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A REVIEW ON QUALITATIVE ASPECTS OF EDUCATION WITH IN TAMILNADU

Article Particulars
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Abstract
In this Paper we discuss about the Qualitative aspects of Higher secondary level Education in TamilNadu and which one of the Educational aspect is the most relevant studies carried out in the Present educational system used by graphical and statistical analysis.
Keywords: *Qualitative Educational Aspects, Educational System, Graphical representation, statistical analysis.*

INTRODUCTION

Traditionally an individual's level of education has been measured by the discreet years of schooling successfully completed by such individual (Chamberlain & Van der Berg, 2002). The difficulty with this common measure of educational attainment, however, is that it can be very misleading since it assumes that years of schooling is an accurate indication of the effective level of education attained (Hanushek, 2007: Chamberlain & Van der Berg, 2002). Most people would agree that a year of schooling in a rural village under a tree does not produce the same level of cognitive skill and knowledge as a year in a private school in an urban area (Hanushek & Woessmann, 2008: 608). This is especially true in a Tamil Nadu context, where time spent in school does not necessarily. The success of quality initiatives supported by the institution depends mainly on the commitment of the heads of departments who promote the quality teaching spirit and allow operational implementation. In large multidisciplinary institutions that have shifted to highly decentralized systems, departments have ownership of their activities and therefore a high level of accountability. Impetus and coordination of the heads of departments by institutional leaders through appropriate facilities and platforms for discussion are crucial. "There are in fact, no widely

accepted methods for measuring teaching quality, and assessing the impact of education on students is so far an unexplored area as well" (Altbach, 2006). A brief comparison between teaching and research will clarify the complexity surrounding the evaluation of teaching. Although the process of knowledge creation can be predictable in research, research activities undergo frequent and thorough evaluations and there are a number of research performance indicators worldwide.

All higher education institutions have defined conditions to ensure the quality of education (Useful of Creative Thinking, Base of logical thinking, Experimental Learning System, Vocational Education System, Self Learning System, Uses of self Employment).yet they struggle to appraise teaching performance on a reliable basis. Few of them appraise the improvement in teacher performance resulting from quality teaching support. Even fewer are able to understand to what extent teacher performance enhances the quality of student learning. To make up for the shortage of appropriate evaluation instruments, some institutions have explored innovative ways to include more objectivity in the appraisal of impacts. Adopting a learning-centered approach: The example of learning communities As universities are developing an increasing student-centred focus, learning communities have moved in the spotlight of many universities' attention. Learning communities commonly refer to all types of "groups of people engaged in intellectual interaction for the purpose of learning" (Cross, 1998). Cross (1998) believes that interest in learning communities is skyrocketing for three main reasons. First, a philosophical reason: Our conception of knowledge is changing. The idea of collaborative learning corresponds to a new belief that knowledge is built by learners: "The fundamental assumption of constructivism is that knowledge is actively built by learners as they shape and build mental frameworks to make sense of their environment" Second, a research-based reason: Research tells us that students who engage with professors are better, and more satisfied learners. Students who "have more frequent contacts with faculty members in and out of class during school years are more satisfied with their educational experiences, less likely to drop out, and perceive themselves to have learned more than students who have less faculty contact" Third, learning communities are increasingly used for a pragmatic reason: Because they work. By participating in learning communities, students learn about group dynamics. They learn how to behave constructively. Learning communities "train people Effecitvely for the workplace and educate them for good citizenship". Lenning and Ebbers (1999) also believe that learning communities have overwhelmingly positive effects. For students, benefits "include higher academic achievement, better retention rates, greater satisfaction with college life, improved quality of thinking, and communicating, a better understanding of self and other, and a greater ability to bridge the gap between the academic and social worlds" (Lenning and Ebbers, 1999). But benefits also exist for the faculty. Benefits for the faculty include diminished isolation, a shared purpose and cooperation among faculty colleagues,

increased curricular integration, a fresh approach to one's discipline and increased satisfaction with their students' learning (Lenning and Ebbers, 1999). The institution can also take advantage of these learning communities, that are often interdisciplinary, to "test out new curricular approaches and strategies for strengthening teaching and learning" (Washington Center for Improving the Quality of Undergraduate Education, 2008). Lenning and Ebbers (1999) notice that learning groups are a good response to Boyer's call for universities to become purposeful, open and celebrative communities. Lenning and Ebbers categorize learning communities according to two criteria. First, "primary membership" enables us to separate learning communities according to the characteristics of group members: some learning organizations are faculty learning communities, other student learning communities, etc. Second, "primary form of interaction" differentiates between groups based on the method of interaction: in person physical contact, non-direct interaction, correspondence, virtual interaction (Lenning and Ebbers, 1999). Using these two criteria, Lenning and Ebbers come up with four basic types of student learning communities: curricular learning communities, classroom learning communites, residential learning communities, and student learning communities. Some learning communities work better than others. For learning communities to be effective, the faculty must make sure that they are student-centred and focused on a common goal (Lenning and Ebbers, 1999). Learning communities should involve scheduled activities outside the classroom. They are particularly important for first- year students. The institution should do its best to publicize the existence of these learning communities, for instance through attractive brochures, thanks to the word of mouth of satisfied students or through the Internet (Lenning and Ebbers, 1999).

