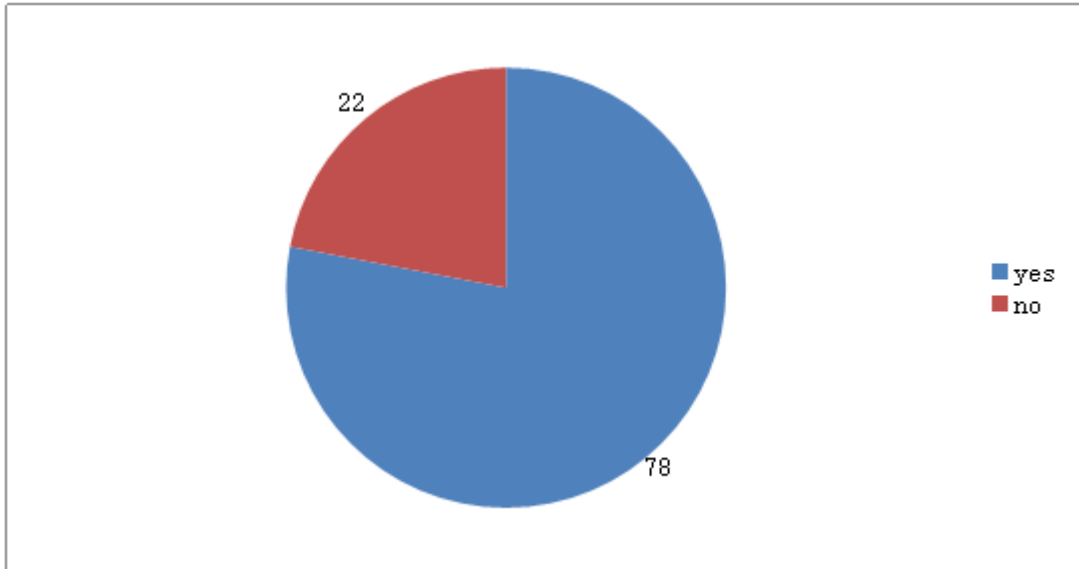
Fig 4.11 Addressing to Social and economic needs

Fig 4.11 revealed that the schools addresses to their social and economic needs for majority of the students.

4.12 Freedom for students to learn what they want to.

This too was a closed ended question in which investigator calculated the percentage of both the responses received by the students.

Table 4.12 Freedom for students to learn what they want to.

Statement	Yes	No
Learning at your own pace	79%	21%

Table 4.12 reveals that 79% of the students revealed that they learn by following what others are doing while 21% of the students said they don't do so.

Fig 4.12 Freedom for students to learn what they want to

Fig 4.12 reveals that majority of the students have the freedom to learn what they want to at their suitable pace.

4.13 Allowed to make decisions.

Table 4.13 Allowed to make decisions.

Statement	Yes	No
Allowed to make decisions	91%	9%

Table 4.13 reveals that 91% of the students revealed that they were allowed to make decisions regarding the different aspects while 9% of the students revealed that they were not permitted to make any such kind of decisions.
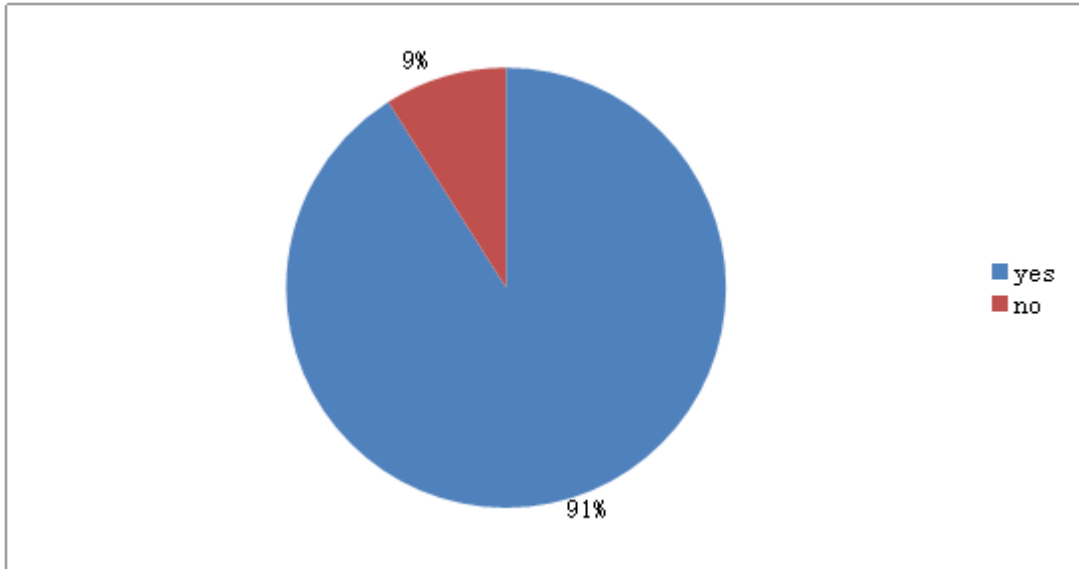
Fig 4.13 Allowed to make decisions.

Fig 4.13 reveals that majority of the students are allowed to make decisions regarding different aspects in their school.

4.14 Freedom for students to learn at their own pace

It was a closed ended question whereby data analysis was done by obtained by calculating the percentage of the responses i.e yes or no that were revealed by the students.

Table 4.14 Freedom for students to learn at their own pace

Statement	Yes	No
Allowed to make decisions	91%	9%

Table 4.14 reveals that 13% of the students revealed that they were allowed to learn at their own pace while 87% of the students revealed that they were not allowed to learn at their pace.
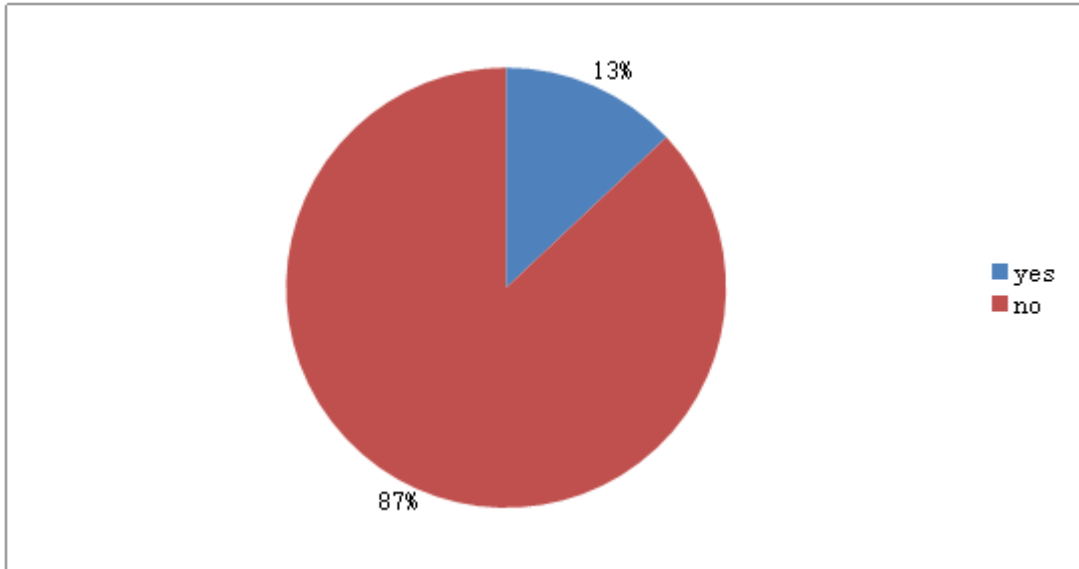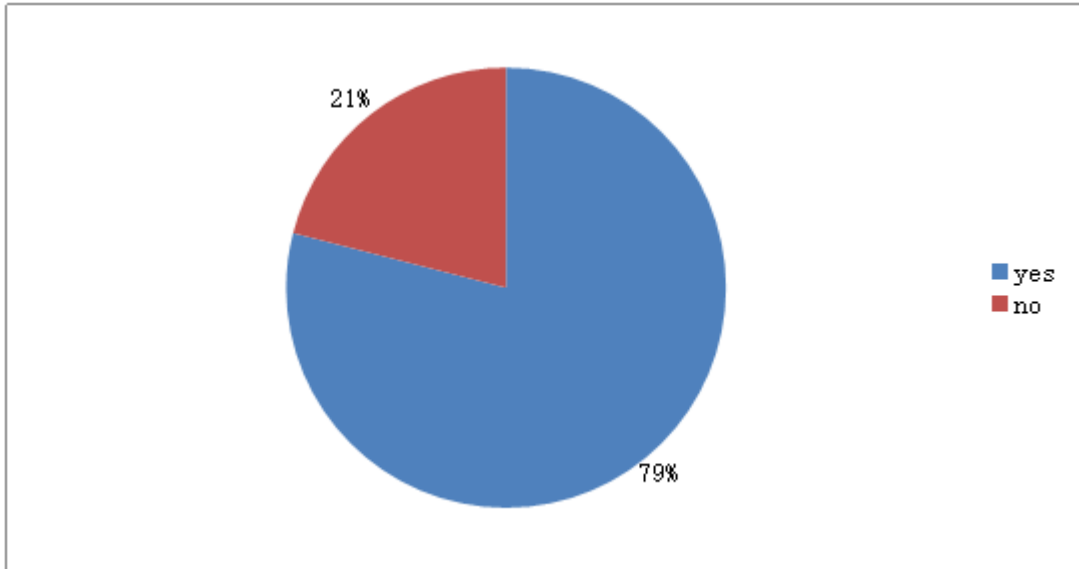
Fig 4.14 Freedom for students to learn at their own pace

Fig 4.9.7 reveals that majority of the students have the freedom to learn at their own pace.

