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BEST PRACTICES ADOPTED BY SCHOOL: A STUDY WITH REFERENCE TO NEP

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Abstract

The purpose of this research is to explore the best practices implemented in school for development of students with relation to NEP. In new education policy 2020, Teacher education is vital in creating a pool of school teachers that will shape the next generation. This research emphasis that innovative and best practices are the essential tools for the development of educational system and nation. The innovative practices of value –added courses, school internship research, online mediation, Film club activity, community skill development and research circle for faculty are being followed.

Student teachers will be definitely benefited to follow these best practices. in teacher education programmes, teachers must be grounded in Indian values, language, knowledge. Student's teachers and faculty members will be definitely benefitted to follow these best practices and it will be definitely benefitted to follow these policies and it will reform the teacher education in the future endeavor.

Keywords-NEP, Teachers, Innovation, School, Best Practices, Knowledge I

INTRODUCTION

A good learning experience with practices that may be adapted to the framework for schools. The term 'best practices' will be interpreted in numerous ways but it's most typically agreed to be a term used to 'demonstrate instructional balance in learning'. Education could be a key driver of economic and social progress, and most nations adopt a clearly defined and forward-looking education policy that takes under consideration their traditions and culture. India's must revamp its education system was dictated by the evolving needs of the country within the 21st century. Research and innovation.

Education results in economic and social progress. Different countries adopt different education system by considering the tradition and culture and adopt different education system by considering the standard and culture and adopt different stages during their life cycle in school level to form it effective well defined and futuristic education policy is crucial for a rustic. Education may be a great leveller and is that the best tool for achieving economic and social mobility, inclusion and equality. The aim of traditional education system is transforming into a technology-based system by adopting new patterns.

Current academic standards demand that educators emphasize depth of information by encouraging students to undertake a spread of challenging tasks.

As they consider problems and build solutions, students simulate world applications. The Partnership for 21st Century Learning (now a network of Battelle for Kids) has outlined the knowledge and skills students will need for achievement. Besides strong content knowledge, they need identified the “Four Cs” as fundamental competencies that students must develop: critical thinking and problem solving, communication, collaboration, and creativity and innovation. The new National Education Policy has come at the suitable time and encompasses a goal. But setting down a policy on paper and really enacting it successfully are two various things. The success of the new National Education Policy implementation depends to an oversized extent on how well the govt., schools, and universities can bridge current gaps to fulfil the goals started within the policy.

The world is undergoing rapid changes within the knowledge landscape. With the increase of huge data, machine learning, and AI, many unskilled jobs worldwide is also confiscated by machines, while the requirement for skilled labour, particularly involving mathematics, and technology and data science, in conjunction with multi-disciplinary abilities across the sciences, social sciences and humanities, are going to be in rapidly increasing demand.

With temperature change and rapid depletion of natural resources, there'll be a large shift in how we meet the world's energy, water, and sanitation needs, again leading to the requirement for brand new skilled labour, particularly in biology, chemistry, physics, and climate science. There'll be a growing demand for arts and art, as India moves towards becoming a developed country and among the three largest economies within the world.

This National Education Policy is that the first education policy of the 21st century, and aims to handle the numerous growing developmental imperatives of this country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance. To make a replacement system that's aligned with the aspiration a goal of 21st century education, while remaining in step with India's traditions and value systems. The National Education Policy lays particular reemphasis on the event of the creative potential of every individual, altogether its richness and complexity. it's supported the principle that education must develop not only cognitive skills - both ‘foundational skills’ of literacy and numeracy and ‘higher-order’ cognitive skills like critical thinking and problem solving – but also social and emotional skills - also remarked as ‘soft skills’ including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others.

BEST PRACTICES TO EFFECTIVE SCHOOLS

The term "Best Practice" had been used to describe "what works" in a particular environment. When data support the success of a practice, has referred to as a research-based practice or scientifically based practice. As good consumer's information, we must keep in mind that a particular practice that have worked to someone within given set of variables may or may not yield the same results across educational environments.

