ABSTRACT

Education is the most important thing for human life, without education nothing would happened in the contemporary world. Whatever we have in our hands, but without education nothing is impossible in the world. And Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. And also education is serving primarily as an individual development function. So, this paper deals and expose the importance of education and it will explain the history of education in India and also the Education system which have functioned in India and Tamil Nadu. And mere that Scholastic Achievement is the important factor in the Educations system. Because of the Education system is mainly target the Academic Achievement. So this paper deals to explain the definition, meaning, concept, importance of scholastic achievement, factors affecting scholastic achievement and level of aspiration in detailed.

Keywords: Education System, Indian Education, School Education, Scholastic Achievement, Level of Aspiration, Factors affecting SA

1. INTRODUCTION

Education begins at birth and continues throughout life. It is constant and ongoing. Schooling generally begins somewhere between the ages four and six when children are gathered together for the purposes of specific guidance related to skills and competencies that society deems important. In the past, once the formal primary and secondary schooling was completed the process was finished. However, in today’s information age, adults are quite often learning in informal setting throughout their working lives and even into retirement. Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self-realization for all people. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verma, 1990).

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? (Ramaswamy, 1990).

Human life, which is the best creation of god, has got two aspects: The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. It is again through education that he promotes his intelligence and adds his knowledge with which he can move the world for good and for evil according to his wishes. Education in fact, is one of the major "life processes" of the human beings "just as there are certain indispensable vital processes of life in a biological sense. So education may be considered a vital process in a social sense. Education is indispensable to normal living, without education the individual would be unqualified for group life (Safaya, et al. 1963). School achievement may be affected by various factors like intelligence, study habits, and attitudes of pupil towards school, different aspects of their personality, socio economic status, etc. The desire of success is derived from individual’s concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others.

Thus a child who sees himself as top ranking, as scholars, may set as his goal the attainment of the highest grade in the class. A modern society cannot achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens. One of the major tasks of education is to help children to develop the skills appropriate to the age in which they live and those skills which promote a lifetime of learning. Educationists and counsellors in educational settings are often confronted with students who appear to have above average scholastic aptitude but are very poor in their studies. A recurring question baffling them has been why some students succeed in their study while others do not. This question is sometimes considered to be closely related to learning than teaching. Januar (1974) stated that efficient learning depends not only on good teaching methods but also satisfactory learning procedures. Anwana and Cobbach (1989) are also of the view that students do badly academically on account of factors other than low intellectual capacity. Tiwari and Bansal (1994) mentioned that a child with high academic achievement is likely to be well-treated as well behaved and independent and low achievers as incapable and deprived of employment, which may lead this to maladjustment to life.
2. INDIAN EDUCATION

Today India may not be the world leader in education but it is the country, which is credited with developing the numeral system of the world. When the whole world was deep asleep in darkness of ignorance Indians were busy discovering new things. Even today India has largest number of graduates in the world. Education in India has a very long history. Ancient India had the tradition of ‘Gurukuls’. Under this system students have to live at the ‘Ashram’ (abode) of the teacher and get the education. This form of the education is known as ‘Guru-Shishya Paramapara’. At that time education was treated as a matter of personal concern and it was not at all emphasized on mass production like modern education industry. The making of man was regarded as an artistic and not the mechanical process. According to the ancient Indian education the training of the mind and the thinking process were essential for the acquisition of knowledge.

The present educational system of India is an implantation of British rulers. Wood's Dispatch of 1854 laid the foundation of present system of education in India. Before the advent of British in India, education system was private one. With the introduction of Wood's Dispatch known as Magna Carta of Indian education, the whole scenario changed. The main purpose of it was to prepare Indian Clerks for running local administration. Under it the means of school educations were the vernacular languages while the higher education was granted in English only. British government started giving funds to indigenous schools in need of help and thus slowly some of the schools became government-aided.