4.15 Benefit of XI standard students from 10 years of schooling

It was a closed ended question whereby data analysis was done by calculating the percentage. From the analysis the following results were obtained.

Table 4.15 Benefit from 10 years of schooling

Statement	Yes	No
Benefit of XI standard students from 10 years of schooling	98%	2%

Table 4.15 reveals that 98% of the students revealed that their ten years of schooling did benefit them while 2% of the students revealed that it did not benefit them as shown in the pie-chart below.
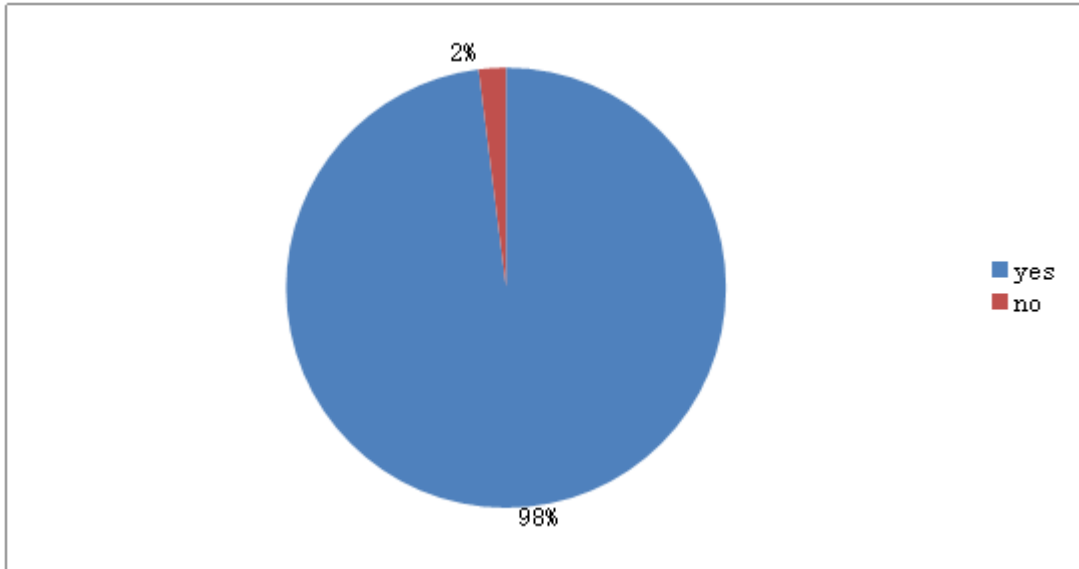
Fig 4.15 Benefit from 10 years of schooling

Fig 4.15 reveals that almost all the students have benefited from ten years of schooling.

INTERPRETATION

Aspirations and expectations of students

Most of the students revealed that the school is capable of fulfilling aspiration in terms of skill development since their school organizes different activities that help develop their skills and they learn in groups most of the times and exchange ideas therefore the school is capable of fulfilling the academic achievement since they are able to score good marks. Majority of the students revealed that they learn by following what others are doing and cannot learn at their own pace according to their capability because their teacher are in the pressure of only completing their syllabus on time. Majority of the students revealed that they were allowed to make decisions regarding the different aspects since they have the freedom to plan out activities that are to be conducted in the school.Mostly all the students revealed that their ten years of schooling did benefit them because they learnt many things that will help them in the future to become what they aspire.

4.3.4 Analysis and interpretation to know whether students are making any efforts in achieving their goals.

This section consists of ten questions of which of which four are open ended and six are closed ended questions.

4.16 Goals of students

This is an open ended question in which students revealed different responses. The investigator calculated the percentage for the data that was obtained . Content analysis was done and percentage of each of the response of the student was calculated by the investigator.

Table 4.16 Goals of students

Goals	Percentage
Score good marks	33
All rounder	28
Successful	11
Self dependent	9
Work hard	8
Do their best	5
Get a good job	4
Crack IIT	2
Total	**100**

33% of the students revealed that their goal as a students is to score good marks. 28% of the students revealed that their goal is to be an all rounder. 11% of the students revealed that their goal is to be a successful person. 9% of the students revealed that their goal is to be self dependent. 8% of the students revealed that they wan to work hard. 5% of the students revealed that they wanted to do the best in the future. 4% of the students revealed that their goal was to get a good job and 2% of the students revealed that their goal was to crack IIT entrance examinations.
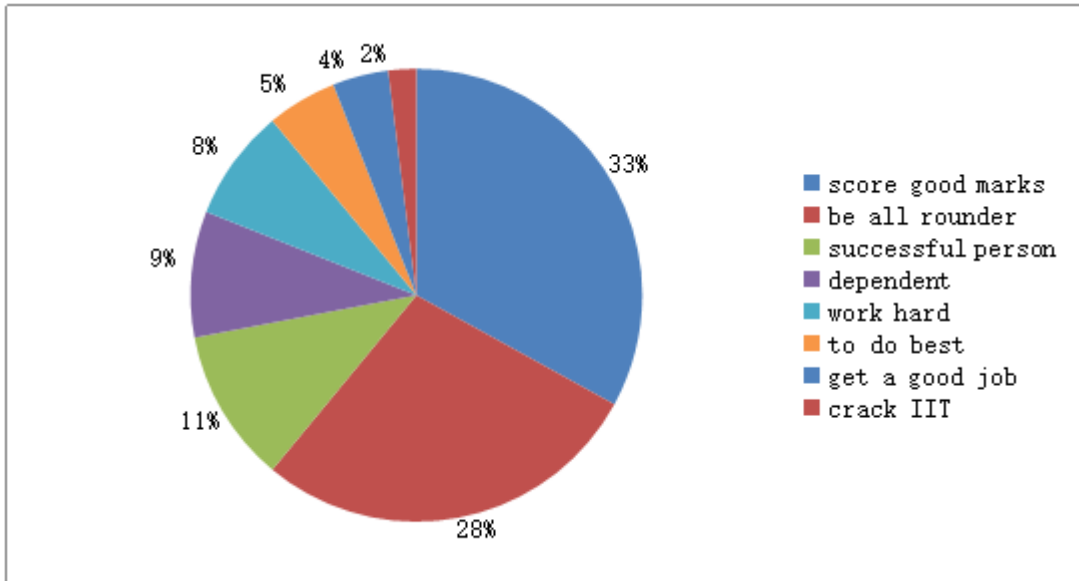
Fig 4.16 Goals of students

Fig 4.16 reveals that high response of students were in three categories which were score good marks, be an all rounder and to be successful.

4.17 Skills for achieving goal

It is an open ended question where the investigator received several kinds of responses from students. Content analysis was done and percentage was calculated for each of the response that was written down by the students.

Table 4.17 Skills for achieving goal

Skills for goal achievement	Percentage
Hard work	37
Determination	29
Time management	12
Communication skills	9
Practice	5
Concentration	4
Knowledge	3
Logical thinking	1
Total	**100**

Table 4.17 reveals that 37% of the students revealed that hard work is needed for achievement of goal. 29% of the students revealed that determination is required for goal achievement. 12% of the students revealed that time management was needed for the for goal achievement. 9% of the students revealed that communication skills is necessary for goal achievement. 5% of the students revealed that practice is needed for goal achievement. 4% of the students revealed that concentration is required for goal achievement while 3% of the students revealed that knowledge is necessary and lastly 1% of the students revealed that logical thinking is important for the achievement of goal.
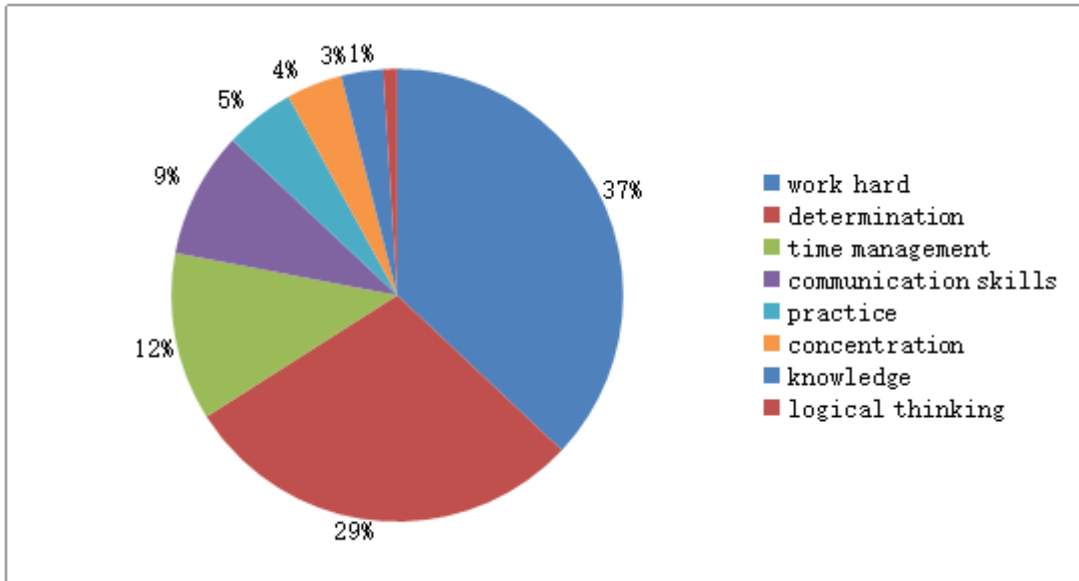
Fig 4.17 Skills for achieving goal

Fig 4.11.2 reveals that students response are high in three categories which are hard work, determination and time management as skills needed for achieving goals.

