A Critical Study of Educational Reforms and Its Implications in Higher Secondary School Education in Patna

Asadullah Khan[*] and Dr. Vandana Bhatnagar [#]

[*]Research Scholar, Sri Satya Sai University of Technology & Medical Sciences, Sehore

[#] Dean of Education, Sri Satya Sai University of Technology & Medical Sciences, Sehore

Abstract - Our policymakers are doing persistent efforts in the field of education. However, proper implementation of these policies is a key to success. A positive classroom learning environment and academic achievement are the predictors of educational reforms. The purpose of this study was to study the perception of higher secondary school students towards the pedagogical practices and learning environment in their classrooms and their academic achievement. The study was done with respect to certain demographic variables i.e. gender, family income, School type (government and private), Family type (joint family and nuclear family), and School Board (CBSE and BSEB).

The method adopted for the study was survey method. The sample of the present study was 400 eleventh class students studying in the higher secondary schools run by government, private and missionary schools in Patna town. To select the sample random sampling technique was used. The tools employed as the means of collection of data were: a self constructed and validated Classroom Learning Environment Scale and Achievement Test. Statistical techniques employed for data analysis was mean, s.d., t-test and coefficient of correlation.

The results showed that significance difference was found in the perception of higher secondary school students towards the pedagogical practices and learning environment in their classrooms on the basis of gender, family income, School type (government and private), and School Board (CBSE and BSEB) but significance difference was not found on the basis of Family type. A significance difference was also found in academic achievement of higher secondary school students on the basis of gender, family income, School type, and School Board but no significance difference was found on the basis Family type. It was also found that there is no significant relationship between perception towards the pedagogical practices and learning environment and academic achievement in higher secondary school students.

Reforms in education are a cultural, political, financial and administrative challenge. The children of today are to be the citizens of tomorrow and ensuring a wholesome, integral and healthy education process for them promises a bright future not only to the individuals but to the nation and world at large.

Keywords: pedagogical practices, learning environment, academic achievement, survey method and perception of higher secondary school students

I.   INTRODUCTION

Education plays an important role in the progress of an individual's mind and country. Education helps people to know what is going on in the world and can understand these issues and take necessary measures if they are educated. Education tames and trains the astray mind, nurturing its capabilities the same way; training builds a clever dog. Webster defines education as the process of educating or teaching (now that is useful, isn't it? 'Educate' is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. Education plays an important role in being one of the most important factors responsible for shaping the personality of an individual. Education is a potential source of material and human development. Quality is the most cherished goal in human endeavor and especially in the field of education. The right to education has been well recognized by the United Nations General Assembly (UNGA) under Article 26 of the Universal Declaration of Human Rights (UNDHR) as one of them. Everyone has the right to education. Education shall be free, at least in elementary and fundamental stages of development.

India has emerged as a global leader and a strong nation. Education is the key to the task of nation building as well as to provide requisite knowledge and skills required for sustained growth of the economy and to ensure overall progress. According to the Census Data 2011, India is overpopulated with a population of

121,01,93,422 which means India today is a powerhouse of talent of 121,01,93,422 plus. In order to convert the population from a challenge to an opportunity, the area that requires immediate attention is education and training. 25% of the Indian population is still illiterate and out of the total population of 1.21 billion in India, 220 million children go to school. India's GER (Gross Enrolment Ratio) is 12.4 percent.

Education shall be directed to the full development of human personality and the strengthening of respect for

human rights and fundamental freedoms. Parents have a right to choose the kind of education that shall be given to their children. Education has now become a global concern. The world conference on 'Education For All' held in March 1990 in Jomtien, Thailand adopted a declaration calling upon all member states and international agencies to take effective steps for achieving Elementary Education for All by 2000. India was one of the participants in the declaration. The ultimate goal affirmed by the world declaration on 'Education For All' it to meet the basic needs of all children, youth, and adults. The government of India has launched an integrated educational programme. 'The Sarva Shiksha Abhiyan' (SSA), which is a flagship programme for universalizing elementary education and a National mission constituted with the Prime Minister as its Chairman. The programme initially aims to provide eight years of quality elementary education for all children up to the age of 14 years in a mission mode with a thrust on community ownership, disadvantaged groups and quality education for girls. In order to meet the increased demand for quality education, the private institutions came up to support and work for it. The growing population pressure and universalization of primary education also have contributed to the growth of private educational institutions.

II.   STATEMENT OF THE PROBLEM

A critical study on educational reforms and its implications in higher secondary school education in Patna.

III.   OPERATIONAL DEFINITIONS

Critical Study: It means an evaluative study of the implications of educational reforms among the higher secondary school in Patna. Evaluation was done on the basis of the perception of higher secondary school students towards the pedagogical practices and learning environment in their classrooms and their academic achievement.

Educational Reforms: Education reform is a transformation plan and movement, which has brought about a systematic change in educational theory and practice in the level of higher secondary school education in Patna.

Implication: It means the effect of educational reforms on the higher Secondary School students in Patna in terms of the pedagogical practices and learning environment in their classrooms and the academic achievement of the higher Secondary School students.

Higher Secondary School Education: Higher Secondary School Education implies education imparted in Class XI and XII.

IV.   RESEARCH OBJECTIVES

To study the perception of higher secondary school students towards the pedagogical practices and learning environment in their classrooms.

To find the level of academic achievement of secondary school students. Objectives regarding perception towards the pedagogical practices and learning environment in their classroom:

To find the significant difference between male and female higher secondary school students in their perception towards the pedagogical practices and learning environment in their classrooms.

To find the significant difference among higher secondary school students in their perception towards the pedagogical practices and learning environment in their classrooms on the basis of family income.

To find the significant difference between government and private higher secondary school students in their perception towards the pedagogical practices and learning environment in their classrooms.

To find the significant difference between joint family and nuclear family higher secondary school students in their perception towards the pedagogical practices and learning environment in their classrooms.

To find the significant difference among higher secondary school students of cbse and bseb in their perception towards the pedagogical practices and learning environment in their classrooms .Objectives regarding academic achievement:

To find the significant difference between male and female higher secondary school students in their academic achievement.

To find the significant difference among higher secondary school students in their academic achievement. On the basis of their family income.

To find the significant difference between government and private higher secondary school students in their academic achievement.

To find the significant difference between joint family and nuclear family higher secondary school students in their academic achievement.

To find the significant difference among higher secondary school students of ICSE, CBSE and BSEB in their academic achievement.

Relationship between perception towards the pedagogical practices and learning environment and academic achievement: To find the significant relationship between perception towards the pedagogical practices and learning environment and

academic achievement in higher secondary school students.

To find the significant relationship between perception towards the pedagogical practices and learning environment in their classrooms and academic achievement in male higher secondary school students.

To find the significant relationship between perception towards the pedagogical practices and learning environment in their classrooms and academic achievement in female higher secondary school students.

To find the significant relationship between perception towards the pedagogical practices and learning environment in their classrooms and academic achievement in government higher secondary school students.

To find the significant relationship between perception towards the pedagogical practices and learning environment in their classrooms and academic achievement in private higher secondary school students.

To find the significant relationship between perception towards the pedagogical practices and learning environment in their classrooms and academic achievement in nuclear family higher secondary school students.

To find the significant relationship perception towards the pedagogical practices and learning environment in their classrooms and academic achievement in joint family higher secondary school students.

V.   NULL HYPOTHESIS

In view of the above objectives, following null hypotheses were formulated:

I.   There is no significant difference between male and female higher secondary school students in their perception towards the pedagogical practices and learning environment in their classroom .

II.   There is no significant difference among higher secondary school students in their perception towards the pedagogical practices and learning environment in their classroom on the basis of family income.

III.   There is no significant difference between government and private higher secondary school students in their awareness about educational reforms.

IV.   There is no significant difference between joint family and nuclear family higher secondary school students in their awareness about educational reforms.

V.   There is no significant difference among higher secondary school students of ICSE, CBSE and BSEB schools in their awareness about educational reforms.

VI.   There is no significant difference between male and female higher secondary school students in their academic achievement.

VII.   There is no significant difference among higher secondary school students in their academic achievement on the basis of family income.

VIII.   There is no significant difference between government and private higher secondary school students in their academic achievement.

IX.   There is no significant difference between joint family and nuclear family higher secondary school students in their academic achievement.

X.   There is no significant difference among higher secondary school students of ICSE, CBSE AND BSEB in their academic achievement.

XI.   There is no significant relationship between perception towards the pedagogical practices and learning environment in their classroom and academic achievement in higher secondary school students.

XII.   There is no significant relationship between perception towards the pedagogical practices and learning environment in their classroom and academic achievement in male higher secondary school students.

XIII.   There is no significant relationship between perception towards the pedagogical practices and learning environment in their classroom and academic achievement in female higher secondary school students.

XIV.   There is no significant relationship between perception towards the pedagogical practices and learning environment in their classroom and academic achievement in government higher secondary school students.

XV.   There is no significant relationship between perception towards the pedagogical practices and learning environment in their classroom and academic achievement in private higher secondary school students.

XVI.   There is no significant relationship between perception towards the pedagogical practices and learning environment in their classroom and

academic achievement in nuclear family higher secondary school students.

XVII. There is no significant relationship between perception towards the pedagogical practices and learning environment in their classroom and academic achievement in joint family higher secondary school students.

VI.   LIMITATIONS OF THE STUDY

The scope of this study is limited in the following ways:

1.   The study is confined to the higher secondary school students of Patna .

2.   The sample is limited to only 400 secondary school students of Patna .

3.   In this study only class xi students were taken as the sample.

4.   Education reforms were evaluated in terms of pedagogical practices and learning environment in their classrooms and the academic achievement of the higher secondary school students.

VII.   PREVIOUS WORK

According to Best and Kahn (1995), "It provides evidence that the researcher is familiar with what is already known and what is still unknown and invested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation."

In the words of Lokesh Koul (1990) "A careful review of research journals, books, dissertations thesis and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study".

In the present study, the investigator has classified the related studies into two groups i.e.:

I.   Indian Studies

II.   FOREIGN STUDIES

INDIAN STUDIES

Rajput and Walia (2001) conducted a study on Reforms in Teacher Education. Clarke (2003) conducted a study on Culture and Classroom Reform: the case of the District Primary Education Project, India. This study explored the impact of the reform process on teacher thinking and classroom practice in the multi-donor supported District Primary Education Project in Karnataka, India. Using both qualitative and quantitative methodologies, a variety of aspects dealing with teaching and learning are examined in order to understand the extent to which changes are taking place in the classroom. The study analysed the impact of four cultural constructs, which frame teaching and learning in India: holism as a shared worldview that encourages openness to regulation; the hierarchical structure as a regulative social framework; knowledge as discovered and attested collectively; and the 'sense of duty' that defines the role of the teacher (and student). The conclusion of the study was that while there are observable changes in the classroom in the use of instructional aids and activities during instruction, the essential characteristics of traditional practice, namely rote and repetition has not changed. Both teachers' openness and resistance to reform are portrayed as embedded in the cultural construction of teaching and learning.