3. SCHOOL EDUCATION IN TAMIL NADU – AN OVERVIEW

Tamil Nadu situated in the southern part of India has always performed reasonably well in the field of education. The “Oxford of the South”, Tamil Nadu has shown remarkable growth in the literacy rate resulting to 73.47% in the year 2001. The state government of Tamil Nadu has introduced free and compulsory education for all students up to a certain age limit. Several schemes and programs have also been launched for improving the scenario of education in the rural areas of the state. The enrollment ratio of Tamil Nadu is far better than any other state of the nation. Schools in Tamil Nadu are either operated by the government or by private organizations. Some of the schools also receive financial aid from the state government. Most of the private schools in Tamil Nadu are affiliated to the Central Board of Secondary Education (CBSE) or ICSE board. Schools that receive funds from the state government are mainly affiliated to the Tamil Nadu Board of Secondary Education. Schools in Tamil Nadu offer both Tamil-medium and English-medium education. However, most of the CBSE and ICSE schools in Tamil Nadu use English as their medium of instruction. Special measures taken by the government has reduced dropout rates at schools in Tamil Nadu. In the year 2006-07 the dropout rate has come down to 2% from 12% in 2002-03.

Most of the Secondary schools in Tamil Nadu are self sufficient units by themselves. They have acres of land at their disposal and the entire infrastructure for meeting the day to day needs of a community. Typically there are restrictions posed on the students for crossing the boundaries of the school premises except on select occasions.

The Secondary Education in India has been in existence for a long time. Countries and continents spread around the world have boarding schools functioning successfully. In India the system dates back to the Guru Kula system of education followed by the Acharyas where in education imparted to students who not only come for learning but also reside there. This is the feature of the Secondary Education in Tamil Nadu where in the students are provided learning facilities along with facilities of food and accommodation. Students can be sent to Secondary Education in India for a period of one year to twelve years up to the age of eighteen years. This India Secondary Education has been ranked according to their overall performance in academics and extracurricular activities like sports and so on. The schools have also been judged on the basis of the performance of their students in the national and international level. India Secondary Education, The number of schools and the quality of Coimbatore Secondary Education are equally high in Chennai. Being a metro, it is but natural that there are India Secondary Education spread along the length and breadth of the city. What is remarkable is that unlike many cities where there are a handful of schools which are of high standard, India Secondary Education Chennai boasts of a large number of schools which are equally good.

This Tamil Nadu Secondary Education has a dedicated team of excellent teachers on their faculty, very carefully singled out from among the many. Coimbatore Secondary Education is committed in providing a challenging, enriching and purposeful learning environment on a sustained basis on the belief that this engages students in maximum learning. Holistic, value based self-development through nurturing life skills will be the nucleus of this affirmative learning environment. Also these India Secondary Education, are fully committed to lifelong learning for all and will provide constant opportunities for professional and personal growth and the development of the teachers and the collaborative learning community. The India Secondary Education and Coimbatore Secondary Education uses the best Technology to create a self-governing and learning society that is aware of its rights, duties and responsibilities, resulting in a secure and comfortable life, with plenty of time for self-exploration, growth, development and leisure. Out of the several, Tamil Nadu Secondary Education, there are a few schools which are exceptionally good and boast of students being placed in the topmost cadres in the national and the global scenario in list of boarding schools in India.

4. STRUCTURE OF EDUCATIONAL SYSTEM IN INDIA

The Structure of education in the state, as presented in the figure is based on the national level pattern with 12 years of schooling (10+2+3), consisting of eight years of elementary education, that is, five years of primary and three years of middle school education for the age groups of 6-11 and 11-14 years, respectively, followed by secondary and higher secondary education of two years each besides two years of pre-primary education. The entry age in class 1 is 5+. Pre-primary classes form age group 3 to 4. The higher secondary school certificate enables pupils to pursue studies either in universities or in colleges for higher education in general academic streams and in technical and professional courses such B.E., MBBS., elementary teacher training (ETT) etc., which are of different durations. A student can join the Industrial Training Institute (ITI) and Polytechnic after high school. After higher secondary or the +2 stage, the first University degree takes three years to complete followed by a Post Graduation course of two years. Students can also join Professional Courses like B.Ed., and B.L. after completion of graduation and on completion of Post Graduation, a student may work for M.Phil / Ph.D degree. In short,:

- **Pre-Primary**: It consists of children of 3-5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage student is given knowledge about school life and is taught to read and write some basic words.
- **Primary**: It includes the age group of children of 6-11 years studying in classes from first to fifth.
- **Upper – Primary**: It consists of children studying in classes from sixth to eighth.
- **Secondary**: It includes students studying in classes ninth and tenth.
- **Higher Secondary**: Includes students studying in eleventh and twelfth classes.
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environment rather than fatalistically accepting it and
competing against some standard of excellence (Dreeban, 1968). According to Chaplin (1968), education
academic achievement is the specified level of
attainment or proficiency in academic work as evaluated by
teachers or by standardized tests or combination of both. According to Nayler (1972), the under achieving child is
one whose actual attainment, as indicated by his scholastic
attainment, in school that does not measure up to his
potential achievement, as indicated by his abilities. He also
defined over achievers, as pupils whose school attainment
is in excess of expectations formed on the basis of their
activities. These concepts of over and under achievement do suggest that there are variables in addition to ability which have
positive effects on performance and that there is no perfect positive correlation between intelligence and attainment.

8. IMPORTANCE OF ACADEMIC ACHIEVEMENT IN LEARNING
One of the many functions of school is to motivate students for academic achievement. A teacher who can keep his students
well motivated has won more than half the battle. Achievement test is one of the tools of examination used for diagnosis and
prognosis. The diagnostic aim is achieved when the teacher is able to find out the specific learning difficulties of the pupils.
From this the teacher is able to predict their readiness for proceeding to new areas of knowledge. Thus the teacher is able to
guide the pupils and can engage in profitable remedial teaching as it gives him detailed general impression about the
academic achievement of the students.

9. FACTORS AFFECTING ACADEMIC ACHIEVEMENT OF STUDENTS
It is every parent's desire to ensure that their children perform well in school so that they can pursue a successful career later
in life. Every child is different and there will always be some who learn at a much quicker pace than others. However, there
are some contributing factors that determine a child's academic achievements. The home environment is one very important
factor. Parents with a positive parenting style are very effective in supporting their children's academic success. Parents are
described as warm, fair and always in control, tend to have a more positive outlook towards school. Children who are brought
up in a positive family environment not only achieve academically but also display high moral values when compared to
children from a dysfunctional family. The school environment is also an important determining factor. It should be such that
students are naturally motivated to learn and to achieve academic success. By creating this kind of atmosphere where
students learn to love learning and where it is expected, respected and rewarded, this will be a strong motivation for success.
A child's development, both physical and mental, is very much dependent on the child's diet. Mothers who prepare meals
for their children choose healthy and nutritious food instead of junk food or ready-made food. In this regard, fish is highly
favored as it is considered as "brain food". Genes also play a part in influencing a child's development. If a family has a
history of academic achievement, chances are the children will follow suit. Parents spend time with their children, supervising
their homework and even checking their school bags, reported that by showing interest in their children's school activities, the
children are encouraged to excel in school. Finally, parents must have trust and confidence in their children's ability to be
successful academically. By reinforcing positive perceptions towards their children will go a long way in helping them in their achievements? Based on the research studies, of Dreeban (1968), the following are shown to be some of the variables that contribute to the academic achievement of pupils.

- Pupil related variables such as gender, age, intelligence, anxiety, values, interest, attitude, aptitude etc.,
- Teacher related variables such as gender, age, in service training undergone, use of work books, maintenance of discipline, test administration, quizzes, holding certificate to teach their subject etc.,
- Family background variables such as family size, socio-economic status, number of siblings, provision of facilities, parent-child relationship, parental aspirations, parent’s occupation, parent’s education etc.,
- Teaching related variables such as method of teaching, medium of instruction, individualized instruction, use of teaching aids etc.,
- School climate variables such as class size, co-educational or single sex school, curriculum, nature of management, syllabi, admission policy etc.,
- Peer group relationship.