4.18 Is subject content helpful in achieving goal?

It is a closed ended question that comprises of two responses of either yes or no. The investigator calculated the percentage of the responses in which 79% of the students revealed that the subjects are helpful in achieving goal while 21% of the students revealed that they are not helpful.

Table 4.18 Is subject content helpful in achieving goal?

Statement	Yes	No
Subject content helpful?	79%	21%

Table 4.18 reveals that 79% of the students said that subject content is helpful in achieving goal while 21% of the students said it is not helpful.

Fig 4.18 Is subject content helpful in achieving goal?

Fig 4.18 reveals that the subject content is helpful in achieving their goal for majority of the students.

4.19 Time students give to acquire skills

This question is an open ended question where different responses where analyzed by the investigator. Percentage was calculated for each of the response.

Table 4.19 Time students give to acquire skills

Time	Percentage
According to situation	55.5
2 hours	17.5
As much as possible	14.5
3 hours	8
4 hours	2.5
No time	1.5
Total	**100**

Table 4.19 reveals that 55.5% of the students revealed that they give time according to the situation. 17.5% of the students revealed that they give time of two hours. 14.5% of the students revealed that they give as much as possible time they can. 8% of the students revealed that they give a time of three hours. 3% of the students give time one and half hour. 2.5% of the students revealed that they give time of four hours. 1.5% of the students revealed that they give no time for acquiring skills.
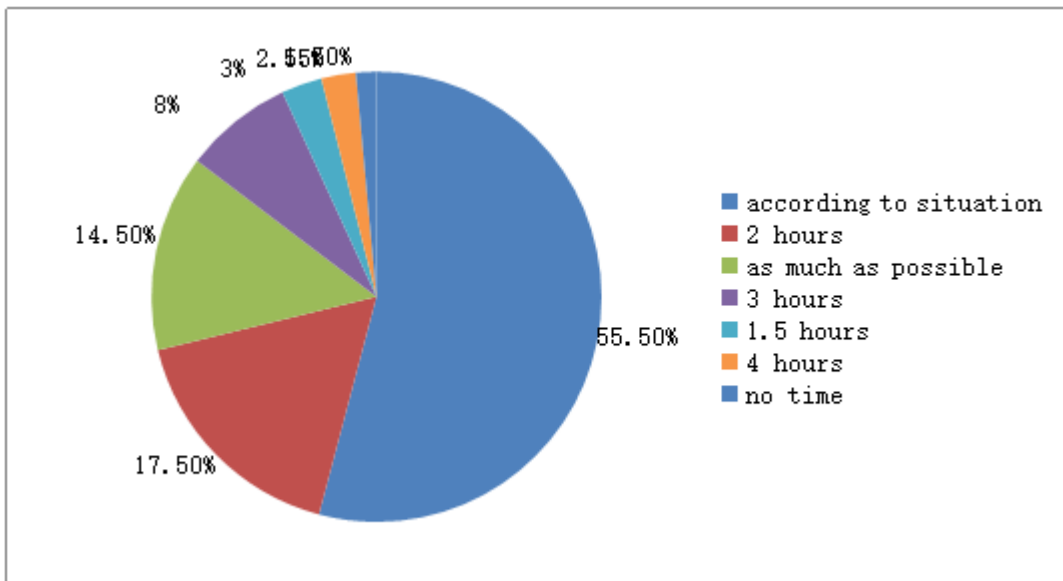
Fig 4.19 Time students give to acquire skills

Fig 4.19 reveals that majority of the students give time according to the situation to acquire skills.

4.20 Expert lectures

It was a closed ended question where the investigator had two responses either yes or no. Percentage analysis was done for the question and the following data was obtained:

Table 4.20 Conducting Expert lectures

Statement	Yes	No
Expert lectures.	10.7%	89.3%

Table 4.20 reveals that 89.3% of the students revealed that they did not receive expert lectures while 10.70% of the students revealed that they received them.
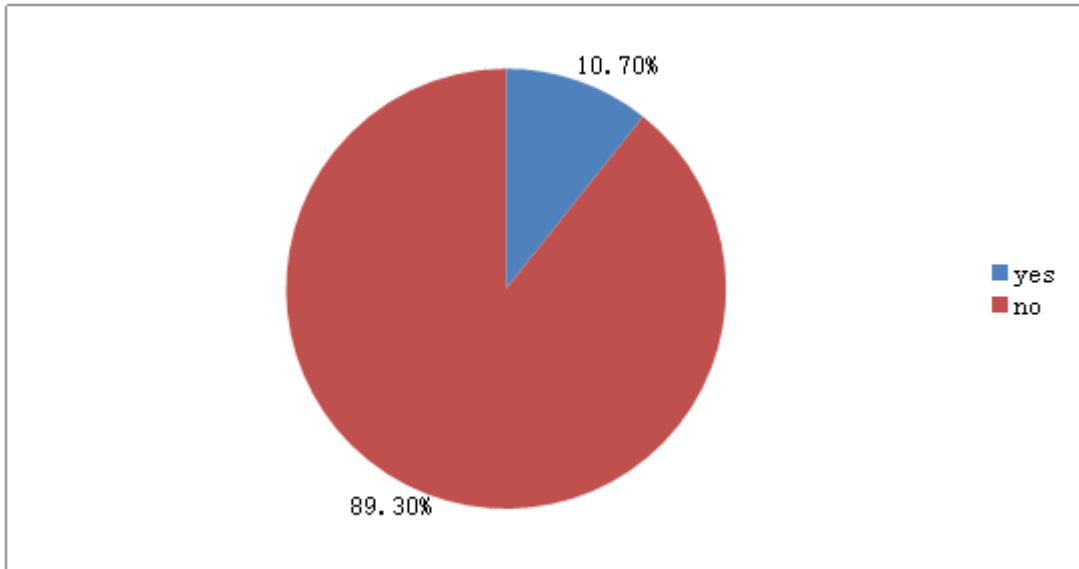
Fig 4.20 Conducting Expert lectures

Fig 4.20 reveals that majority of the students did not receive any expert lecture in school.

4.21 Time students give for extra practices.

It was an open ended question which consisted of the following responses:

Table 4.21 Time students give for extra practices.

Time for extra practices	Percentage
As much as possible time	78
3 hours	10
4 hours	8
No time	4
Total	**100**

Table 4.21 reveals that 78% of the students gave as much as possible time for extra practices. 10% of the students revealed that they gave three hours a day for their extra practices. 8% of the students revealed that they devote four hours for extra practices while 4% of the students revealed that they give no time.
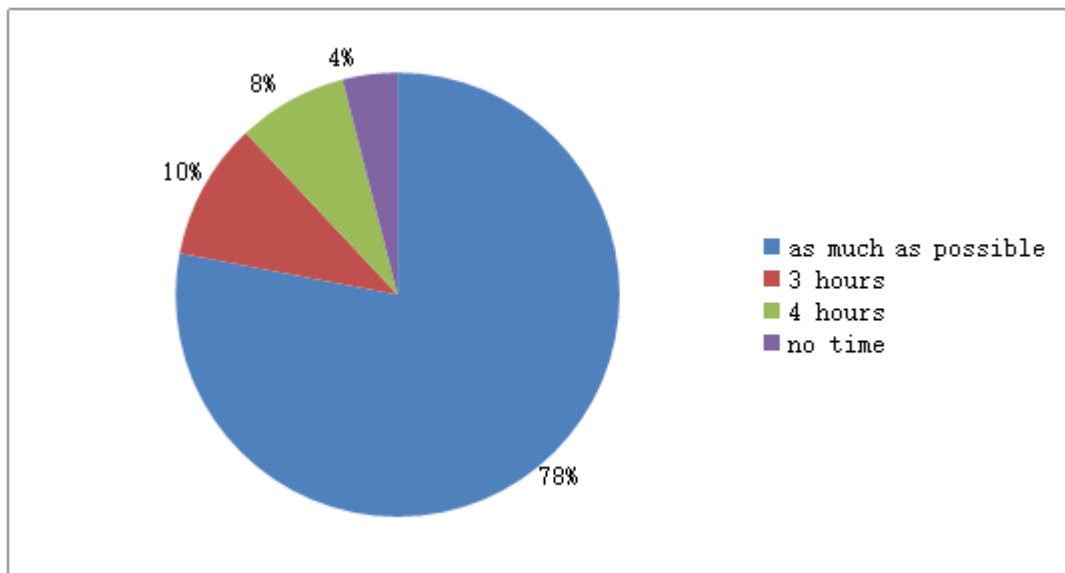
Fig 4.21 Time students give for extra practices.

Fig 4.21 reveals that majority of the students give as much time as possible for extra practices.

4.22 Attending Tuitions.

Table 4.22 Attending Tuitions.