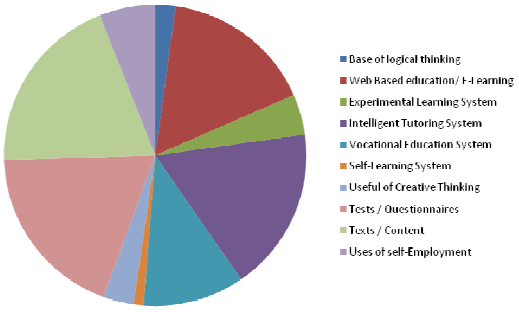
Data Limitations

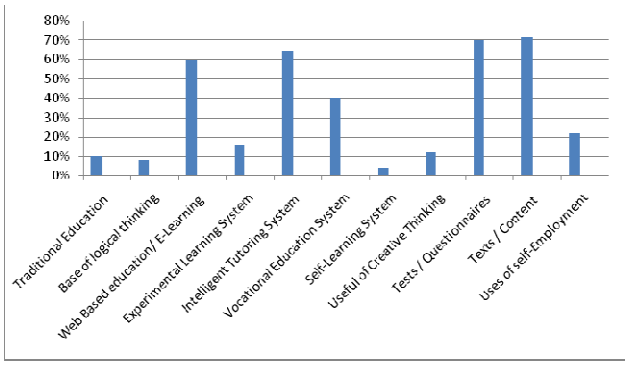
For the purposes of evaluating and monitoring TamilNadu educational system, it is informative to analysis the Qualitative aspect dataset in order to identify especially qualitative trends. Cognizance should, however, be taken of some data limitations that might jeopardize the precision and statistical power of the results. A serious concern regarding the data being used is the relatively small sample sizes,. The data suggests that the surveyed sample is always a true reflection of the target of qualitative of higher secondary education. This can be ascribed to the fact that the questions in the survey were answered on a voluntarily basis. In order to correct for the over- or under-sampling of certain groups, some aspects are used in the analysis. As a result of the data limitations, the author focuses on the (Useful of Creative Thinking, Base of logical thinking, Experimental Learning System, Vocational Education System, Self Learning System, Uses of self-Employment) groups for the majority of the results presented in the rest of the paper. Considering that the numeracy test was also taken on a voluntarily basis, the posed with the significant challenge of sample selection bias. The top panel

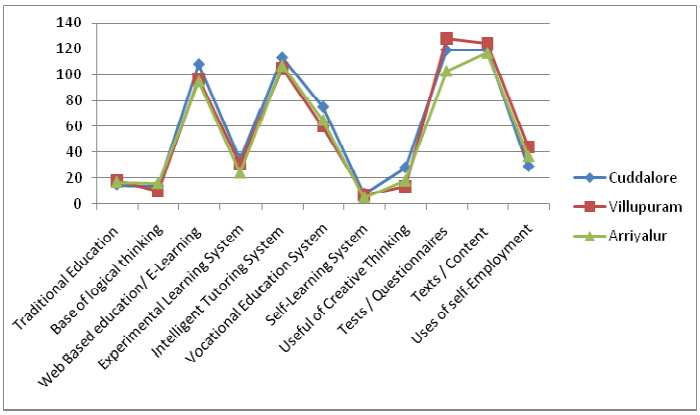
of Table 1,II,III shows that there is a definite racial bias in the numeracy test response rates, Cuddalore District , Villupuram District and Arriyalur District Respectively . The total column furthermore illustrates that the overall response rate was extremely low. All the data is collected with the student knowledge with help of staffs around more than 3000 thousand students are interviewed with the help of questionnaires. Interviewed was follows Taluk wise separately by schools in each district after gathering the list the outcome of result given the following tables.

Datas are Collected for Qualitative Educational Aspects from Cuddalore, Villupuram and Arriyalur Districts

Qualitative Aspects	Cuddalore	Villupuram	Arriyalur	Performance of results
Traditional Education	15	18	17	10%
Base of logical thinking	14	10	16	08%
Web Based education/ E-Learning	108	97	95	60%
Experimental Learning System	35	31	24	16%
Intelligent Tutoring System	113	105	107	65%
Vocational Education System	75	60	65	40%
Self-Learning System	8	7	5	04%
Useful of Creative Thinking	28	14	18	12%
Tests / Questionnaires	119	128	103	70%
Texts / Content	119	124	117	72%
Uses of self-Employment	29	44	37	22%







Dicussion

The above analysis of Statistical representations will prove Traditional Education, Base of Logical Thinking and Self Learning System there performance are same. E-Learning, Vocational Education System, Useful Creative thinking, Questionnaires are differ and Experimental Learning System, intelligent tutoring, uses of self-employment are slightly differ. The performances of aspects of Texts / Content and Tests / Questionnaires are highly reflected but the poor performances of the aspects are Traditional Education and Useful of Creative Thinking. The average performances are Web Based education/ E-Learning and Intelligent Tutoring System.

Conclusion

In this Paper highly recommended improving the Quality of Educational System in TamilNadu at Higher Secondary Level. Likewise Practical Teaching, learning by doing, learning by way of Nature, Availability of Well Equipped Experimental Laboratory, implanted on Industrial Visits, internship coaching, guidance and counseling to know about the importance of education

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