Kapur and Mehta (2004) conducted a study on Indian Higher Education Reform: From Half-Baked Socialism to Half-Baked Capitalism .The paper questioned the extent to which the political economy of Indian higher education can be explained by the hypothesis of "middle class capture" and suggests that education policy, far from serving the interests of the middle class, is actually driven by a combination of ideology and vested interests. Researchers also examined the role of the judiciary in shaping the regulatory landscape of Indian higher education and argue that it an important actor shaping the regulatory landscape of higher education, but in a manner that has done as much to confuse as clarify. Instead of being part of a comprehensive program of education reform, private initiatives remain hostage to the discretionary actions of the state. As a result, the education system remains suspended between over-regulation by the state on the one hand, and a discretionary privatization that is unable to mobilize private capital in productive ways. The result was a sub-optimal structuring of higher education. The most potent consequence of this is a secession of the middle class—ironically the very class whose interests these institutions were supposed to serve—from a stake in public institutions.

Jha (2005)conducted a study on reform periods. Through this study the position of education was analysed during the reforms period. Budgetary reforms were incorporated to expand the education at all the levels. It also specifies the changes that has occurred over the decades to improve the position of the education sector.

Varghese (2005) conducted a study on "Reforming Education Financing. In this paper on reforming the financing of education. It was pointed out that Indian Government finds it difficult to cope with the ever increasing financial requirements of an expanding system. For this, the study suggested two major propositions ;a) improving efficiency in the functioning of the public institutions on the one hand and ;

b) mobilising resources from non- governmental sources on the other. It is held that the country needs to invest

more resources both at primary and higher domains. Ultimately, these reforms lead to the shifting of the burden of cost from the public to private domains

Gupta (2006) conducted a research on education reform and modernization. This study tries to depict the education system in a modernised manner, as it is felt that there is an urgent need to have a properly designed education system that will help in achieving the higher standards to cope with the increasing competition. It has also been stated that the education is turned out to be a routine affair without any modification and improvement, so it is the right time to hit the metal and gain maximum advantage. But it requires co-operation from the universities and colleges to make it a success.

Berlia (2008) conducted a review on Educational Reforms in India .The findings suggest that India has paid considerable attention on education at all levels since independence. Improvement in literacy rates and enrolments at different levels of education reveals that these efforts have been rewarded to some extent. The infrastructure for the development of education has been expanded greatly. However, the issues and problems of access, equity, quality, relevance and inclusiveness in education, especially higher and professional education that confronted the education system of the country right from the beginning continue to haunt it even today. While increasing access is clearly important, but access has to be with equity and inclusiveness. It is equally important that the issue of significantly improving the quality of what is taught and learnt in our schools and colleges should receive far more attention.

Sriprakash (2009) conducted research on being a Teacher in Contexts of Change: Education Reform and the Repositioning of Teachers' Work in India. This article examines the ways in which child-centred education programmes in rural South Indian government primary schools have sought to reposition teachers' work. Drawing on teachers' accounts of their professional and social contexts, the article offers insights into the complex negotiation of working with educational reform in India. I explore how 'being a teacher' in current development contexts is constituted by multiple social, institutional and reform-programme expectations. Mapping the at times conflicting aspects of teachers' work, the article sheds some light on the social contexts in which policy and reform imperatives are reshaped in schools, often in unintended or unexpected ways.

Kakkar and Dash (2011) conducted a research on a demand of value based higher education system in india as a comparative study. Higher education system is essential for national, social and economic development of the country. There is a need of value based higher education system which empowers youth for self sustainability by

inculcating employment skills and hence reducing poverty. India's higher education system is the third largest in the world. This paper includes the comparative study of components of value based higher education system of six countries -UK, China, USA, Australia, Brazil and South Africa with India. The paper proposes educational reforms and explains the critical aspects of managing, and delivering superior value of the higher education system in India. This study gives a complete view of the need of value in higher education system in India.

Sunder (2011) conducted a study on Higher Education Reforms in India. The results showed that there was little theoretical or empirical evidence that supports the prospects of success of a for-profit model in building quality higher education.

Some recent proposals hold promise of radical reform and renovation, including regulatory restructuring. It remains unclear whether the government has the wisdom, determination, financing, and power to push reforms past the resistance from entrenched faculty and from the political and business classes.

Kapur and Perry (2011) conducted a study on 'higher education reform in china and India: the role of the state. Recent higher education reforms in China and India, backed by impressive increases in state spending (especially in the former) and expanded college enrollments, indicated that governments in both countries recognize the importance of tertiary education for promoting national development. In both cases, moreover, state development goals explicitly embrace a concern for social equity as well as economic growth. Despite such striking similarities in intent, the Chinese and Indian patterns of higher education reform have diverged markedly. "Communist" China, ironically enough, has shown a far greater willingness to sacrifice egalitarian ideals in the pursuit of globally competitive universities than has its democratic neighbor. Political factors account for much of the difference, but in ways that challenge conventional assumptions about the influence of regime type on educational policy.

Pathak (2011) conducted a study on the needs of Technical Education Reforms and Skill Development with Special Reference to India. The purpose of this research was to assess the immense scientific, technological and socio-economic development has led to a paradigm shift in the basic objectives of imparting education. In the emerging era of knowledge-driven society, declining workforce and aging population in developed countries, India with its large young population has the opportunity to position itself as a quality source of skilled manpower for the world. The immense scientific, technological and socio-economic development has led to a paradigm shift in the basic objectives of imparting education. While

factors such as increasing competition, economic slowdown, poverty, illiteracy, population imbalances and political instability are adding pressures on the policy makers as well as common citizens, the importance of education and especially 'relevant education' is gaining significance as a viable solution to combat these issues in our society. The system is also failed to fulfill market needs, resulting in a curriculum that is of low relevance to employment needs. Commercialization and privatization of education has proceeded, corporatization has been banned, stifling investments in formal university education. Major education reforms are long overdue. Only then can India become a pioneer educational hub, as it once was.

Walia and Manju (2011) conducted a study on reforms and initiatives in higher education system. The purpose of this study was to review National Knowledge Commission (2006) recommendations. Higher education is the most powerful tool to build a knowledge-based society. National Knowledge Commission (2006) recommended that there is a need to focus on quantity and quality of higher education. New reforms in the education system help to maintain creativity, adaptability and quality of education. There is a felt need for reforms in education due to sociological, political, economic and technological changes. In this context higher education in India is undergoing a big transformation in terms of structural, institutional, transactional and evaluation reforms. The digitalisation of higher education has also been initiated by the government of India in a big way. For the last two decades, the higher education system has positively leapt in various directions to meet the global challenges and ever-increasing demands of the society. This paper highlights reforms and new initiatives taken by the Ministry of Human Resource and Development (MHRD) for the higher education system of India.

Mehrotra (2013) conducted a study on Reforming elementary education in India: A menu of options. This paper reports on findings from a large sample survey in the states of India that account for two thirds of the children out of school. It then examines the feasibility of the central government's goals to ensure all children complete 5 years of school by 2007, and 8 years by 2010. These goals—more ambitious than the global EFA goals—are unlikely to be achieved without significant reforms by the central and state governments. It examines key reform options: in the public spending pattern; improving teacher accountability and work environment; incentives to improve demand for schooling; and the private sector. It argues that central to universalising elementary education will be improving the level, equity and efficiency of public spending. However, even with these reforms, improving teacher accountability will still remain key to the achievement of the goals.

Sikdar and Balwaria (2013) conducted a study on "Role of Teachers Amidst Educational Reform – Passive Bystanders or Active Participants? The Study concluded that, Teachers will have to address these emerging challenges if they must become active participants in the education reformation process. Keeping abreast of the latest in one's profession involves an acceptance of 'continuum of learning' and, today technology is both the raison d'être and the panacea for this. Consequently, Teacher training programs must incorporate components, which familiarize teachers-to-be with skills related to the meaningful usage of ICT in support of student-centric methodologies.

Kumar (2014) conducted a study on recent reforms in education in India to check achievements and unfinished tasks. This paper was an attempt to evaluate India's efforts at reforming educational sector, analyses the growth of education in India during last two decades and suggests ways to ensure that education remains both affordable and accessible to all.

Sharma (2014) conducted a study on pre-service teacher education reforms in India and Pakistan: challenges and possibilities .The present paper took a close look into the paradigm shift in teacher education programs in India and Pakistan and how much the shift is influenced by constitutional frameworks of each country. Paper looks into the pertinent issues in pre-service teacher education such as pedagogical beliefs, theory practice gaps, curriculum and assessment within the educational framework of both the countries. The paper identifies crucial areas that demands attention of academia of both the countries to develop research partnerships and strengthen cooperation to improvise status of "Education" as a whole in South

–Asian region

Aiyar (2015) conducted a study on Education reform and frontline administrators: A case study from Bihar – I. The frontline administration in India is infamous for corruption and patronage, indifference towards citizens, low effort and high absenteeism. This case study reports findings from a year-long qualitative study on frontline education administrators in Bihar. It captured perspectives of frontline administrators on their role in the education hierarchy and how organisational design and culture shape everyday behaviour.

Dongre, and Davis (2015) conducted a study Education Reforms, Bureaucracy and the Puzzles of Implementation: A case study from Bihar This research was an attempt to fill the gap in the literature by analyzing an attempt by the Government of Bihar (GoB) to adopt an alternative pedagogy tool in government schools to improve the quality of learning as part of a larger reform effort called

the 'Mission Gunvatta,' initiated in the 2013-14 academic year. The pedagogical strategy was based on homegrown experiments that challenged mainstream assumptions about classroom organization and teaching based on set curricula. Critically, it was designed to strengthen local administrative capacity to support schools from the bottom up. Through detailed qualitative interviews and time-use studies of Bihar's education administrators, this study points to the critical role played by organizational culture and resultant perceptions and practices of frontline administrators in interpreting, articulating and implementing reform choices on the ground. In our analysis, the successes and failures of service delivery reforms are as much about appropriate policy design choices, fostering innovation and leadership as it is about the interplay between reform objectives and the every-day practices of those tasked with implementing reforms. This, we argue, is the key missing link in contemporary understanding of public institutions and service delivery reforms in particular

Khurana & Arora (2016) conducted a study on Manifestation of project based learning as educational reform in professional education The purpose of this paper is not to provide any detailed plan of educational reform, but it suggests that there is no dearth of educational innovative ideas, but we are lacking in putting them into reality. It recommends that the main purpose of education should not become to create just human robots or making a skilled manpower, but an immediate action is needed to provide the necessary roadmap for future policy and concrete action. Project-Based Learning (PBL) is an individual or group activity that goes on over a period of time, resulting in a product, presentation, or performance. It is now used at many professional institutes to promote lifelong learning, open inquiry, teamwork, and critical thinking. Traditional learning is being replaced by PBL which is new and innovative educational technique. The Present study aims at finding the effectiveness of PBL in professional education especially in MBA Program.

Singh (2016) conducted a study on Challenges in Indian Education . Over the last two decades, India has remarkably transformed its higher education landscape. It has created widespread access to low-cost high-quality university education for students of all levels. With well-planned expansion and a student-centric learning- driven model of education, India has not only bettered its enrolment numbers but has dramatically enhanced its learning outcomes. A differentiated three-tiered university system – where each tier has a distinct strategic objective – has enabled universities to build on their strengths and cater across different categories of educational needs. Further, with the effective use of technology, India has been able to resolve the longstanding tension between excellence and equity. India has also undertaken large-

scale reforms to better faculty-student ratios by making teaching an attractive career path, expanding capacity for doctoral students at research universities and delinking educational qualifications from teaching eligibility. However, the challenges faced are immense and far-reaching. This paper focused on to identify the key challenges like demand-supply gap, quality education, research and development, faculty shortage etc. in India's education sector.