Statement	Yes	No
Tuition classes	98.3%	1.7%

Table 4.22 reveals that 98.3% of the students revealed that they take tuitions while 1.7% of the students did not.
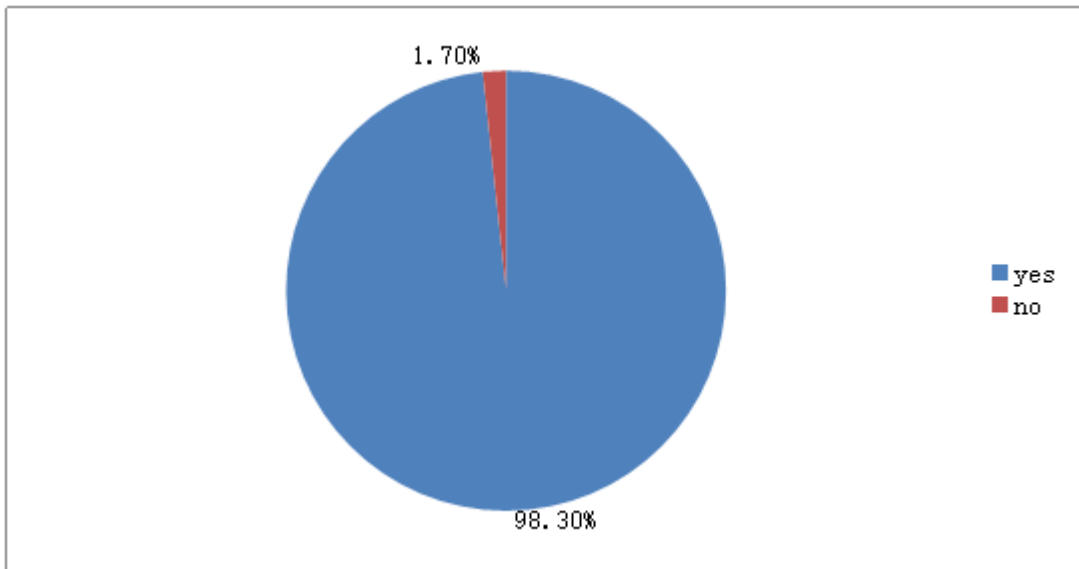
Fig 4.22 Attending Tuitions.

Fig 4.22 reveals that almost all the students attend tuition classes.

4.23 Students having a Role model

It was a closed ended question. Percentage analysis was calculated by the investigator to do the analysis.

Table 4.23 Students having a Role model

Statement	Yes	No
Role model	73.9%	26.1%

Table 4.23 reveals that73.9% of the students revealed that they had a role model while 26.1% of the students revealed that they did not have a role model.
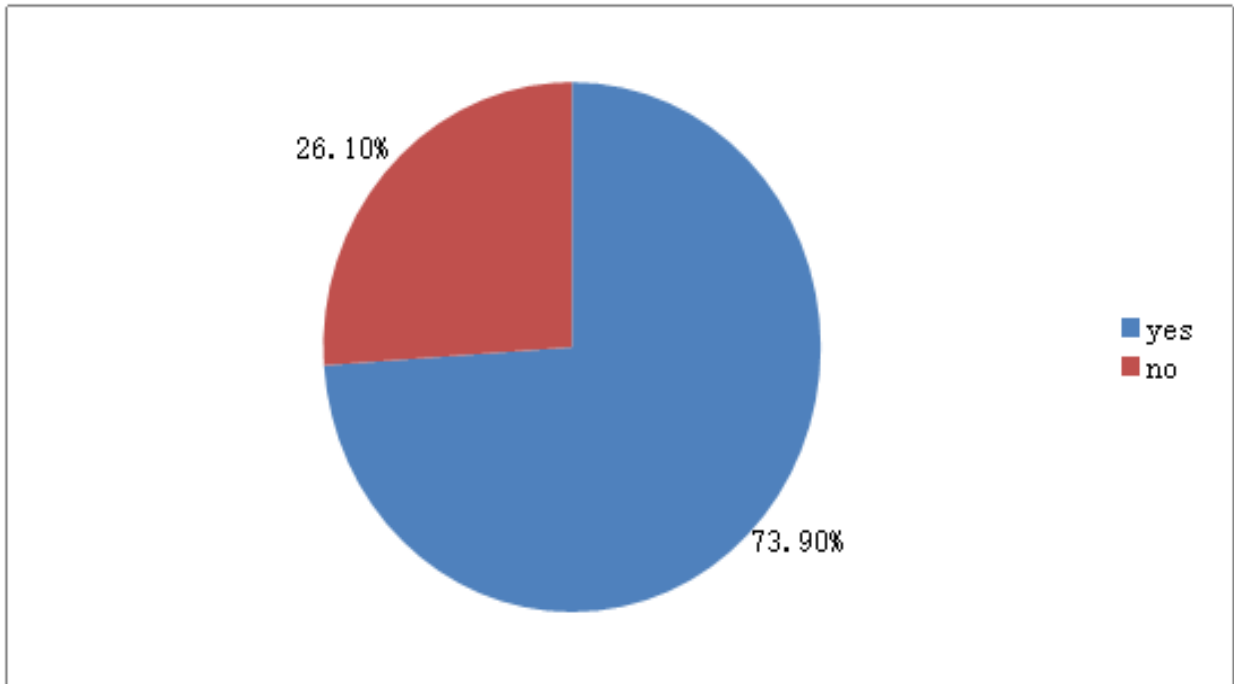
Fig 4.23 Students having a Role model

Fig 4.23 reveals that majority of the students have a role model in their life.

4.24 Road map for goal achievement

It was a closed ended question in which percentage analysis was done.

Table 4.24 Road map for goal achievement

Statement	Yes	No
Road map	86.3%	13.7%

Table 4.24 reveals that 86. 3% of the students revealed that they had a road map to guide them for achieving their goal while 13.7% of the students revealed that they did not have any.

Fig 4.24 Road map for goal achievement

Fig 4.24 reveals that majority of the students have a road map for achieving their goal.

4.25 Breaking down goal into smaller groups.

Table 4.25 Breaking down goal into smaller groups.

Statement	Yes	No
Breaking down goal into sub groups	79.4%	20.6%

Table 4.25 reveals that 79.4% of the students revealed that they have broken down their goals into sub groups to achieve them step by step while 20.6% did not.
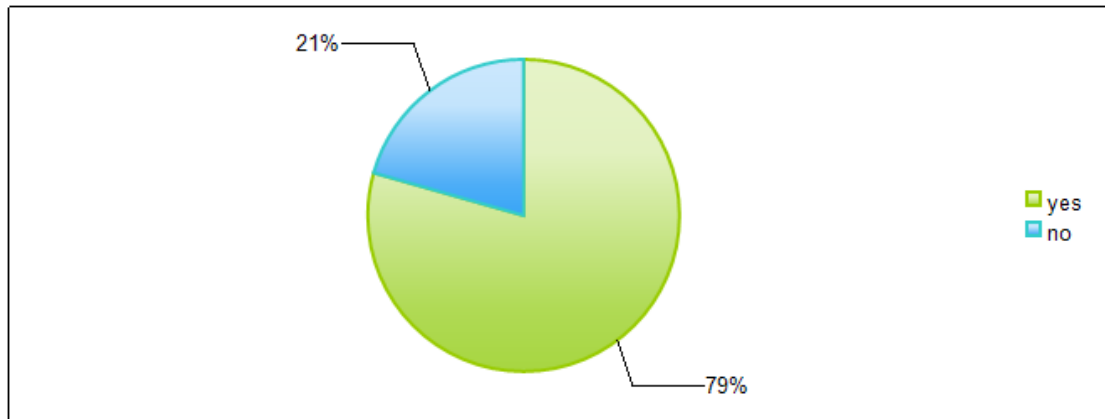
Fig 4.25   Breaking down goal into smaller groups.

Fig 4.25 reveals that majority of the students they have broken down their goals   into sub groups to achieve them step by step.

INTERPRETATION

Students revealed that their goal as a student's is to work hard and score good marks because they want to get admission in a good college so that they don't face problems in the coming future likewise they also want to be an all rounder because they don't like studying all the time and want to succeed in other different activities in order to achieve what they aspire.

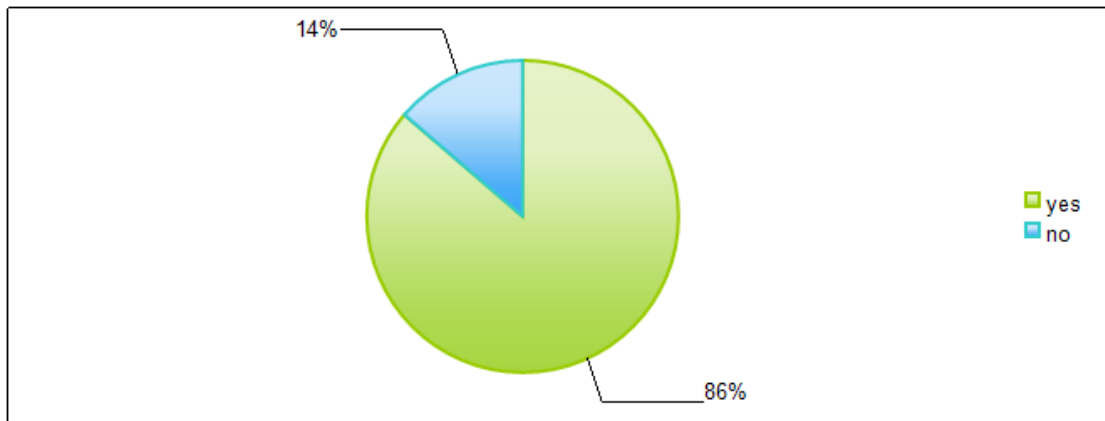Majority of the students revealed that the subjects are helpful in achieving goal because all aspects in different subjects are of their field on what they aspire to be therefore they will help in the future by giving as much as time possible to both goal achievement and extra curricular practices like dance, music classes e.t.c. Most of the students revealed that they did not receive expert lectures while because there are no guest lectures conducted in their school as they told children it was a waste of time.