10. LEVEL OF ASPIRATION

People often set goals for their actions; be it to receive professional promotion, to ensure freedom and democracy in the world, to lose those extra five pounds before the party, to be more understanding with the loved ones. Some goals can be easily achieved, others seem quite unreachable; the former are said to be realistic, the latter, unrealistic. Some individuals have their feet on the ground; other seems to live in a constant dream. The passage above represents the general context from which the notion of goal-setting was borrowed from ordinary language into psychology. This concept has carried with it connotations of “purpose”, “objective”, the “thing towards which the action is directed”, being thus incorporated to the general field of motivation. Together with this motivational load, it brought to psychology questions concerning the ways individuals set goals for their actions. Adjectives such as ambitious, confident, realistic, modest, reserved, different, in at least some of their usages, function as general descriptions of how different people set goals for themselves. Such adjectives, often conceived as psychological traits, have made the investigation of goal-setting behavior relevant to the study of personality. If the variables that affect goal-setting behavior were known, so would be some of the variables that affect ambition, confidence, realism, and the other psychological traits.

The first systematic investigation of goal-setting behavior was conducted by Hoppe (1930; cited in Frank, 1935a). The term level of aspiration, introduced by Dembo was generally adopted as a quasi-technical term to refer to individuals’ goals when engaged in a specific activity. Based upon these initial experiments, an experimental procedure to investigate individuals’ goals was developed, which, despite its variations, has remained sufficiently standardized to allow a general description of its common characteristics. In such experiments, subjects were repeatedly engaged in a simple task such as dart-throwing, solving arithmetic problems, card-sorting, playing quizzes, or printing letters. The time taken to complete the task, and/or the number of correct answers or points obtained, or another quantifiable feature of performance was recorded and presented to subjects as a score after each of several trials. After some period of practice, they were then asked to state how they expected or hoped to do on the following trial. After the trial was completed, their score was presented, they were again asked to state what they expected, and another trial followed. This procedure was repeated several times. In some variations of the procedure, subjects were also asked to estimate their past performance after each trial, before their score was presented. Basically, then, three different types of information would be available for analysis: a performance score, a statement about future performance, and, sometimes, an estimate of past performance. These measures would be recorded as numbers varying on the same scale; which would allow one to describe them as increasing or decreasing across trials, and to compare them in size, viz., as larger or smaller in relation to the other two measures.

This procedure was widely adopted to investigate goal-setting behavior. Such investigations can be classified under two broad categories according to the type of variables examined. Some focused on the effects of situational variables, such as changes in performance scores, presentation of group scores, and type of instructions; other analyzed the influence of individuals’ characteristics, such as academic experience, sex, personality traits, and psychiatric diagnosis (for recent reviews, see Campbell, 1982; Oliveira Castro, 1989).

The first theory proposing to account for behavior in the level of aspiration situations was presented by Frank. He proposed that the relation of the statement about future performance to the level of past performance at any time depends primarily on the relative strength of the following three needs: a) the need to keep the level of aspiration as high as possible, regardless of the level of performance; b) the need to make the level of aspiration approximate the level of future performance as closely as possible, and c) the need to avoid failure, where failure is defined as a level of performance below the level of aspiration, regardless of its absolute goodness. Explanations of response patterns observed in level of aspiration situations in terms of need (or desire) of success and/or fear of failure (or defense) were widely adopted and theoretical formalizations, promptly attempted. Common to all these theoretical proposals is the assumption that the statements individuals make in the level of aspiration situation represent their goals. Theoretical notions such as success, failure, achievement, and ego defense relate to behavior in the level of aspiration situation, only if the statements individuals make in that situation are considered to be goals that they may or may not reach. Then, the first necessary step in evaluating the findings and conclusions derived from such investigations is to examine if, taking into account the various usages of the concept in ordinary language, the practice of conceiving the statements individuals make in the level of aspiration situation as their goals is justified.

11. CONCLUSION

In our society academic achievement is considered as a key criterion to judge one’s total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Achievement is influenced by personality, motivation, opportunities, education and training. Similarly, the concept of level of aspiration is also one of the major factor which influences learning among students at all levels.

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