Milind Sohoni (2016) conducted a research on "The AICTE review: an opportunity for engineering education reform. This article outlined the issues faced by the All India Council for Technical Education (AICTE), the statutory body which governs technical education in India. It points out various lacunae in many areas of technical education such as placements, the use of GATE and JEE scores for selection, accreditation, TEQIP and research in engineering, and the role of the centrally funded institutions. The article also recommends expanding AICTE into a think-tank which may design policy for such an important area.

Misra (2016) conducted a study on "Education Reforms set to seep into India's schools. The purpose of this research was to assess the culture of rote learning in Indian schools. A culture of rote learning in Indian schools could be partly to blame for the "copy and paste" mentality that undermines the country's research. Instead, children should be learning the importance of critical thinking, problem-solving and real-life application. Attempts to abolish rote learning so far extend only to private schools. However, many more children stand to gain from the innovative non-government education initiative Ekal Vidyalaya, which uses a creative educational approach through a system of one-teacher schools in rural areas and tribal villages Early results of public consultations by the government's Committee for Evolution of the New Education Policy and its Framework for Action promise other alternatives. And the 13 bold themes related to school education that have been identified as areas for improvement should enable a new future.

Prasad. (2016) conducted a study on "education and modernization in India" The purpose of the study was to analyse the significance of education in modernization. It could be analysed in three areas: first, the cultural content of this education, secondly, its organizational structure and thirdly, the rate of its growth. The content of new education was doubtlessly modernizing and liberal in nature. Contemporary education, which is an agent of modernization in various forms, is also of the Western origin. Traditionally, content of education was esoteric and metaphysical; its communication was limited to the upper classes or the 'twice-born' castes and the structure

of its professional organization was hereditary and closed. The roles both of the teachers and the taught were qualitative-abstractive. Modern education has a fundamentally different orientation and organization. Its content is liberal and exoteric, and it is steeped in modern scientific world-view. Freedom, equality, humanism and denial of faith in dogmas are the themes which a modern education should contain.

Sheikh (2017) Higher Education in India: Challenges and Opportunities Journal of Education and Practice The current study aimed to highlight the challenges and to point out the opportunities in higher education system in India. The world has realized that the economic success of the states is directly determined by their education systems. Education is a Nation's Strength. A developed nation is inevitably an educated nation. Indian higher education system is the third largest in the world, next to the United States and China. Since independence, India as a developing nation is contentiously progressing in the education field. Although there have been lot of challenges to higher education system of India but equally have lot of opportunities to overcome these challenges and to make higher education system much better. It needs greater transparency and accountability, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn is of utmost important. India need well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation

Walia and Manju (2018) conducted a study on reforms and initiatives in higher education system. There is a felt need for reforms in education due to sociological, political, economic and technological changes. In this context higher education in India is undergoing a big transformation in terms of structural, institutional, transactional and evaluation reforms. The digitalisation of higher education has also been initiated by the government of India in a big way. For the last two decades, the higher education system has positively leapt in various directions to meet the global challenges and ever-increasing demands of the society. This paper highlighted reforms and new initiatives taken by the Ministry of Human Resource and Development (MHRD) for the higher education system of India.

Mathew and Balachandran (2018) conducted a study on "Comparison of the Educational System in Singapore and India and How India Can Reform Its Current Practices to Improve the Quality of Learning. The world is changing day by day and with it is changing the ideas and perception of the education system in different countries. Many countries come up with an innovative proposition to inspire their students and help them acquire the necessary knowledge and skill to sustain in this competitive world of 21st century. This article explored the differences in the educational system in both the countries and how India can improve in this field, to provide an extensive learning experience to its students. This study compared the differences in the education system in both Singapore and India, and also what India can adopt to improve its present education system. Singapore is known for creating various reforms in its educational system and how important it is considered to develop an environment for the students to learn more by studying less.

Brinkmann (2018) conducted a study on Teachers' beliefs and educational reform in India: from 'learner-centred' to 'learning-centred' education. The challenges faced by learner-centred education (LCE) reforms in developing countries may be partly explained by their failure to engage with the culturally shaped beliefs in which teachers' practice is rooted. Drawing from a mixed methods study of 60 government primary teachers in India, This research points to cultural tensions faced by LCE reforms in India. Although India's own Constitutional values and pedagogical reform movements support LCE's ideals, many teachers' beliefs are shaped by dominant ideologies that contradict LCE's assumptions. Imposing a predetermined, 'Western' model of LCE practice will inevitably face challenges if not supported by teachers' underlying beliefs – and in fact contradicts LCE's own ideals of empowering teacher agency. Instead, the paper argues for pedagogical reforms to focus less on a predesigned model of learner-centred practice and more on its underlying beliefs: by seeking to instil culturally relevant learning-centred beliefs, and involving teachers themselves in determining what learning-centred practice might look like within their context.

FOREIGN STUDIES

De Young and Paul (1991) conducted a research on Community Schools in the National Context: The Social and Cultural Impact of Educational Reform Movements on American Rural Schools. This paper discussed how historical influences have transformed community schools, both rural and urban, through the decades. The social and cultural impacts of educational reform movements and how they have affected rural school is examined, with emphasis being placed on the importance of understanding the venous roles a school holds in a rural community.

Michael (1992) conducted a research on Educational reform and educational crisis. He argued that education in general has increasingly become dominated by economic interests that can lead not to enhancing equality but to its opposite. There are important ideological shifts that are

occurring not only in what education is for, but in the content and control of curriculum and teaching. This has also been accompanied by an attempt to not only increase the influence of economic needs on schools, but to make education itself an economic product like all others. This will have a major impact on science education in particular, because both science and technology are seen as high-status in the transformation of education into solely an economic tool.

Iroff , Benhar and. Martin (1995) studied relation between educational reform and the child with disabilities. Their study stated that students with special needs can no longer be an invisible part of the school community. Administrators, teachers, parents and students need to work together in order to facilitate the most effective learning environment for each individual. In light of educational reform that seeks to impose higher standards, frequent assessments and standardized criteria for all students, educational professionals must keep the tenet of education in sight; that is, to impart knowledge and learning to all students. The best way to do this is to see all students as individuals who come to school with their own level of knowledge and skills and build instructional practices from there.

DeMitchell (1996) conducted a research on Collective Bargaining and its Impact on Local Educational Reform Efforts. The purpose of this research was to examine the relationships between collective bargaining and educational reform efforts and to examine the different views that educators hold regarding those relationships. 135 educational professionals from 55 schools from 5 states were chosen as sample. Results focused on local reform initiatives, the character of collective bargaining, and the impact of bargaining on reform efforts.

Abagi and Odipo (1997) conducted a research on efficiency of primary education in Kenya: situational analysis and implications for educational reform. This paper indicates that the operation of primary education system in Kenya faces the problem of inefficiency. Completion rates have remained very low (less than 50 percent) for the last five years. Besides, national pupil-teacher ratio is also low, about 31:1. This study also indicates that teaching-learning time is not utilised efficiently in primary schools. Several factors are behind such inefficiencies. These include: Education policies and management processes - mis-allocation of resources to educational levels; school based factors – teachers attitudes, time utilisation, school environment; and household based factors - poverty, socio-cultural factors, and gender issues.

Lieberman and Grolnick (1998) conducted a research on educational reform networks and changes in the form of reform. New professional learning "networks" are expanding which link people together for common purposes of learning. These networks typically involve a sense of shared purpose, psychological support, voluntary participation and a facilitator. A number of specific networks are described. Analysis shows that networks have great power, but they are also fragile, necessitating continuous negotiation of tension.

Morris and Scott (2003), study attempted to study Educational Reform and Policy Implementation in Hong Kong. The focus of the paper is principally on the constraints that face policy-makers, not on the overall design and problems of implementation inherent in the political system and the processes of policy-making within that system. In this paper, authors have suggested that there are indeed problems in the relationship between policy-makers and implementers that have obstructed meaningful educational reform in Hong Kong. But they have also pointed to wider systemic constraints, problems relating to the legitimacy of the regime, the disarticulated political system and the destructive political culture that have meant that education policies have often been framed in largely symbolic terms beyond the competence of both education policy-makers to rectify. Education policy-making and its implementation in Hong Kong thus takes on a curious character. It is at once both a central concern and a neglected area; the more things change, the more they stay the same.

Teasley (2004), reviewed the culture of discourse on educational reform in Spain. In addition to the critical scholarship reviewed in these pages, we should also take note of Sonia Nieto's (2002) insights on cross-cultural teacher education; Christine Sleeter's (1996) perspectives on multicultural education as social activism; Joe Kincheloe and Shirley Steinberg's (1998) views on critical teaching strategies; and Freire's prolific work on emancipatory pedagogies (see e.g., Freire, 2001). By approaching such pedagogies as a collective effort, can help bridge the gap between the theory and the actual practice of promoting the place of subaltern voices, hybrid identities and counter-narratives in the ''culture of discourse'' on educational reform.

Iliadou (2005) conducted a research on The Educational Reform in the American College of "Merzefounta" in Pontos. This research presented the debate started between the students of the American college of Merzefountas-Pontos having been published in the columns of the newspaper "Pontos" concerning the educational reform and the school language.

Rhoads and Stahleri (2007) made a study of the educational policy and reform for homeless students. The study provides an overview of educational reform efforts that have been targeted toward assisting homeless students. The authors first review some of the difficulties

and barriers that confront homeless children in terms of school access and academic success. The authors then examine four different types of educational reforms for homeless students—mainstreamed schools, supplemental supports, transitional schools (separate schools), and modified comprehensive schools—in relation to the existing barriers for homeless students. Using a case study approach, the authors briefly describe the first modified comprehensive school in the nation and the programs that are being implemented at the school. This article concludes that school reforms for homeless children need to be tailored to the specific context of the community and not be based on national one-size-fits-all reform policy. Recommendations are provided to assist in the planning of educational programs to enhance the academic success of the homeless student.

Muongmee(2007) conducted a research on the role of lifelong learning and Self-directed learning in Educational reform in Thailand. This paper described that Teachers are the principal keys in educational change to lead students towards these goals. It is important that teachers be self-directed learners themselves and to become one of the best and probably the most influential role model for their students. To be self-directed learners, teachers decide what they need to know and what to learn; set their own goals; identify and find resources for learning; and evaluate their own learning. All these skills and qualities must be developed in students. In the teaching-learning process, teachers also need to find ways to avoid unhappy learning situations and to provide resources and an atmosphere for happy learning. The purpose of this article is to explore how globalization affects Thailand's educational reform. Five strategies are proposed for teachers to motivate and develop their students to use "self-directed learning" in the quest of gaining knowledge and life skills throughout their life.