Most of the students revealed that they had a role model beacuse they always wanted to become like someone. Similarly majority of the students revealed that they had a road map to guide them that helped them to breakdown their goals to achieve goals step by step   so that they can do things in a logical manner without any problems and wastage of

time.

4.3.5 Analysis and interpretation regarding gender differences and student aspirations.

The analysis regarding gender differences and aspirations was done on five different aspects. They are as follows, are aspiration stereotype, are their aspirations contemporary, are the courses available in India, are aspirations related to gender and support in meeting aspirations from parents, teachers and friends.

4.26 Aspiration stereotype

It is a closed ended question whereby percentage analysis was done by the investigator.

Table 4.26 Aspiration stereotype

Statement	Yes	No
Aspiration stereotype/conservative	39%	61%

Table 4.26 reveals that 39% of the students revealed that yes aspiration is stereotype while 61% of the students said that it was not.
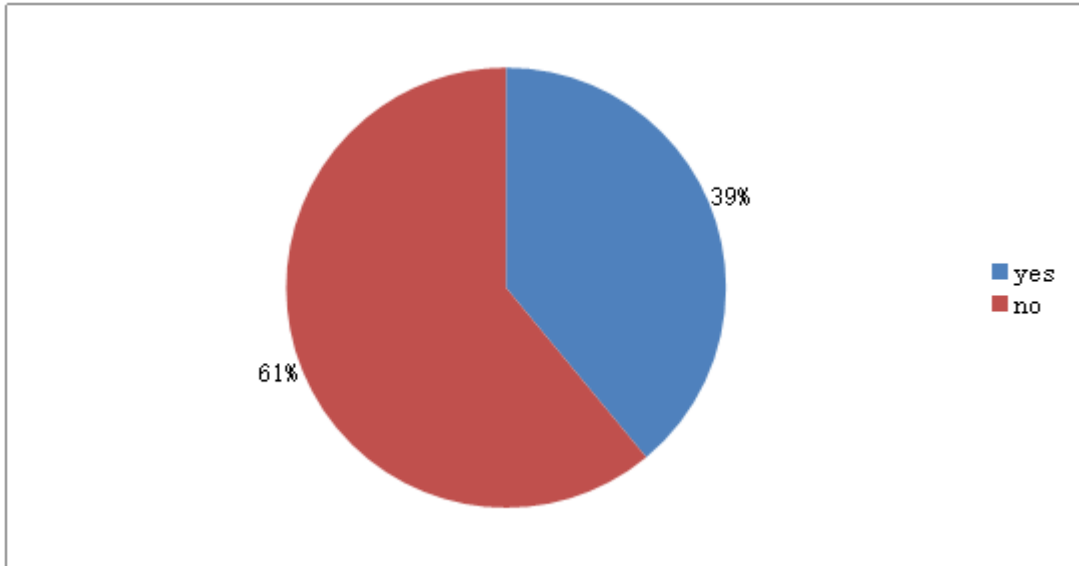
Fig 4.26 Aspiration stereotype

Fig 4.26 reveals that majority of the students revealed that aspiration was not stereotype.

4.27 Aspiration in accordance to contemporary type

It is a closed ended question where the investigator calculated the percentage of the response that was given by the students.

Table 4.27 Aspiration in accordance to contemporary type

Statement	Yes	No
Aspiration in accordance to the contemporary type	71.5%	28.5%

Table 4.27 reveals that 71.5% of the students revealed that aspiration is in accordance to the contemporary type while 28.5% of the students that it was not in accordance to the contemporary type.
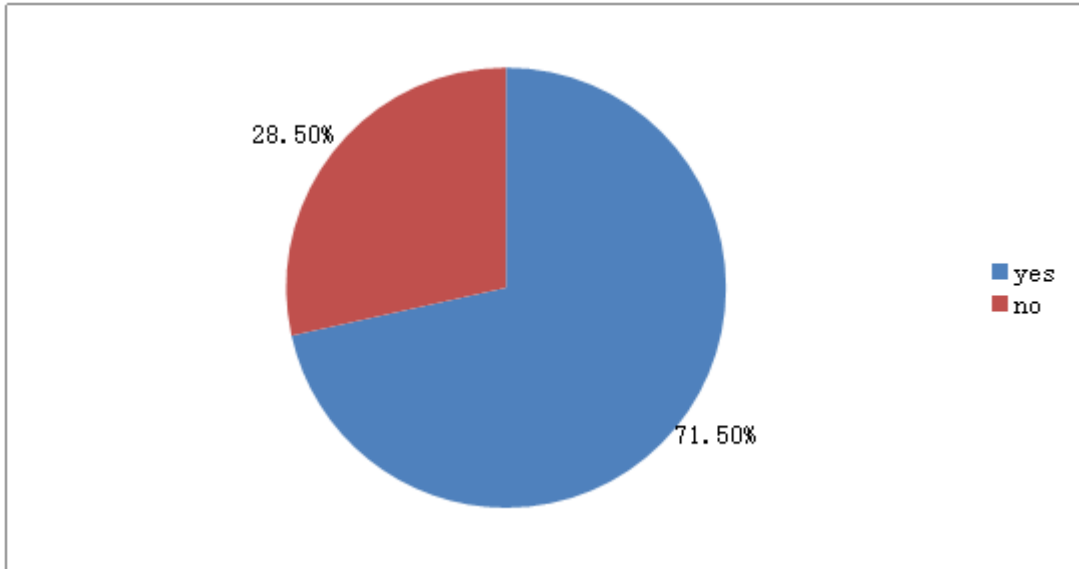
Fig 4.27 Aspiration in accordance to contemporary type

Fig 4.13.2 reveals that majority of the students revealed that aspiration is in accordance to contemporary type.

4.28 Aspiration of course available in Indian Universities

It was a closed ended question.

Table 4.28 Aspiration of course available in Indian Universities

Statement	Yes	No
Aspiration/course available in Indian Universities.	93.7%	6.3%

Table 4.28 reveals that 93.7% of the students revealed that the course is available in Indian Universities while 6.3% of the students revealed that it is not available.
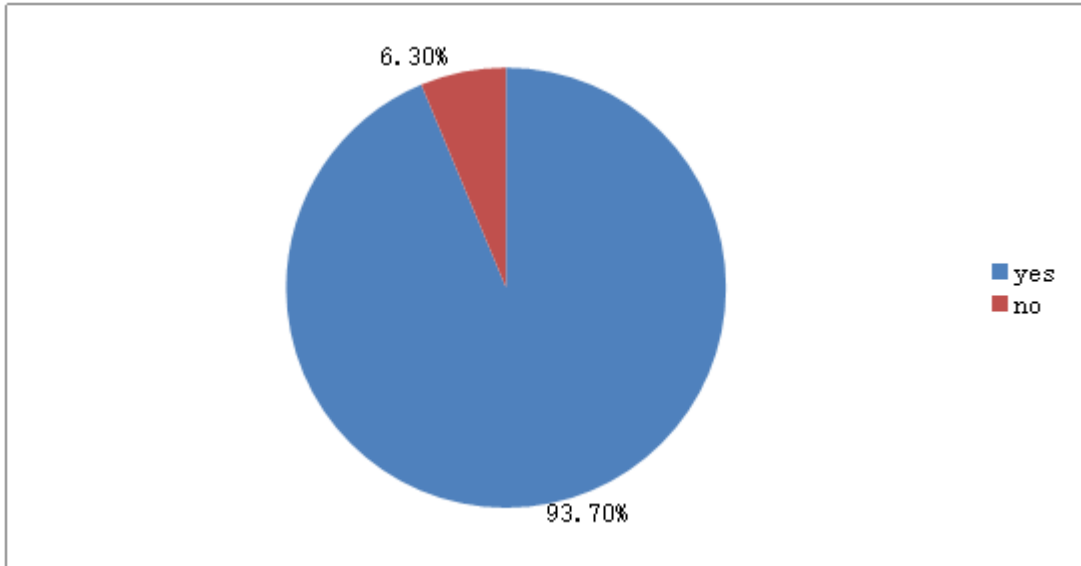
Fig 4.28 Aspiration of course available in Indian Universities

Fig 4.28 reveals that most of the students said that aspiration of course is available in Indian university.

4.29 Aspiration related to gender

It was a closed ended question consisting of two responses of yes and no.