Taneri (2007) conducted a research on Exploring Teacher Candidates' Views on Educational Reform. The present study attempted to explore the teacher candidates' views on educational reform. 36 prospective teachers participated in this study. The data were collected in the 2014-2015 academic year by using semi- structured interviews. The findings of this study revealed that the majority of prospective teachers are not familiar with the reasons of recent educational reform. A significant majority of the respondents had the view that the Educational reforms bring little benefits and in some cases damage both the teachers and the students. The study concluded that a well-organized change is essential in teacher education programs in order to encourage teacher candidates to be involved critically in, and with, the educational system, in which they will work.

Zame, Hope, and Respress (2008), studied Educational reform in Ghana as the leadership challenge. According to them Leadership is a key commodity in twenty-first century organizations. This is especially true for school organizations. This paper aims to respond to six questions about head teachers and leadership of basic schools.A premise of the research was that heads of basic schools lacked leadership proficiencies because of the absence of school leadership preparation programs. Heads of basic schools lack professional preparation in leadership, and practice management and administrative behaviours rather than leadership. There has not been a focus on leadership. The literature is clear about the vital role head teachers have in effective schools and student achievement. This research called attention to the leadership needs of head teachers in the Ghana education system.

Zame, and Hope (2008) conducted a research on Educational reform in Ghana: the leadership challenge. This paper aimed to respond to six questions about head teachers and leadership of basic schools. A survey with a unique identifier was distributed to head teachers at their schools. Analysis was conducted using SPSS and output was translated into frequencies and percentages. This research called attention to the leadership needs of head teachers in the Ghana education system. This research revealed that Ghana faces a leadership challenge related to head teachers' professional development. The results are an alert to policy makers to institute educational reform that addresses head teachers' leadership in basic schools.

Baskan and Erduran (2009) conducted a research on Major issues of educational reform in China and Russian Federation in the last decades of 20th century. This paper aimed at analyzing the major issues on the agenda of the educational reform in China and Russian federation in the last decades with special focus on administration and finance of education systems, by reviewing major articles, journals, policy documents and reports published by the scholars, governmental, non-governmental, national and international organizations. The findings of the paper pointed out that the political and economic backgrounds of these countries were similar but the ways they followed for reforming education were quite different because of the political and economic situations affecting education systems.

Vähäsantanen & Eteläpelto (2009) conducted a research on Vocational teachers in the face of a major educational reform: individual ways of negotiating professional identities. This paper examined how vocational teachers negotiate their professional identity in the context of a major externally imposed curriculum reform. The focus is on the teachers' orientations towards the reform in its initial stage.

Sixteen Finnish vocational teachers were interviewed using open-ended narrative interviews. The data were analysed in accordance with data-driven qualitative analysis methods. From the teachers' accounts three main orientations towards the reform were identified: a resistant orientation, an inconsistent orientation and an approving orientation, each based on the teachers' individual self-positioning towards the reform. Each orientation is illustrated using two narratives. The findings demonstrated that the teachers' orientations were shaped by their individual backgrounds, including their actual sense of their professional selves, their prior working experiences, and their expectations of their professional future. In addition, the teachers' orientations were shaped by their social affordances, and first and foremost by the practices and traditions of the vocational study programmes.

Amanda and Hernandez (2010) conducted a research on Systemic Reform in Pre-Service Science and Mathematics Teacher Education and Its Impact across the K-16 Educational Continuum. This paper discussed the findings of an evaluative case study of a systemic reform initiative in pre-service science and mathematics teacher education involving faculty and administrators from a college of education, a college of arts and sciences, three community colleges, and five K-12 school districts. This collaborative multi-institutional reform initiative fostered the simultaneous renewal of teacher education as well as K-16 teaching and learning, particularly for the growing English language learner (ELL) populations in the Midwest. The theoretical frameworks that served as the basis of this study are the report from the Committee on Science and Mathematics Teacher Preparation (National Research Council [NRC], 2001) on educating teachers of science, mathematics, and technology and Good lad's model for simultaneous renewal (1994). This integrated framework supports the broad-based goals of this systemic reform and the complex nature of the collaborative process. From the data, the researchers identify the key project outcomes and the reform initiatives that supported these outcomes across the K-16 continuum, and discuss their conclusions and implications for future systemic reform in science and mathematics teacher education.

Cohen and Caspary (2010) conducted a research on Individual Values,

Organizational Commitment, and Participation in a Change: Israeli Teachers' Approach to an Optional Educational Reform. The purpose of this study was to examine how individual values and organizational commitment are related to teachers' participation in an optional change program in the Israeli educational system. Data were obtained from Israeli teachers employed in 25 secular Jewish schools during a time when teachers had the option of joining a reform plan initiated by the government and one of several Israeli teachers' unions. The results, using analysis of variance and logistic regression, showed that teachers who joined the reform valued conservation more than those who did not. These teachers also scored higher on normative organizational commitment in comparison to teachers who did not join the reform. The logistic regression showed that organizational commitment had a stronger effect on participation in the reform than individual values.

Selorm (2011) conducted a research on The New Educational Reform and ICT. This paper examined educational system of Ghana, with emphasis on the New Educational Reform and the role it will play in helping leapfrog this nation into complete knowledge-based economy where about 70 per cent of workers are information workers rather than unproductive ones

Ward , Jepson , Jones and, Littlebear (2011) conducted a study on making math count: tribal college leadership in education reform on the Northern Cheyenne Reservation. This case study presented an account of these actions, which illustrates the kind of resistance that Hall and Fenelon suggest is possible in tribal college settings. Specifically, as a result of math curriculum reform at the Chief Dull Knife College, student success in math increased. Moreover, unintended consequences include that Northern Cheyenne student identities have been strengthened; college instructors use more culturally relevant strategies; and the tribal college has assumed a new leadership role in improving local schooling.

Neophytou (2012) conducted a research on Emotional intelligence and educational reform. This paper focused on the notion of educational reform and discusses Emotional intelligence (EI) in the context of the modernist-postmodernist debate. It is argued that through the application of EI into contemporary societies a new wave of reform emerges that provides science with normative power over the emotional world of individuals. This reform aimed primarily on the maximization of performance and employs modes of judgment, selection and regulation of emotions. Thus teachers' emotions can be accurately described, prescribed and synchronized with the paces of reform. Rewards, sanctions but also penalties can be applied based on the compliance of the individual teacher with the predefined indicators of appropriate or inappropriate emotional conduct. However, epistemological, ethical and moral questions should be raised and the side effects of the modernization movement should be considered before applying the new ethos that EI brings along.

Christou (2013) examined educational rhetoric in Ontario, Canada, during the Great Depression. His paper examined the rhetoric of social efficiency in the Canadian province of Ontario between 1931 and 1935, the years most acutely

affected by the Great Depression. It concentrates on two primary sources: the Annual Reports of the Minister of Education and one popular educational journal, The School. For policymakers and educationists in Depression-era Ontario, a new alignment between the society and schools held particular appeal at a time when the 'traditional' ways of schooling and of administrating had seemingly failed. Four discursive themes emerged as aspects of social efficiency rhetoric in the province. These were manifested via the promotion of initiatives intended to: (a) establish organisations that would tie together Ontario's homes and schools; (b) organise and restructure the infrastructure of schooling; (c) increase mental testing systematically; and (d) programme for vocational guidance.

Gounari and Grollios (2013) conducted a study on the educational reform in Greece and its central concepts They examined the official public discourse as illustrated in government documentation in an attempt to map out the marked shift from the university as a public good to the university as corporate entity, and highlight the particular ways in which this is done. The new educational legislation sets the stage for an education where the individual will thrive through relentless competition, where collectivity is abolished, where only "useful" knowledge counts and where "quality" and "excellence" serve as the excuse for a corporate standardization of the university and the academic life and thought.

Saravanan and Najjar (2013) conducted a research on Educational Initiatives in Teacher Education Reform: Curriculum Intervention and Curriculum Innovation. This paper focused upon education reform initiatives undertaken in teacher education programmes through innovative pedagogy and a learner-centered research agenda (Darling-Hammond et al., 2005); at Bahrain Teachers College (BTC) . These educational initiatives have been undertaken in order to reform the Bahraini K-12 school system. The educational initiatives discussed in this paper is implementing a visual literacy approach is a start towards recognizing the need for innovative teaching approaches. The intervention outlined in this study is an early beginning towards reflective practices.

Brissett (2013) conducted a research on Reading conformity, resistance, and hybridity in Jamaica's educational policy reform approaches. This paper examined how Jamaica's policy responses to global educational policy discourses are shaped by the country's postcolonial condition. The researcher employed three core concepts of postcolonial theory - conformity, resistance and hybridity - to extrapolate a contextual understanding of Jamaica's educational policy reform efforts. Through the examination of various policy texts, the researcher found that there is rhetorical compliance to

neoliberal educational discourse juxtaposed with policies in practice that challenge notions of a universalizing neoliberal ethos. Drawing on examples from the social safety net and students loans system, the researcher argued that though Jamaica appears to be embracing global education discourses, its policy approaches represent deeper complexities beyond conformity

José and Noriega (2013) conducted a research on Study about ICT skills in Junior High School Teachers under Mexico's educational reform. This study sought to identify the management that junior high school teacher in Mexico gives to Information and Communication Technologies (ICT) as well as their attitudes and uses of digital devices, particularly in the framework of secondary school reform, using an instrument based on the ICT Competency Standards for

Teachers(UNESCO,2008), led to 350 teachers in four municipalities of Nuevo Leon, Mexico selected through random sampling for a confidence level of 95 to 5 error and probability .05, of a universe of the metropolitan area of Monterrey. The results indicate that when digital communication is more used, it is more likely also its integration in the classroom. At the end, it was found the level of ICT knowledge of teachers in an instrumental phase as well, which should lead to change teaching practice and public policy in this area.

Mackinnon A, Thepphasoulithone B ,(2014) studied Educational reform in Laos as a case study. This study examined Lao's teachers' experiences with school improvement efforts in the context of the classroom, School community, and professional development. The study focuses the subjective experiences of four exemplary teachers in one Secondary School and one university in the Champasak province of the Lao People's Democratic Republic.

Two of the teachers are high school teachers who are known to be outstanding teachers and leaders among their colleagues. Similarly, the two university's based educator's are known to be outstanding teacher educators in their Faculty of education. While consistent with the literature in recognising general challenges to improvement and reform, this study demonstrates the complex interplay of diverse challenges within and across the context of classroom, school day- to -day practices and the professionalism that teachers have tried to develop practices and the professionalism the teachers have tried to develop, it contributes to knowledge in the field by providing teachers perspectives and voices about the complexities of educational improvement in schools in the Champasak province in the southern part of the Lao PDR

Minina (2014) conducted a research on relation between teacher research and democratic educational reform. The

paper explored the public perception of neoliberal idea of 'educational standardisation' against the benchmark of local pedagogical practices and preferences in post-Soviet education modernisation reform in Russia. The analysis showed how the standardisation reform in Russia was developed in convergence with policy recommendations by foreign agents, rather than through consultations with domestic pedagogical community.