Table 4.29 Aspiration related to gender

Statement	Yes	No
Aspiration related to gender	37%	63%

Table 4.29 reveals that 37% of the students revealed that aspiration is related to gender while 63% of the students revealed that aspiration is not related to gender.
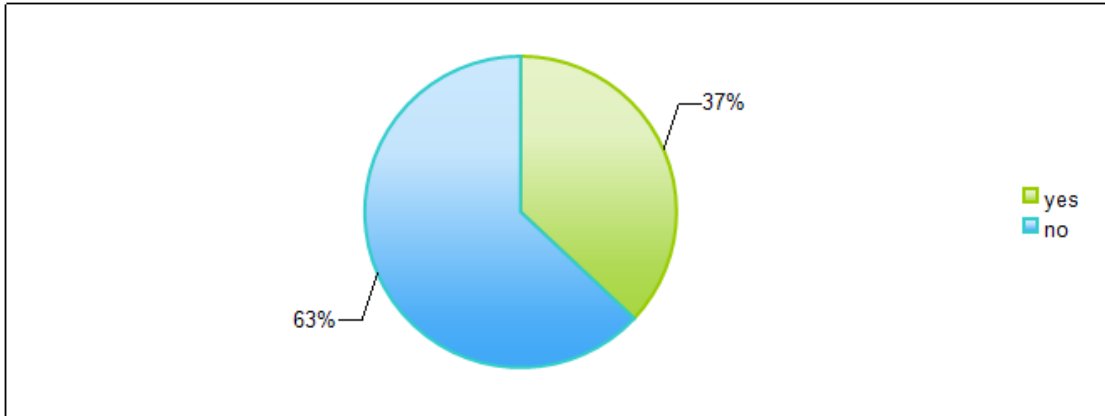
Fig 4.29 Aspiration related to gender

Fig 4.13.4 reveals that majority of the students said that aspiration is not related to gender.

4.30.0 Support in meeting the challenges from the following:

● Support of parents in meeting challenges. Ways in which parents help students in meeting the challenges faced in the path of goal achievement.

Table 4.30.1 Support in meeting the challenges from parents

Response	Percentage
Encourage them	49
Help financially	29
Guide them	18
Advise them	4
Total	**100**

Table 4.30.1 reveals that 49% of the students revealed that parents encourage them. 29% of the students revealed that parents help them financially. 18% of the students revealed that they guide them while 4% of the students revealed that their parents advise them.

Fig 4.30.1 Support in meeting the challenges from parents

Fig 4.30.1 reveals that majority of the students said that parents encourage them in the path of goal achievement.

● Support of teachers in meeting the challenges.

51% of the students revealed that teachers guide them. 18% of the students revealed that they teach them well.13% of the students revealed that their teachers encourage them

6.5% of the students revealed that they motivate them. 5% of the students revealed that they do not support them. 4% of the students revealed that they are helpful. 1.5% of the students did not give any response. 1% of the students revealed that they criticize them.

Table 4.30.2 Support in meeting the challenges from teachers

Response	Percentage
Guide them	51
Teach well	18
Encourage them	13
Motivate them	6.5
Do not support	5
Helpful	4
No response	1.5
Criticize them	1
Total	**100**

4.30.2 reveals that 51% of the students revealed that teachers guide them. 18% of the students revealed that they teach them well.13% of the students revealed that their teachers encourage them

6.5% of the students revealed that they motivate them. 5% of the students revealed that they do not support them. 4% of the students revealed that they are helpful. 1.5% of the students did not give any response. 1% of the students revealed that they criticize them.
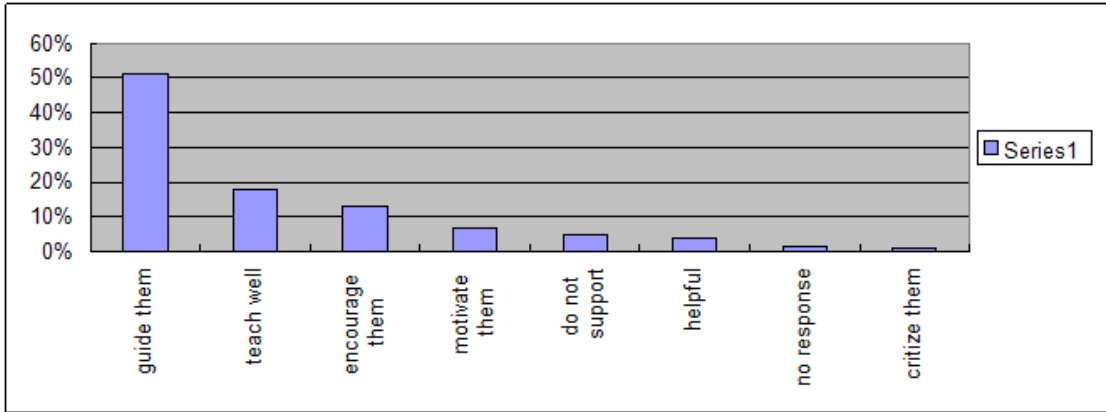
Fig 4.30.2 Support in meeting the challenges from teachers

Fig 4.30.2 reveals that majority of the students guide them in meeting their challenges.

- **Friends**

Table 4.30.3 Support in meeting the challenges from friends

Response	Percentage
Help them	41
Understand them	33
Motivate them	16
No response	10
Total	**100**

Table 4.30.3 reveals that41% of the students revealed that their friends help them in timed of problem. 33% of the students revealed that they understand them. 16% of the students

revealed that they motivate them. 10% of the students did not give any response.
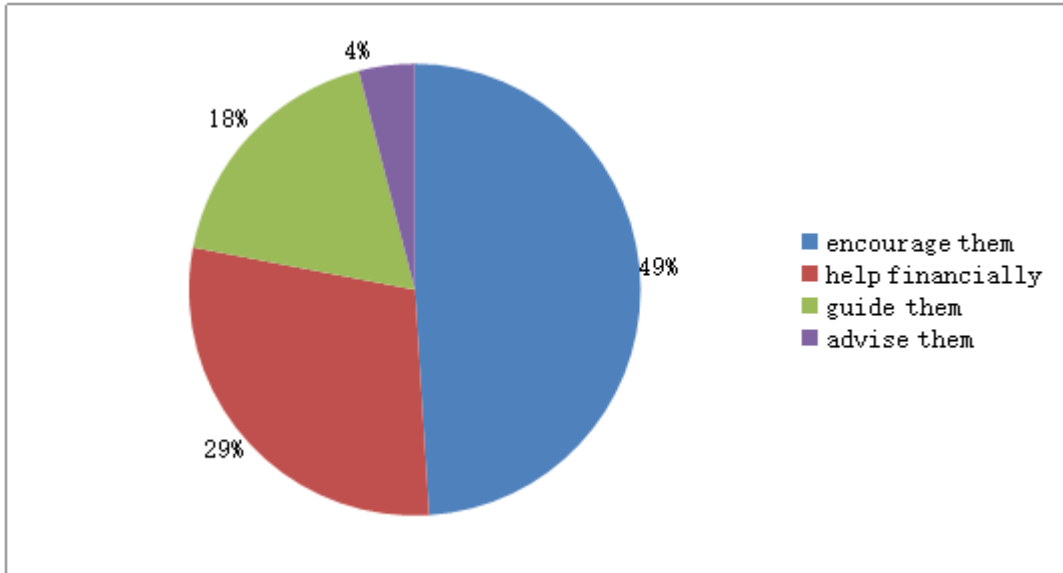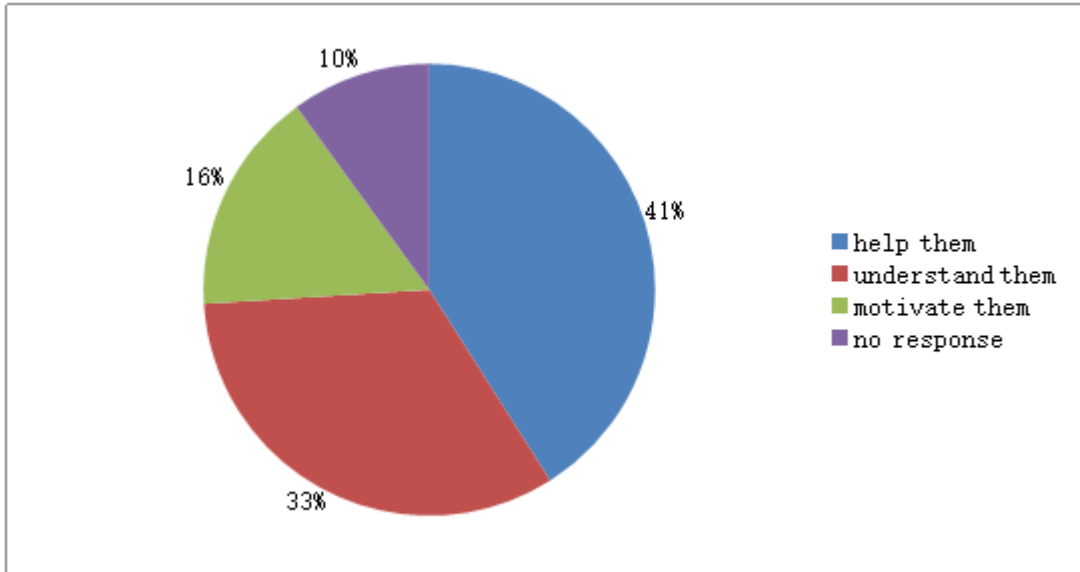

Fig 4.30.3 Support in meeting the challenges from friends

Fig 4.13.7 reveals that majority of the students said that their friends help them in meeting their challenges.