Alyami (2014) conducted a research on Educational Reform in the Kingdom of Saudi Arabia: Tatweer Schools as a Unit of Development. This study was the first to investigate the impact of educational policy development on practice within Tatweer Schools in this country, to seek in which aspects they are innovative and to examine the level of autonomy. Research provided policy-makers with insights into actual practice and the real-life context within such schools. This preliminary study used qualitative data obtained in semi-structured interviews, focus groups and documentary analysis. The majority of the participants have a positive attitude about the Tatweer Programmes. It is a major shift of Saudi educational policy; moving from centralization to decentralization, from focusing on the individual to team learning; from being isolated schools to be open schools and having a partnership with society. Despite these significant developments, however, the level of students' achievement has not been changed

Azizi (2015) conducted a research on Educational Policy Makers' Views on Secondary Education Relevance to the World of Work in Iran: A critical reflection on 1990s educational reform. This paper reported the results of a qualitative study about the effectiveness of major reforms taken place in 1990s towards closing down the gap between general upper secondary education and the economy in Iran. The study aimed to analyse questions such as: To what extent dose Iranian secondary education meet current and future needs of labour market? How satisfied are employers and other key stakeholders with the quality of high school graduates in the workplace? And what are the most important further steps that policy makers should take into the account to complete the reform process of secondary education successfully? Field work using a series of semi-structured interviews was carried out with senior policy makers in the Ministry of Education. The research findings indicate that there is no systematic employers' involvement in debates and decision are made about educational improvement causing a weak cooperation and partnerships between education and businesses.

Lankshear and Knobel (2015) conducted a research on relation between teacher research and democratic educational reform. This paper described the potential importance of teacher research for the role and status of teachers as professionals within contexts where a democratic ideal of education is under attack from technical standards and standardized curriculum. It described two 'founding concepts' of teacher research from the 1970s. The authors argued that much current teacher research does not achieve the ideals of these concepts. They analyzed weaknesses in teacher research, and describe features of good quality teacher research that could support pursuit of a democratic educational ideal.

Murphy (2015) studied Immigrant children in the age of educational reform.This paper explored how the new testing movement affects these students, many of which are English language learners. The passage of new federal laws mandating that all students be tested within one year of entrance into a U.S. school is refuted by long standing research. Studies have demonstrated that it takes five to seven years for students to attain the academic language necessary to achieve success in educational settings.This paper also explored the instructional program options for immigrant students and advocates for changes in the current testing protocol for them..

Eteläpelto and Vähäsantanen (2015) conducted a research on Vocational teachers in the face of a major educational reform. This paper examined how vocational teachers negotiate their professional identity in the context of a major externally imposed curriculum reform. The focus was on the teachers' orientations towards the reform in its initial stage. Sixteen Finnish vocational teachers were interviewed using open-ended narrative interviews. The data were analysed in accordance with data-driven qualitative analysis methods. From the teachers' accounts, three main orientations towards the reform were identified: a resistant orientation, an inconsistent orientation and an approving orientation, each based on the teachers' individual self-positioning towards the reform. Each orientation is illustrated using two narratives. The findings demonstrated that the teachers' orientations were shaped by their individual backgrounds, including their actual sense of their professional selves, their prior working experiences and their expectations of their professional future

Servaes (2015) conducted a research on relation between teacher research and democratic educational reform. This paper presented an overview of the emergence of sustainability themes in communication for education and development and uses a framework of sustainability indicators for communication for development and social change projects to assess the Guatemalan "USAID/Reforma Educativa en el Aula"(REAULA) project. The paper filled a crucial gap in the growing body of literature by first synthesizing the most relevant data currently produced by global and local institutions and NGOs,

Pittman (2015) conducted a research on Professional Development and The Impact of Educational Reform on Faculty and Students' Use of Knowledge Technologies in a Teacher Education Program. This quasi-experimental exploratory study examined a four-dimensional framework for conceptualizing, developing, delivering, and assessing variables that emerged in search of a theoretical model to prepare teacher educators in new technologies, communications, and virtual pedagogy. Three theoretical frameworks include Cognitive Flexibility, Concerns- based Adoption, and Apple Classrooms of Tomorrow theories of professional development and learning new technologies. The research was designed to focus on the effects of cognition With media training and technology and the impact on pedagogy(application of the understanding in educational practice) following training efforts rather than the results of technology itself (skill-wise). The design included purposive sampling and mixed methods for data collection and analysis. Four variables were examined via artifacts, interviews, observations of time on task, and video captures include: cognition, media, technology, and pedagogy. A significant finding was that although faculty increased their use of technology considerably in their teaching methodology, skill-sets experienced moderate gains while levels of understanding (cognition) and confidence increased significantly. The findings in this research provide widespread implications for globalizing educational reform and professional development in new technologies that could connect educators around the world who are struggling with problem of using technology in higher education environments to prepare highly qualified teachers

Baglieri , Bejoian, Broderick, Connor, and Valle (2015) conducted a research on Reclaiming "Inclusive Education" Toward Cohesion in Educational Reform on Disability Studies Unravels the Myth of the Normal Child. This article called attention to the restrictive notions of inclusive education promulgated within the discourse of special education in the United States and asserts the value of using disability studies in education to support broader conceptualizations of inclusion that potentially incorporate all students. Purpose/Objective/Research Question/Focus of Study: By dismantling the myth of the typical/average child, the authors reveal ways in which educational practices actively contribute to the creation of "normalcy" and discuss the harmful effects that this can have on all citizens. They illustrate selected practices that help constitute the normative center of schools by using the organizing principle of disability as a heuristic device to enable multiple simultaneous critical standpoints. Analytic essay. The authors call for the dissolution of the normative centre of schools through an interdisciplinary alliance between disability studies and other criticalist fields that

share the aim of claiming value in human diversity over standardization.

Bocchio , Grinberg and Villagran (2015) conducted a research on Reception and enactment of the compulsory secondary education reform Stephen Ball's contributions to the study of educational policies in schools of Santa Cruz province. This paper presented key progress in a research based in Stephen Ball's work, specifically the contributions that relate to policy trajectories analysis or the Policy Cycle approach. Specifically, we focus in the enactment context, in which the reform policies of compulsory secondary education are received and enacted in two public secondary schools, located in the city of Caleta Olivia, Santa Cruz. We develop three analytical dimensions, seeking to understand how subjects experience educational reform policies in secondary education. These dimensions are: 1. The abrupt character of the reform; 2. Reform's institutional communication 3. Rhetoric of participation and commitment in times of hyper bureaucracy and management. This paper highlighted some of Ball's major contributions to research the educational policy enactment process in "real schools" of Argentina

Yang, (2015) conducted a research on Teacher Mediated Agency in Educational Reform in China. This study examined teacher agency in implementing English as a Foreign Language (EFL) curriculum reform in the Chinese university context. It theorized the concept of teacher agency from a sociocultural theory perspective and draws on a study conducted in a conservative and less developed area in China. The book uses Engeström's activity theory and Vygotsky's concept of the Zone of Proximal Development (ZPD) to understand the nature and extent of teacher agency in adapting one's teaching with respect to beliefs, knowledge and instructional practices. The study concludes that curriculum reform in China needs to shift from reliance on 'top-down' policies to 'bottom-up' implementation that mobilizes local understandings and practices. One of the implications of this study is that transformative teacher education programs aimed at developing teacher pedagogical agency require that teachers have ongoing opportunities to design, develop and evaluate curriculum-based mediational means.

Diego (2015) conducted a research on The non-considered points of the Educational Reform. This paper described that the teaching labor needs urgently to be re-thought and re-stated, the government was sending people to Finland to catch up some of the great features in the way they teach, which is not bad in any way possible, but it is useless if we do not attend factors as the in-class time, the overall time given to prepare materials, and the working time per week. Paper also emphasized the need to re-think and to set a clear differentiation among what are the

teachers' duties and the family's duties because we do not want our teachers to sloth in the essential role they play in our nation.That is why it is important not only to discuss about the politics of education, we also need to start considering teachers as the individuals they are, individuals that have lives as any other individual in the world.

Romanowski1, Cherif, Ammari, and Attiyah (2015) conducted a research on Qatar's Educational Reform and The Experiences and Perceptions of Principals, Teachers and Parents. This study described the implications of the massive Qatari educational reform, Education. For a New Era (EFNE), from the perspectives of teachers, principals, and parents provides insight into these stakeholders perceptions regarding how EFNE has impacted teaching and learning and the new challenges they face. This qualitative study uses open-ended questionnaires, focus groups and interviews. Survey data is collected from 18 Independent Schools including 17 principals, 413 teachers and 565 parents and interviews with 17 principals, 26 teachers and 50 parents. Findings describe the effects, impact, the challenges and the advantages and disadvantages of EFNE on these stakeholders.

Berliner (2015) conducted a research on our impoverished view of educational reform. This paper analysed about the role of poverty in school reform. It is argued that poverty places severe limits on what can be accomplished through school reform efforts, particularly those associated with the federal No Child Left Behind law. The data presented in this study suggest that the most powerful policy for improving our nations' school achievement is a reduction in family and youth poverty.

Buljan and Kotlar (2016) conducted a case study on the use of deliberative method in educational Reform. This paper presented the process of inclusion of the stakeholders in educational reform through the deliberative workshops. During the workshops, the organizers found out how the stakeholders are rethinking on some of the aspects of the Bologna Process, how they perceive and value the work of student representative and volunteering activities, and what they think about the extra- curricular activities of the student and how they value such activities. The form of deliberative workshops encouraged participants to freely and in constructive way express their thoughts and expectances in order to exchange ideas and knowledge about the matter, and to make a decision on common suggestions to solve a particular problem in the context of higher education (introduction of a new practice, modifications and alternations of existing practices, etc). This type of the application of deliberation method is extremely useful, which is the reason for the suggestion of the method's use

in preparing, implementing and evaluating the educational reforms.

Baxter (2016) conducted a research on who governs educational change? The paradoxes of state power and the pursuit of educational reform in post- neoliberal Ecuador. This study identified and compared competing policy stories of key factors involved in the Ecuadorian education reform under President Rafael Correa. By revealing these competing policy stories, the study generates insights into the politics of education reforms that focus on quality in both the context of Ecuador and more broadly. The analysis examined both the limits and importance of state control over education and the limits and importance of social participation in education reforms in certain historical contexts. Finally, the study outlines some key lessons learned for Ecuador and other progressive states as they pursue education reforms within a post-neoliberal agenda.

Nygreen (2016) conducted a research on Competing Paradigms of Educational Justice: Parent Organizing for Educational Equity in a Neoliberal Reform Context, Equity & Excellence in Education. This study examined a grassroots parent organizing effort in a large, high poverty, urban school district. Drawing from ethnographic field research at a community-based popular education organization, the study describes how parent organizers worked to educate and mobilize Latina/o immigrant parents on issues of educational justice and equity. It identifies three pillars of their approach—a social theory, a theory of change, and a theory of knowledge— and argues that these were not reducible to a set of practices or methods; rather, they constituted a coherent paradigm of educational justice. This paradigm differs in significant ways from the neoliberal justice paradigm that currently dominates education reform and policy. By examining points of tension between these two competing paradigms, this article seeks to accomplish two aims. First, it aims to deepen our understanding of how underlying paradigms of educational justice shape the work of educating, organizing, and reforming schools. Second, it aims to expose the cultural specificity, or non universality, of the neoliberal paradigm in order to challenge its hegemonic status in education reform and policy.