4.31 Perception of others towards aspiration:

Table 4.31 Perception of others towards aspiration

Perception	Percentage
Capable of doing what they aspire	38
Support them	23
Encourage them	19
Do not support them	7
Happy with their decision	4.5
Receive positive vibes	2
Total	**100**

Table 4.31 reveals that 38% of the students revealed that others said they are capable of doing what they aspire to be. 23% of the students revealed that they get support. 19% of the students revealed that they get encouragement. 7% of the students revealed that they do not get any support. 4.5% of the students revealed that others are quite happy with their decision. 2% of the students revealed that they receive positive vibes from others.
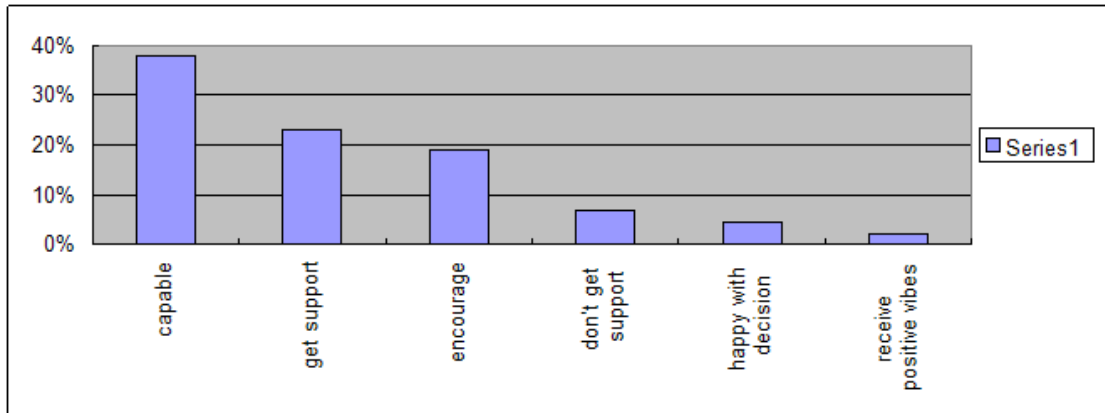
Fig 4.31 Perception of others towards aspiration

Fig 4.31 reveals that majority of people say that the students are capable in achieving their set goals.

4.32 Gender and aspiration

Table 4.32 Gender and aspiration

Statement	Yes	No
Gender and aspiration	41%	59%

Table 4.32 reveals that 41% of the students revealed that if their gender would have been different it would affect the aspiration while 59% of the students revealed that it would not have affected in any way.
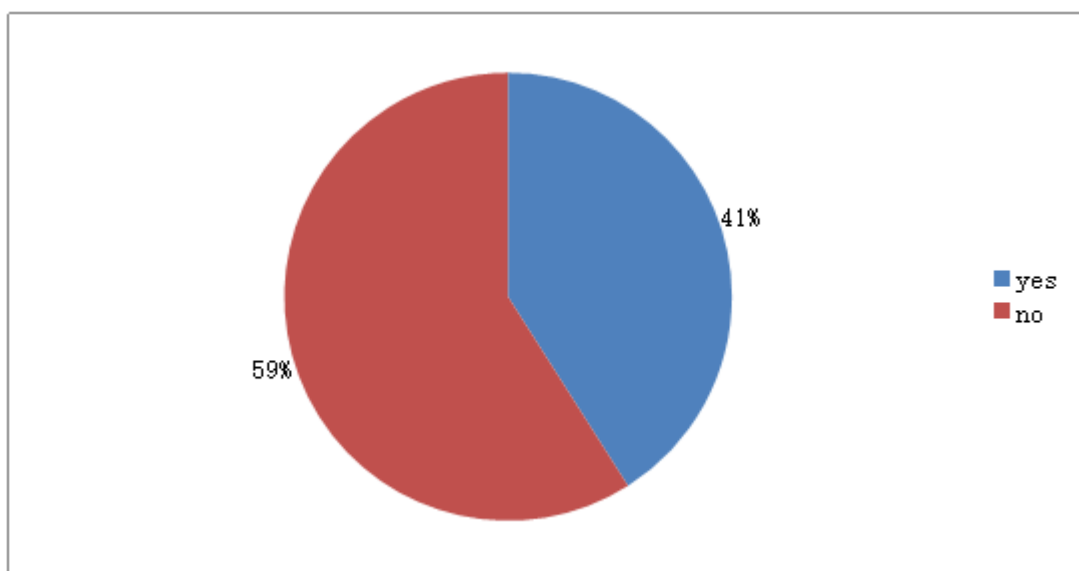
Fig 4.32 Gender and aspiration

Fig 4.13.9 reveals that majority of the students said that the gender and aspiration do not affect each other.

INTERPRETATION

Aspiration and gender difference

Most of the students revealed that aspiration is stereotype while 61% of the students said that it was not. Majority of the students revealed that aspiration is in accordance to the contemporary type. Most of the students revealed that the course is available in Indian Universities since they have already started searching for the different courses. A few of the students revealed that aspiration is related to gender because some of the girls revealed that they get restricted from their parents while the rest of students revealed that it is not related because they have full support from their family members. Majority of the students revealed that parents encourage them in all the aspects that would help them financially whereas teachers and friends also provide them with moral support in them in becoming what they aspire. They provide guidance to what is wrong and right for them.

4.4 CONCLUSION

In this chapter, the collected data was presented, analyzed and interpreted. The findings of the study along with the suggestions are given in the next chapter. The entire study is also

given in a summary form in the next chapter.

CHAPTER 5

SUMMARY

CHAPTER V

SUMMARY AND FINDINGS

5.0 INTRODUCTION

Education is the integral part of human life. It is the basic condition for the development of the 'whole man' and vital instrument for accelerating the well-being and prosperity of all in every direction. Without education man would still be living just like a splendid slave or like reasoning savage.

Education develops innate specific qualities that enable an individual to lead a full and productive life as a person and as a member of the family and society. With all-round development, child becomes a responsible, dynamic citizen of strong good moral character who uses the entire nation to the highest extent by contributing their best to the the nation.

When a person is asked about his or her career aspiration, one would be expected to think of something related to one's long-term and short-term career goals, as well as objectives, based on their career path planning. It is very important for one to plan ahead. Hence, it is important to start thinking about one's career aspirations and set up one's career road-map.

School is an institution designed for the teaching of students under the direction of teachers, through some activity so that development of child can take place. Education in India follows a uniform structure of school education which is known as the 10+2 system. Today in India it is divided into stages such as primary school, middle school, secondary school, higher secondary, undergraduate and postgraduate.

There are many schools in India providing quality education to the citizens like Kendriya Vidyalaya, Navodaya Vidyalaya, Aided and non aided schools, Military schools. These schools may have different aims and objectives but the purpose is to impart quality education and development of students' skills and interests.

The aspirations of people who send their children to schools are to complete, at least secondary education. It is the backbone of the entire educational system.

Secondary education is the largest supply of work force in the country. India needs to strengthen the higher education for providing leadership.

There are many things that the schools, teachers and parents expect from the students today, but the students have lots of expectations from them as well. The expectation increases as time moves. If expectations are too high it can become a risk of failure and if they are too low it can become a risk factor of de-motivation.

5.1 RESEARCH QUESTIONS

1. What are the expectations of students from schools?

2. How do the aspirations of students affect their academic performance?

3. What are some of the hurdles faced by students from schools?

4. Have all the aspirations and expectations of the students being fulfilled by the school?

5. What are the expectations of students from teachers?

6. Are the students making any efforts on achieving their targeted goals?

7. Is the school helping the students to achieve their desires and goals?

8. How can the school be able to manage in a better manner if they know the aspirations and expectations of students?

9. Do gender differences affect the aspirations and expectations of students?

5.2 STATEMENT OF THE PROBLEM

"A study of the Aspirations and Expectations of XI standard students from ten years of schooling in Vadodara city"

5.3 OBJECTIVES OF THE STUDY

1. To study the expectations of XI standard students of Vadodara city from school and from the teachers.

2. To find out whether teachers are actually helping students in achieving their goals.

3. To find out whether all the aspirations and expectations of 11th standard students of Vadodara city are fulfilled by the school.

4. To find out if students are making any efforts in achieving their goals.

5. To study whether aspiration affects gender differences.

5.4 METHODOLOGY

The deign of the study is survey.

5.5 POPULATION

The population for the present study was all the students of Standard XI English medium schools following the Gujarat State Education Board and Central Board State Education in Vadodara City for the academic year 2014-15.

5.6 SAMPLE

The sample identified consisted of 200 students of which 100 were boys and 100 girls in the academic year 2014-2015 of Vadodara city selected from different schools identified as per the strata decided.

5.7 SAMPLING TECHNIQUE

Stratified random sampling technique was used to identify the sample. All the schools of Vadodara city were listed. Researcher divided the schools into GSEB and CBSE boards. Researcher chose to identify schools from each strata but did not get permission from all

schools. The schools were: Bhavans school(CBSE), Ambe school(CBSE), Don Bosco school(GSEB), Auxilium school(GSEB), Bright school(GSEB), Vidyakunj school(GSEB).

5.8 TOOLS

Questionnaire- open ended and closed ended questionnaire was used to know the desires and expectations of students and also to know whether each one of them is fulfilled. Focused group discussion (FGD)- investigator made a group of a selected number of students and ask them about their opinions as well as their ideas on whether their desires and expectations are being fulfilled by the school.

5.9 DATA COLLECTION

Before the administration of the tools for the data collection, formal permission of the principal was obtained. Researcher did not get permission in some of the schools due to which the researcher was able to conduct the research in six schools. The schools were of both GSEB and CBSE board schools.
The data from the students was collected by the investigator by administering the questionnaire. This was done in schools.
The FGD was also conducted in the schools in each classrooms.

5.10 ANALYSIS OF DATA

Data was collected through questionnaire and focused group discussion. The data was analyzed qualitatively employing the technique of content analysis wherein the responses were read and the points emerging were identified. The number of respondents stating the aspirations and expectations was converted into percentage to present the data quantitatively also. The data that emerged from the FGD, has been integrated along with the interpretation of data.