Peck (2017) conducted a research on Urban School Reform in the United States . He discussed that issue has been the notion of just who should and will control change efforts. Moreover, vexing tensions have also characterized the enacted reform initiatives. For instance, urban school policies created by distant, delocalized outsiders have routinely engendered unanticipated local effects and fierce community resistance. In addition, particular urban school reforms have manifested simultaneously as means for encouraging social justice for marginalized youth and as

mechanisms for generating financial returns for educational vendors. Regardless of such tensions, faith in urban school reform has persisted, thanks to exemplary city schools and programs that have helped students thrive academically. For many reformers, such success stories demonstrate that viable routes toward enabling academic achievement for more children living in urban areas do indeed exist.

TAE-Heechoi (2017) conducted a study on Educational reform and teacher resistance: A case from South Korea. This paper explored teachers' resistance against a pedagogic reform in South Korea. Ideas for the Teaching English in English reform were borrowed from 'native-English-speaking countries' and implemented without systematic localization, therefore, it was not surprising that teachers resisted it. Drawing on works by Michel Foucault and James Scott, the paper highlights the potential impact of subtle, low-profile resistance on the course of a reform. Thus, it contributes to a more comprehensive understanding of teachers' resistance against educational reforms.

Alves (2017) conducted a research on The Transnational Phenomenon of Individual Planning in Response to Pupil Diversity as A Paradox in Educational Reform. The study showed that individualised planning allows school structures and practices to remain by and large unchanged in the face of a changing population. The analysis suggests that pupils who 'struggle' to learn are, in general, responded to through pre-established add-on solutions in a system that remains unchanged. While individualised planning may be thought as part of an educational reform to create more inclusive educational systems, by and large it is a way to avoid an actual reform to foster better educational responses to pupil diversity.

Amy Matsumoto (2019) has done Literature Review on Education Reform in the UAE. According to him existing studies show that the country is struggling to align market-driven academic goals with dominant cultural paradigms. A transition away from a reliance on a formerly lucrative petroleum industry raises the stakes of their academic outcomes. This literature review used terms explored in Comparative Education such as policy borrowing to explain the government's approach to reform, and suggests areas for future research.

The investigator has reviewed 76 studies both Indian and Foreign. Among them 28 are Indian and the remaining are Foreign studies.

The main objectives of the reviewed studies were to find the difference, association, correlation and casual effect relationship between the variables. In most of the studies, the authors have used Random sampling techniques for selecting the sample. Researchers have mostly used

psychological tests and psychological inventories and also interview and observation schedules standardized by the authors. In the above reviewed studies, the authors have used t-test, correlation, analysis of variance and analysis of co- variance for testing their hypotheses. In the studies both survey and experimental methods have been used.

Few studies are qualitative in which case study, review and interview method have been used. Main objectives of qualitative studies were to find the causes, discuss reasons and find tentative solution for reform in education.

Based on the above review the researcher can assure that the study under taken by researcher is not done previously. The researcher has selected the topic " A Critical Study on Educational Reform and its Implications in Higher secondary School Education in Patna. It is the first time of its kind that such a study is being undertaken in Patna, Bihar.

VIII.   PROPOSED METHODOLOGY

RESEARCH DESIGN :-

Research design is the plan, structure and strategy of investigation conceived, so as to obtain answer to research questions. The term plan here refers to the overall scheme or programme of research. The researchers plan to approach the research subject, collect data, analyze it and study the research problem. Structure refers to the outline, scheme and paradigm of operation of variables. Strategy refers to the method to be used to gather and analyze data. The researcher used ex post facto design.

METHOD ADOPTED :-

In order to carry out the research, the researcher has to employ certain method through which he can collect data to reach the solution of the problem. The method employed depends upon the nature of the problem selected and the kind of data necessary for its solution. Since the problem of the study is concerned with the Secondary School Teachers So, survey method was employed.

Survey is a 'fact finding' study. "Survey method" is a method of gathering data from a relatively large number of cases at a particular time. It is concerned with the generalized statistics that result when data are abstracted from a number of individual.

John W Best (1986) states "The Survey method gathers data from a relatively large no. of cases at particular time". Survey method involves interpretation, comparison, classification, evaluation and generalization. All directed towards a proper understanding and solution of significant educational problems.

CHARACTERISTICS OF SURVEY METHOD :-

(a) The survey method gathers data from a relatively large number of cases at a particular time.

(b) It is essentially cross sectional approach.

(c) It involves clearly defined problems & definite objectives.

(d) It is concerned with generalized statistics of the whole population or of the sample.

(e) It requires careful analysis & interpretation of the data gathered.

(f) It requires logical & skilful reporting of the findings.

SIGNIFICANCE OF SURVEY METHOD :-

(a) It determines the present trends and solves current practical problems.

(b) It suggests the courses of future development.

(c) It helps fashioning many tools with which we do research.

(d) It provides background for future studies.

LOCATION OF THE STUDY :-

The present investigation was conducted in Patna , which is the capital of Bihar. Bihar is one of the frontier states of India bordering Nepal. The area of state is 94,163 km2 which is divided into 38 districts. The total population of the state is 103,808,78 of which 5,5185,347 are males and 4,96,19,290 are females. The rate of increase in population is 25.07%. The sex ratio is 916 females per 1000 males. The literacy rate of the state is 63.82%.(Literacy in Bihar, wikipedia).

Patna city is governed by Municipal Corporation which comes under Patna Metropolitan Region. Population of Patna is 1,683,200; of which male and female are 894,158 and 789,042 respectively. Although Patna city has population of 1,683,200; its urban/ metropolitan population is 2,046,652 of which 1,087,864 are males and 958,788 are females.

In education section, total literates in Patna city are 1,264,523 of which 694,580 are males while 569,943 are females. Average literacy rate of Patna city is 84.71% of which male was 87.71 and female literacy was 87.71 and 81.33%. The sex ratio of Patna city is 882 per 1000 males. Child sex ratio of girls is 864 per 1000 boys.

POPULATION :-

According to Best and Kahn,(2003), "A population is any group of individual who has one or more characteristics in common that are of interest to the researcher." Population is the aggregate or totality of objects or individuals regarding which inferences are to make in a study.

The population of the present study is all the Eleventh grade students studying in the higher secondary schools run by government, private and missionary schools in Patna town.

SAMPLE :-

John. E. Conklin, (1987),defines "A sample is a representative group of people chosen from a large population." A sample is a small proportion of a population selected for observation and analysis. The sample for the present study constitutes 400 Eleventh class students studying in higher secondary schools run by government, private and missionary schools in Patna town.

METHOD OF SAMPLING :-

Sampling is a process by which a relatively small number of individuals or measures of individuals, objects or events is selected & analyzed in order to find out something about the entire population, from which it was selected. It helps to reduce expenditure, save time and energy, permits measurement of greater scope, or produce greater precision and accuracy.

Sampling methods fall into two broad categories:.

1)   Non- Probability sampling

2)   Probability

Garrett has suggested four methods of sampling.

1)   Random

2)   Stratified

3)   Incidental

4)   Purposive

To select the sample in the present study Random sampling technique was adopted.

RESEARCH TOOLS :-

For every type of research we need certain instrument to gather the relevant data or to explore new field. The instrument employed as the means of collection of data are called tools. For the present study the investigator has used the following tools.

1. A self constructed and validated Classroom Learning Environment Scale (CLES); (Appendix 1), and

2. A self constructed and validated Achievement Test .

IX.   MAJOR FINDINGS

The major findings of the study are discussed below:

PERCENTAGE ANALYSIS

i. 10.2 % of boys have positive perception, 77.5 % have average and 12.3 % have negative perception towards the pedagogical practices and learning environment in their classroom. While among girls, 17.2 % of have positive perception , 77.5 % have average and 12.3 % have negative perception.

ii. Among the secondary school students whose family income was less than or equal to 2 lakh, 8.6% have positive perception, 75 % have average and 16.4 % have negative perception towards the pedagogical practices and learning environment in their classroom. While among the higher secondary school students whose family income was than 2 lakh, 6.5 % of higher secondary school students have positive perception, 78.5 % have average and 15 % have negative perception.

iii. Among the higher secondary school students, who studied in Government School 9.1% have positive perception, 71.3 % have average and 19.6 % have negative perception towards the pedagogical practices and learning environment in their classroom. While among the higher secondary school students, who studied in Private School 8.1 % of higher secondary school students have positive perception , 81.9 % have average and 10 % have negative perception.

iv. Among the higher secondary school students, who had joint family, 4.1% have positive perception, 77.4 % have average and 11.5 % have negative perception towards the pedagogical practices and learning environment in their classroom. While among the higher secondary school students, who had nuclear family, 12.6 % of higher secondary school students have positive perception , 75.9 % have average and 11.5 % have negative perception.

v. Among the higher secondary school students, who studied in CBSE Board

10.3 % have positive perception, 77.7 % have average and 12 % have negative perception towards the pedagogical practices and learning environment in their classroom. While among the higher secondary school students, who studied in BSEB Board 4 % of secondary school students have positive perception , 73 % have average and 23 % have negative perception.

vi. 10.2 % of secondary school boys have high level of academic achievement, 77.5 % have average and 12.3 % have low level of academic achievement. While among secondary school girls, 17.2 % have high level of academic achievement, 70.5 % have average and 12.3 % have low level of academic achievement.

vii. Among the higher secondary school students whose family income was less than or equal to 2 lakh, 8.6% have high level of academic achievement, , 75

% have average and 16.4 % have % have average and 12.3 % have low level of academic achievement. While among the higher secondary school students whose family income was than 2 lakh, 6.5 % of secondary school students have high level of academic achievement, 78.5 % have average and 15 % have low level of academic achievement.

viii. Among the higher secondary school students, who studied in Government School 9.1% have have high level of academic achievement, 71.3 % have average and 19.6 % have low level of academic achievement. While among the higher secondary school students, who studied in Private School 8.1 % of secondary school students have high level of academic achievement, 81.9 % have average and 10 % have low level of academic achievement.

ix. Among the secondary school students, who had joint family, 13.4% have high level of academic achievement, 68.1 % have average and 18.5 % have low level of academic achievement. While among the higher secondary school students, who had nuclear family, 14.7 % of secondary school students have high level of academic achievement, 75.9 % have average and 11.5 % have low level of academic achievement.

x. Among the higher secondary school students, who studied in CBSE Board 10.3 % have high level of academic achievement, 77.7 % have average and 12 % have low level of academic achievement. While among the higher secondary school students, who studied in BSEB Board 4 % of higher secondary school students have high level of academic achievement, 71 % have average and 17.6 % have low level of academic achievement.

X.   CONTRIBUTION OF THE STUDY

i. The study will be helpful for the policy makers in making policy decisions regarding the implementation of educational policies.

ii. The study will help the administrators in the government to know the difficulties in the execution of educational policies in schools .

iii. The study will be helpful for the policy makers to redefine the responsibilities of teachers regarding implementation of educational policies.

iv. The study will be helpful in analyzing the problems in the implementation of educational policies and hence the follow up can take place.

v. The study will be helpful in understanding the problems of the students in Higher Secondary Schools in Patna.

vi. The study can help in designing of the Higher Secondary curriculum in Schools.

vii. The study can be helpful to the researchers in their future studies.