5.11 MAJOR FINDINGS OF THE STUDY

The expectations of students were mainly from the teachers and schools. The expectations were as follows;

- It was revealed that not all the students were happy and satisfied with the facilities that the schools provided . Therefore. It was found that they wanted many changes to be made like remedial classes should be introduced, less homework should be given, no punishments should be given, each child should be treated equally with respect.

- Students still had many expectations from schools like have a good and well established infrastructure which is quite modernized like in the foreign countries so that it can help them, they wanted a proper environment that is clean and hygienic so that they could live happily in the school premises.

- It was further found that majority of the students received maximum support from their teachers. The teachers always guide them and gave the right advise where they needed it. Therefore students had quite a positive attitude towards all the teachers. They were also quite friendly with them and they could share their problems with them without any kind of hesitation. Students were happy with the teachers.

- It was found that schools were capable of fulfilling the aspirations and different expectations of students in terms of developing skills, co-operative learning and academic achievements. Majority of the students responded quite positively.

- Majority of the students revealed that they have to learn according to the guidance and pace of the teachers and are therefore not given the freedom to work at their own pace regardless of the ability and capability of each child.

- It was also found that the students were given the permission to make decisions regarding different activities and upcoming events of the schools. Students were quite

happy about this aspect. They really appreciate the school management for allowing them to get such an opportunity.

- All the students have benefited from the ten years of their schooling.

- Majority of the students revealed that they are putting efforts in achieving their goal.
- Mostly all the students from all schools revealed that they go for tuition classes to different places.
- It was found that majority of the students do not get to attend any guest lecturers in their school and even outside.

- Students also revealed that they have a role model in their life and they want to become like one of them in the future.

- It was found that gender affects the aspirations of the students. Girls get less opportunity to enter into some of the career fields because they are restricted from their family and vice versa. Therefore students are not happy with this aspect because they don't get to explore in the field that the want to.

- The perception of others also matters. Therefore it was found that most of the students are getting a lot of support from friends and other family members which inturn encouraged them to do their level best.

5.12 DISCUSSION AND CONCLUSION

Analysis of data brings scope for discussion on various aspects concerning the present study. We can therefore conclude that adequate time should be devoted to the students in order for them to excel. Individual attention should be provided to all the students. Some students want more time for revision and practice for studies. Support and guidance is necessary. All teachers should treat every child with equal attention.

Guidance should also be provided to such students who have completed ten years of schooling so that they can know what is rights and wrong. If proper guidance is given to every child regarding their careers then they will be able to make out how to go about things in a systematic and logical manner.

Investigator also found that parents send their child to tuitions mainly for revision and practice. They also think tuition as a secondary source. Schools provide an all rounder development to every student.

The investigators found that students have high aspirations and expectations on the quality of education, similarly the researcher Kandiko(2013) also found that students have high expectations from their institution in the quality of education as seen in the research done in the kings institute. The investigator also found that gender differences play a major effect on aspirations of students, similarly Ajowi.O.J (2012), says that the educational aspiration vary with the gender of the students.

5.13 IMPLICATIONS OF THE STUDY

Many researchers have been done related to the aspiration and expectations of students. The samples from all the studies vary. In most of the researches mentioned above, a descriptive survey has been used as the design of the study. Ortiz conducted a study on the attitude behaviour and aspirations of students and found significant differences between sexes and social groups and background. Similarly, Klailat(1981) examined the relationship of socio-economic status to the educational aspirations and expectations where he found that aspirations and expectations can be explained by sex and nationality. Kumar (1989) conducted a study on tribal and non-tribal level of aspiration and found that non-tribal show a more favorable attitude and interest than the tribal. Deb and Nanda (1989) conducted a study on the attitudes of class 10 students from rural and urban and also found that urban students show a positive attitude towards school programme as compared to rural students and no sex differences were found to exist in the attitude towards school.Kaur Pardeep(2007) conducted a study on educational aspirations and

effect on stress where he found that high stress students significally differ in their level of aspirations.

According to Ashan and Makkar.N (2010), the educational aspirations are much higher in the private schools than the government schools and that female students have high aspiration compared to male students, while Ajowi.O.J (2012), says that the educational aspiration vary with the gender of the students.

It was also seen that students studying in the urban areas show positivity towards all the school program as compared to those students in the rural areas.

Similarly, it was also seen that students have high expectations from their institution in the quality of education as seen in the research done in the kings institute. Therefore these researchers have given a tremendous understanding on the student aspiration and expectation in various parts of the world.

The findings of the studies will somehow help the investigators study. It will help to know the effects of gender differences in relation to the aspiration of students. It will also help to know the expectations of students and their perceptions of higher education.

5.14 SUGGESTIONS FOR FURTHER STUDIES

1. The present study can be done in higher education.
2. A study of aspirations and expectations of students can be done on non-formal institutions of education.

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national curriculum framework

APPENDICES

APPENDIX 1

Dr. Vandana Talegaonkar,
Associate professor (Education),
Navrachana University.
91-9879048476.

TO WHOM SO EVER IT MAY CONCERN

This is to certify that Ms. **Jalpa A. Patel** is an M.Ed student (Master of Education) of Navrachana University. As a part of the curriculum requirement, the students are expected to complete their Dissertation on "**A STUDY OF THE ASPIRATIONS AND EXPECTATIONS OF XI CLASS STUDENTS FROM TEN YEARS OF SCHOOLING IN VADODARA CITY**

based on the data collected with your support.

I request you to allow her to visit your institution to undertake her data collection for her Dissertation work.

Kindly help the student every way possible.

Thankyou,

Yours sincerely,

Dr. P.V. Xavier
(Principal)

APPENDIX 2

LIST OF EXPERTS:

1. **Dr. P.V. Xavier**
   Associate Professor (Principal)
   School of Science and Education
   Navrachana University

2. **Dr. Vandana Talegaonkar**
   Associate Professor
   School of Science and Education
   Navrachana University

3. **Dr. Nirlesh Kothari**
   Professor and Dean
   School of Business and Law
   Navrachana University

4. **Professor Netranand Pradhan**
   Faculty of Education and Psychology
   Department of Educational Administration
   Maharaja Sayajirao University of Vadodara

APPENDIX 3

NAVRACHANA UNIVERSITY- (M.Ed programme)

NAME:

NAME OF SCHOOL:

CLASS:

GENDER:

Kindly answer the questions below.
(The information you give will be kept confidential)

1. What would you like to become in the future? _____.

2. What are some of the things you like in your school?

3. Out of what you like, is there any aspect which is helpful to you as a student?

4. What are your expectations from schools in relation to the following aspects:

● Infrastructure:

● Related to Examinations:

● Opportunity to explore i.e. What you study in the class does it help you to learn new things outside?

5. Development of necessary skill set to achieve academic goals:

6. Are there any other expectations you have from both the school and teacher?

YES ⬭   NO ⬭

   If yes, list them down;

7. Are there any changes that you would like to make in the school?

YES ⬭   NO ⬭

8. Do your teachers support you in what you want to become?

        YES ⬭   NO ⬭

9. Does your teacher help you form relationships with other peers, adults and teachers from other classes?

        YES ⬭   NO ⬭

10. Is the school capable of fulfilling your aspirations in terms of:
      (If yes, explain how)

●   Skills:

●   Collaborative learning(learning in groups)

●   Academic achievement:

11. Does the school address to your social and economic needs?

        YES ⬭   NO ⬭

12. As a student, do you have to learn what you want to or are you following what others are doing?

        YES ⬭   NO ⬭

13. Are you allowed to make any decisions at school regarding your academic and co-curricular aspects?

        YES ◯   NO ◯

14. Are you allowed to learn at your own pace, or you are learning at the teacher's pace?

        YES ◯   NO ◯

15. Has the 10 years of schooling benefited you as a student?

        YES ◯   NO ◯

16. What are your goals as a student?

17. What skills are required for achievement of your goal?

18. Are the school subjects and content helpful in achieving your goal?

        YES ◯   NO ◯

19. How much time are you able to give towards acquiring these skills?

20. Do you get mentoring coaching/expert lectures in the area of your interest?

        YES ◯   NO ◯

21. How much time do you devote to in your extra practices?

22. Do you take any extra coaching/tuitions?

YES ◯   NO ◯

23. Do you have any role model whom you follow?

YES ◯   NO ◯

24. Have you made road map for yourself to achieve your goal?

YES ◯   NO ◯

25. Have you broken down your goal into achievable smaller sub groups to step by step achieve the bigger goal?

YES ◯   NO ◯

26. Is the aspiration stereotype/ conservative type of aspiration?

YES ◯   NO ◯

27. Is the aspiration in accordance to the contemporary type?

YES ◯   NO ◯

28. Is the aspiration/type of course you aspire available in Indian Universities?

YES ◯   NO ◯

29. Is the aspiration you chose commonly related by boys or girls?

30. What support do you receive in meeting the challenges in acquiring your aspirations from?

- Parents

- Teachers

- Friends

31. What is the perception of others who matter to you towards your aspirations?

32. Had your gender been different would it have affected your aspiration in any way?

     YES ◯   NO ◯

APPENDIX 4

QUESTIONS FOR FOCUSED GROUP DISCUSSION:

1.As a student is the school providing you with all the necessities as per your expectations?

2.Are you putting any efforts to upgrade yourself as a student and to work as per what you aspire to become in the coming future?

3.Does the teacher help you or rather encourage you to what you would like to be?

4.Incase of any problems, can you freely talk to the teacher and share it with them?