XI.   CONCLUSION

The persistent efforts made till now in the field of education by our policymakers is significant. Proper implementation of these educational policies lead to educational reforms. Educational reforms refer to the goal of changing public education. Our government has taken up far- reaching educational reforms to improve quality and access to education. The Government of India has initiated major reforms in the education sector to improve the quality and access to education. Reforms from this point of view have taken many forms. Today we can consider educational reforms from various perspectives. An important aspect of recent educational reform efforts in India is the emphasis on changing pedagogy and as part of this on adopting innovative and more effective approaches in teaching and learning in schools. For adopting these effective approaches in teaching and learning in schools, teachers should be able to create a conducive environment in the classrooms.

The learning environment should actively engage all students and develop in them the capacity to understand themselves as learners, with the necessary strategies to be able to learn more effectively. It means learning centeredness should be the priorities of the learning organisation whether it is a school or any site of learning. Learning should not be understood as a purely cognitive activity as today's emotions and motivations are integral to its success. Assessment is essential for student learning. Students need meaningful feedback on their work while teachers need to assess progress regularly in order to adapt and personalize their teaching. Learners need to understand what is expected of them.

SIGNIFICANCE OF THE STUDY

The role of education in development, social change, and social mobility has been recognized as a vital component in every developmental effort in a modern society. The National Policy on Education (1986) concurred with the view that education is vital for shaping the future of the society and signified it as the mainstay of all national endeavours particularly in societies, which have chosen a democratic path of development. India has paid considerable attention to education at all levels since independence. Improvement in literacy rates and enrolments at different levels of education reveals that

these efforts have been rewarded to some extent. The infrastructure for the development of education has been significantly expanded. However, the issues and problems of access, equity, quality, relevance and inclusiveness in education, especially in secondary and higher secondary education has confronted the education system of the country right from the beginning continue to haunt it even today. While increasing access is necessary, but access has to be with equity and inclusiveness. It is equally important that the issue of significantly improving the quality of what is taught and learned in our schools and colleges should receive far more attention.

Mere implementation of the educational policies and schemes are not enough. Monitoring and Evaluation is very important. For achieving the goal of Education four important factors are identified. These are Access to Education, Enrolment of children, Retention of the enrolled children and Achievement. Retention of the enrolled children and Achievement among the students will entirely depend on the pedagogical practices and learning environment in their classrooms.

For quality education it is required that the research findings in this area are highlighted so that they can draw attention. It is equally important that quality education should be accessible to all of us as we cannot envisage the proper development of society. This study will be very helpful to the politicians, bureaucrats, policy makers, researchers, teachers and all others who are concerned with the mission to minimise dropout rates and to ensure quality education is accessible to all.

DISCUSSION OF THE RESULTS

i. It was found that there is significant difference in the perception towards the pedagogical practices and learning environment in the classrooms of higher secondary school students with respect to gender. While comparing the means, Mean of boys (26.4) is greater than girls (22.7). Hence Boys have more favourable perception towards the pedagogical practices and learning environment in the classroom than girls.

ii. It was found that there is significant difference in the perception towards the pedagogical practices and learning environment in the classrooms of higher secondary school students with respect to Family annual income. While comparing the means it is found that, Mean of students whose Family annual income was less than 2 lacs (29.43) is more than the mean of students whose Family annual income was 2 lacs or more than that (24.6). Hence students whose Family annual income was less than 2 lacs have more favourable perception towards the pedagogical practices and learning environment in the classroom

than students whose Family annual income was 2 lacs or more than that.

iii. It was found that there is significant difference in the perception towards the pedagogical practices and learning environment in the classrooms of higher secondary school students with respect to School type. While comparing the means it is found that, government school students have low mean than the private students , hence private school students have more favourable perception than the government students.

iv. It was found that there is no significant difference in the perception towards the pedagogical practices and learning environment in the classrooms of higher secondary school students with respect to Family type. While comparing the means it is found that, Nuclear Family school students have high mean than the Joint Family students , hence Nuclear Family school students have more favourable perception than the Joint Family students.

v. It was found that there is significant difference in the perception towards the pedagogical practices and learning environment in the classrooms of higher secondary school students with respect to School Board type. While comparing the means it is found that, CBSE school students have high mean than the BSEB students , hence CBSE school students have more favourable perception than the BSEB students.

vi. It was found that there is significant difference between male and female higher secondary school students in their academic achievement. While comparing the means it is found that, boys have high mean than the girls, hence boys are better than the girls in their academic achievement

vii. It was found that there is significant difference in higher secondary school students in their academic achievement on the basis of their Annual family income. While comparing the means, it is found that, students with higher family income have high mean than the students with lower family income , hence students with higher family income are better than the students with lower family income in their academic achievement

viii. It was found that there is significant difference in higher secondary school students in their academic achievement on the basis of their School type. While comparing the means it is found that, government school students have low mean than the private students , hence private school students are better than the government students income in their academic achievement.

ix. It was found that there is no significant difference in higher secondary school students in their academic achievement on the basis of their Family type.

x. It was found that there is significant difference in higher secondary school students in their academic achievement on the basis of their School Board. While comparing the means it is found that, , students of CBSE Board have higher mean than the students of BSEB Board, hence CBSE students are better than the BSEB students in their academic achievement

xi. It was found that there is no significant relationship between perception towards the pedagogical practices and learning environment and academic achievement in higher secondary school students.

xii. It was found that there is no significant relationship between perception towards the pedagogical practices and learning environment and academic achievement in higher secondary school students.

xiii. It was found that there is significant relationship between perception towards the pedagogical practices and learning environment in their classrooms and academic achievement in female higher secondary school students.

xiv. It was found that there is no significant relationship between perception towards the pedagogical practices and learning environment in their classrooms and academic achievement in government higher secondary school students.

xv. It was found that there is no significant relationship between perception towards the pedagogical practices and learning environment in their classrooms and academic achievement in private higher secondary school students.

xvi. It was found that there is no significant relationship between perception towards the pedagogical practices and learning environment in their classrooms and academic achievement in joint family higher secondary school students.

xvii. It was found that there is no significant relationship between perception towards the pedagogical practices and learning environment and academic achievement in higher secondary school students.

REFERENCES

[1] Adams, P., & O'Neill, J. (2010). Heeding parents in educational reform. New Zealand Journal of Teachers' Work, 7(1), 1-2.

[2] Aggarwal, J.C. (2004). Development of Education System in India. Vikas Publishing House Pvt. Ltd., New Delhi.

[3] Aggarwal, J.C. (2007). Educational Policy in India: 1992 and Review 2000 and 2005. Vikas Publishing House Pvt. Ltd., New Delhi.

[4] Ahuja, R. (2011). Research Methods. Rawat Publications.

[5] Ak it, N. (2007). Educational reform in Turkey. International Journal of Educational Development, 27 (2), 129–137.

[6] Anyon, J. (1995). Race, social class, and educational reform in an inner city school. Teachers College Record, 97, 69–94.

[7] Asif, F. (2013). Prospective teachers' beliefs about concepts of teaching and learning.

[8] International Journal of Academic Research and Reflection, 1 (1), 41-51.

[9] ASER. (2014). Annual Status Of Education Report. Retrieved on 12.10.15. from http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202014/National%20PPTs/aser2014indiaenglish.pdf

[10] Azizi, N. (2012).Educational Policy Makers' Views on Secondary Education Relevance to the World of Work in Iran: A Critical Reflection on 1990s Educational Reform. International Journal of Social Science & Interdisciplinary Research 1 (8), August 2012, ISSN 2277 3630 on 2.4.19 . Retrieved from https://www.academia.edu/24476039/Educational_Policy_Makers_Views_on_Secondary_Education_Relevance_to_the_World_of_Work_in_Iran_A_Critical_Reflection_on_1990s_Educational_Reform IRJC

[11] Best, J. W. and Kahn, J.V. (2006). Research in Education (9th ed.).New Delhi : Prentice Hall of India Private Limited.

[12] Bocchio, M. C., Grinberg ,S. , & Villagran, C. (2016) Reception and enactment of the compulsory secondary education reform. Stephen Ball's contributions to the study of educational policies in schools of Santa Cruz province, Argentina.

[13] Archivos Analíticos de Políticas Educativas, 24(9). Retrieved from https://www.academia.edu/38436916/Reception_and_enactment_of_the_compulsory_secondary_education_reform._Stephen_Ball_s_contributions_to_the_study_of_educational_policies_in_schools_of_Santa_Cruz_province_Argentina on 7.4.19

[14] Brinkmann, S. (2018). Teachers' beliefs and educational reform in India: from 'learner-centred' to 'learning-centred' education. Comparative Education. 1-21. 10.1080/03050068.2018.1541661. Retrieved from https://www.researchgate.net/publication/328708237_Teachers'_beliefs_and_educational_reform_in_India_from_'learner- centred'_to_'learning- centred'_education retrieved on 5.4.19

[15] Brisset, N.O. M. (2013). Reading Conformity, Resistance, And Hybridity In Jamaica's Educational Policy Reform Approaches.. Retrieved from https://www.academia.edu/31884756/Reading_conformity_resistance_and_hybridity_in_Jamaicas_educational_policy_reform_approaches retrieved on 2.4.19

[16] British Council. English in Education. Bihar Profile. Retrieved from https://www.britishcouncil.org/sites/default/files/bihar_education_summary_report.

[17] Burrola, M., Vera J. (2013) Study about ICT skills in Junior High School Teachers under Mexico's educational reform. International Journal of Psychological Research. 6 (2): 59-70

[18] Carol,W., Sachiko, J., Kacey, J., & Richard, L. (2014). Making Math Count: Tribal College Leadership in Education Reform on the Northern Cheyenne Reservation. American Indian Culture and Research Journal: 2014, 3(3), pp. 107-134.

[19] Chauhan, S. S. (2010). Advanced Educational Psychology. 7th edition. Vikas Publishing House Pvt. Ltd.

[20] Chiangkul, W. (1998). The Crisis and Chance for Education Reform and Thai Society.

[21] Office of the National Education Commission, Bangkok.

[22] Choi, T. (2017). Educational reform and teacher resistance : A case from South Korea. https://www.academia.edu/31975575/Choi_2017_March_Educational_reform_and_teacher_resistance_A_case_from_South_Korea retrieved on 28.3.19

[23] Clarke, P. (2003). Culture and Classroom Reform: the case of the District Primary Education Project, India. http://birbhum.gov.in/DPSC/reference/1.PDF ISSN 0305-0068 print; ISSN 1360-0486 online/03/010027-18 □ 2003 Taylor & Francis Ltd DOI: 10.1080/0305006032000044922 retrieved on 5.4.19

[24] CSSC.(2007) Report of Common School System Commission. Govt. of Bihar. Retrieved on from http://www.educationforallinindia.com/CSSReport.pdf

[25] DeMitchell, T.A. , & Barton, R.M. (1996).Collective Bargaining and its Impact on Local Educational Reform Efforts.Educational Policy, 1996, 10(3), 366-378.

[26] Deresh, K. & Pratap, B. (2004). Indian Higher Education Reforms: From Half Backed Socialism to Half - Backed capitalism, Working Paper No 108. September, CID Centre for International Development at Harvard University.

[27] Diego, O. B. The Non Considered Points of the Educational Reform. Retrieved from https://www.academia.edu/30202860/The_non considered_points_of_the_Educational_Reform.

[28] Donald, C.C. (2012) Placements in global health masters' programmers: what is the student experience?.Oxford University Press. U.K.

[29] Dongre, A. (2015). Education Reform and Frontline Administrators :A Case Study From Bihar -1. Retrieved from https://www.ideasforindia.in/topics/human-development/education-reform-and-frontline-administrators-a-case-study-from- bihar-i.html on 8.4.19

[30] Fox, S. J.: The Need for Indian Education Reform. Retrieved from http://www2.nau.edu/~jar/HOE/HOE2.pdf on 8.4.19

[31] Fullan, M. (2001). The new meaning of educational change (3rd ed.). New York: Teachers College Press.

[32] Garrett, H. E. (2014). Statistics in Psychology and Education. 6th edition. Paragon International Publishers. New Delhi.

[33] Healey, H., & De Stefano, J. (1997). Education reform support: A framework for scaling up school reform. Denver, CO: Research Triangle Institute. Retrieved from http://www.rti.org/publications/abstract.cfm?pubid=1370 (January, 2013).retrieved on 2.4.19

[34] Huang, F. (2004) Curriculum reform in contemporary China: seven goals and six strategies. Journal of Curriculum Studies, 36 (1), 101-115.

[35] ICEF Monitor. (2014). Landslide Election Win in India Ushers in Education Reforms.Retrieved from http://monitor.icef.com/2014/07/landslide-election-win-in-india-ushers-in-education-reforms/ retrieved on 8.4.19

[36] Iliadou-Tachou S. (2005). The educational reform in the american college of "merzefounta" in pontos." Subjects of History of Education. Athens: Greek Society of History of Education, v. 5, p. 23-47.

[37] Jacob, M.A. (2016). Impact of the right to Education Act 2009. Janaki Prakashan. Patna

[38] John W. B. and Kahn, J. V. (2011). Research in Education. 10th edition. PHI Learning Pvt. Ltd. New Delhi

[39] Joshi, A. (2007). National Agenda for Education. Kireet Joshi Archives. Retrieved on 12.08.15 from http://www.kireetjoshiarchives.com/education/national-agenda-education/

[40] Kaor, I. and Verma, L.K. (2015). Attitude of Teachers Towards the Success of Sarv Shiksha Abhiyan and Mid Day Meal Scheme. Indian Journal of Applied Research. 5(10). Retrieved on 12.04.16 from

[41] http://www.worldwidejournals.com/ijar/file.php?val=October_2015_1444106845

[42] Kakkar, K. & Dash, M. (2011). A demand of value based higher education system in India: A comparative study. Journal of Public Administration and Policy Research. 3. 156-171.

[43] Kapur, D. & Elizabeth, J. P. (2015). Higher Education Reform in China and India: The Role of the State. Havard-Yenching Institute Working Paper . Retrieved from https://dash.harvard.edu/bitstream/handle/1/14005052/Kapur%20and%20Perry_Higher%20Education%20Reform%20in%20China%20and%20India.pdf?seque nce=1 retrieved on 4.4.19

[44] Kapur, D. & Pratap, B. M. (2004). Indian Higher Education Reform: From Half-Baked Socialism to Half-Baked Capitalism.   Retrieved   from

https://casi.sas.upenn.edu/sites/default/files/uploads/half%20baked.pdf retrieved on 5.4.19

[45] Kerlinger, F.N. (1973). Foundations of Behavioural Research. Second Edition, Holt, Rinehart and Winston inc.

[46] Kochhar, S. K. (2008). Educational and Vocational Guidance in Secondary Schools.

[47] Sterling Publishers Pvt. Ltd. New Delhi.

[48] Koul, L. (2006). Methodology of Educational Research. Vikash Publishing Housing Pvt. Ltd., New Delhi.

[49] Koul, L. (2011). Methodology of Educational Research. 4th edition. Vikas Publishing House Pvt. Ltd.

[50] Kumar, D. S. (2012). Recent reforms in education in india – achievements and unfinished tasks. International Journal of Social Science & Interdisciplinary Research Vol.1 Issue 8, August 2012, ISSN 2277 3630 . Retrieved from https://www.bartleby.com/essay/Educational-Reforms-in-India-PK5SQZE36YZA on 7.4.19

[51] Kumar, D.S. (2012). Recent Reforms In Education In India – Achievements And Unfinished Tasks. Retrieved from http://indianresearchjournals.com/pdf/IJSSIR/2012/August/8.pdf retrieved on 8.4.19

[52] Kumar, D.S. (2012). Recent Reforms In Education In India – Achievements And Unfinished Tasks IRJC International Journal of Social Science & Interdisciplinary Research, 1(8), August 2012, ISSN 2277 3630 . Retrieved from http://indianresearchjournals.com/pdf/IJSSIR/2012/August/8.pdf retrieved on 3.4.19

[53] Kysa, N. (2016). Competing Paradigms of Educational Justice: Parent Organizing for Educational Equity in a Neoliberal Reform Context, Equity & Excellence in Education, 49:2, 202-214, DOI: 10.1080/10665684.2016.1144832

[54] Lefkios, N. (2012): Emotional intelligence and educational reform, Educational Review, DOI:10.1080/00131911.2011.648171

[55] Lewis, A. C., & Henderson, A. T. (1997). Urgent message: Families crucial to school reform, Washington, DC: Center for Law and Education.

[56] Mangal, S. K. (2005). Advanced Educational Technology. 2nd Edition. Prentice Hall of India Pvt. Ltd.

[57] Mangal, S. K. (2010). Essentials of Educational Psychology. PHI Learning Pvt. Ltd.

[58] New Delhi.

[59] Mangal, S. K. (2014). Advanced Educational Psychology. 2nd edition. PHI Learning Pvt.

[60] Ltd. New Delhi.

[61] Margolis, J., & Nagel, L. (2006). Education reform and the role of administrators in mediating teacher stress. Teacher Education Quarterly, 33(4), 143-159.

[62] Retrieved from:

[63] http://www.teqjournal.org/backvols/2006/33_4/21margolis%26nagel.pdf (February,2013) on 2.4.19

[64] Martin, Y. Z., Warren, C. H.,& T. (2008). Educational reform in Ghana: the leadership challenge. International Journal of Educational Management, 22 (2), pp.115 - 128

[65] Mehrotra, S. (2006). Reforming elementary education in India: A menu of options. International Journal of Educational Development, 26 (2006), 261–277. Retrieved on 7.4.19 from http://scripts.mit.edu/~varun_ag/readinggroup/images/4/45/Mehrotra_ijed_20 06.pdf

[66] Misra, S. (2016). Reforms set to seep into India's schools. Nature: International journal of Science,148. Retrieved on 5.4.19 from https://www.nature.com/articles/536148a.

[67] Office of the National Education Commission (2000). Learning Reform: Learner Centered. Bangkok: Office of the National Education Commission.

[68] Oya, T. P. (2016). Exploring Teacher Candidates Views on Educational Reform. Athens: ATINER'S Conference Paper Series. No: EDU2015-1775. ISSN: 2241- 2891

[69] Pathak, H. (2017). Needs Of Technical Education Reforms And Skill Development With Special Reference To The India. International journal of Innovative Research and Growth, 5(4). Retrieved on 5.4.19 from http://www.ijirg.com/ijirg/2017/09/14/needs-of-technical-education-reforms- and-skill-development-with-special-reference-to-the-india/

[70] Prasad, E.V. (2016) Education and modernization in India. International Journal of Innovative Research in Information Security (IJIRIS) ISSN: 2349-7009(P) Issue 09, Volume 3 (December 2016). Retrieved on 4.4.19 from www.ijiris.com ISSN: 2349-7017(O http://www.ijiris.com/volumes/Vol3/iss9/20.DCISSP99.pdf

[71] Rajput, J.S. & Walia, K. (2001). Reforms in Teacher Education in India. Journal of Educational Change. https://link.springer.com/article/10.1023/A:1012753608348. 2. 239-256. 10.1023/A:1012753608348.

[72] Saravanan, V. , & Najjar, M. A. (2013). Educational Initiatives in Teacher Education Reform- Curriculum Intervention and Curriculum Innovation. Journal of Teaching and Teacher Education: An International Journal. 1(2).103-115.

[73] Schweisfurth, M. (2002). Teachers, democratization and educational reform in Russia and South Africa. Providence, RI: Symposium Books.

[74] Sharma, J. (2014). Pre - Service Teacher Educator Reforms in India Pakistan: Challenges and Possibilities. International Journal of Research Granthaalayah . Retrieved on 5.4.19 from http://granthaalayah.com/Articles/Vol2Iss2/01_IJRG14_A1 1_36.pdf

[75] Shroyer, M.G. , Morales, A., Dunn, C.K., & Hernandez, C. (n.d.) Systemic Reform in Pre- Service Science and Mathematics Teacher Education and Its Impact Across the K-16 Educational Continuum. Retrieved from

[76] Sidddique, M. A. Teacher Education: Vision of Kothari Commission Retrieved on 22.8.14 from http://mohdakhtarsiddiqui.blogspot.in/2011/08/teacher-education-vision-of- kothari.html.

[77] Sikdar, M. & Balwaria, R. R. (2013). Role of Teachers Amidst Educational Reform – Passive Bystanders or Active Participants? http://www.ijsrp.org/research-paper

[78] -1013/ijsrp-p2224.pdf International Journal of Scientific and Research Publications, Volume 3, Issue 10, October 2013 ISSN 2250-3153

[79] Singh, A. (2016). Challenges in Indian Education Sector.

[80] 10.13140/RG.2.1.4358.5048.

[81] Sriprakash, A. (2011). Being a Teacher in Contexts of Change: Education Reform and the Repositioning of Teachers' Work in India. Retrieved from Sunder, S. (2011). Higher Education Reforms in India . Yale SOM Working Paper. Available at

[82] SSRN: https://ssrn.com/abstract=1975844 or http://dx.doi.org/10.2139/ssrn.1 975844 retrieved on 2.4.19

[83] Vahasantanan, K. & Etelapelto.(2009).Vocational teachers in the face of a major educational reform: Individual ways of negotiating professional identities. Journal of Education and work. Retrieved on 7.4.19 from https://www.academia.edu/20056182/Vocational_teachers_i n_the_face_of_a_ major_educational_reform_individual_ways_of_negotiating _professional_identit ies

[84] Varghese, N.V. (2005). Reforming Education Financing, National Institute of Educational. Planning and Administration (NIEPA). New Delhi.

[85] Walia, P. and Manju (2018). Reforms And Initiatives In Higher Education System.

[86] MIER Journal of Educational Studies, Trends & Practices May 2018, 8, (1) pp. 102 - 112

[87] Walia, P. and Manju, M. (2018). Reforms and Initiatives in Higher Education System. MIER Journal of Educational Studies, Trends & Practices, May 2018, 8(1), pp. 102 - 112

[88] Younis, A. S. (2017). Higher Education in India: Challenges and Opportunities. Journal of Education and Practice. www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.8, No.1, 2017