Strategies for Creating Effective Schools

- Interpersonal connectedness with school staff
- An engaging environment that is physically and emotionally safe
- Academic engagement—support to reach the personal best with flexible

STRATEGIES TO INCREASE ACADEMIC ENGAGEMENT

- Provide school full tutoring and other learning supports.
- Provide teacher-supervised homework study hall, before- and after-school tutor programs and volunteers to support students who are struggling or who are in need of special attention.
- Older students can volunteer to the tutor the younger students' during lunch time.
- Engage parents in the school community and in the students' work so that the student realizes that the adults in his world value learning.

STRATEGIES FOR IMPLEMENTING FLEXIBLE TEACHING METHODS

- Provide teacher training, in-service opportunities to help teachers keep pace with innovative instructional methods.
- Encourage teachers for address all learning styles.
- Vary assessment methods to meet the needs of the students.
- Use strategies to encourage the use of higher level reasoning skills, not just memorization skills.
- Adjust the curriculum to accommodate transfer students.

STRATEGIES TO INCREASE RELEVANCE OF LEARNING

- Personalize teaching that the content relates to the students' lives.
- Use open ended topics as often as possible way to allow students to interject their own Ideas.
- Use active learning and co-operative groups of which encourage students to take greater personal responsibility to their outcomes.

Curricular integration of essential subjects and skills

While students must have a large amount of flexibility in the choosing their subjects , certain subjects and skills should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to proficiency in languages, these skills include evidence-based thinking; creativity and innovativeness; sense of aesthetics and art oral and written communication health and nutrition physical education, wellness, fitness and sports collaboration and teamwork problem solving and logical reasoning, vocational exposure and skills, digital literacy, coding and computational thinking; ethical and moral reasoning; including knowledge and practice of human and Constitutional values ,environmental awareness, water and resource conservation current affairs and knowledge of critical issues facing local communities, states country and the world. It is recognized that mathematics and mathematical thinking will be very important for India's future.

Transforming assessment for student development its aim of assessment in culture of our schooling system will shift from one that primarily tests rote memorization skills to one that is more formative. The primary purpose of assessment will indeed be for the learning and it will help the teacher and student and the entire schooling system continuously revise teaching learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all the levels of education system.

Best Practices by Institute:

- **Mentoring** -Mentoring is done effectively assigning a mentor to each student. Mentoring gives opportunity to share the difficulties & problems to get professional help and guidance by building the trust and confidence.
- **Summer Camp**- LICET organizes summer coaching camp for the marginalized school students. They learn basics of all subjects.. Equal importance is given to extra-curricular activities too. Experts from industries train them to meet the requirements of industry. The morale of the students is boosted by inspirational talks.
- **System Discovery & System Analysis**-This is a practice to kindle the curiosity of the students to learn new things. In System Discovery, a system is dismantled to learn its components & functions of mechanical ,construction and functioning of the system and come up with the new ideas in similar lines, as a team the college was provided with the engines from Ford and 2 Duster cars from Renault for System Analysis.

Reformed Teaching Learning Process

In education, teachers facilitate student learning which helps students gain skills knowledge and thinking ability. Different ways to teaching are often referred to pedagogy. Understanding pedagogy of the students in the class room involves using differentialised instruction as well as supervision to meet the needs of all students in the classroom.

(a) Student Centric Learning-As we found a few difficulties in the traditional method of chalk and talk teaching, we have set up the classroom as student centric namely reformed Teaching Learning process. In this RTL method, the interaction by students has improved considerably.

(b) Activity Based Learning-Further, PPTs, Videos, OHPs and short seminars are being used the d in the RTL method that results in easy understanding of the concepts by students.

(c) Project Based Learning-The RTL method provides a detailed learning to students and also reduces them to initiate a project on the basis of what they have learnt in the classroom.

(d) Technical Quiz-To get in-depth knowledge in subjects, technical quiz is conducted.

(e) Mentoring-The primary focus of the RTL method is to give students a wide-ranging knowledge, exceptional creativity and more comfort and to bring out their hidden potentials into the limelight.

Literature Review

1. Gandolf, E., &Kratcoski, A., (2021) “A new educational normal an intersectionality-led exploration of education, learning technologies, and variety during COVID-19”:The COVID-19 pandemic exacerbated the educational technologies disparity within the U.S. K-12 education system, thus broadening an already existing and troublesome digital divide. Low-income and minority students and families were particularly disadvantaged in accessing hardware and software technologies to support teaching and learning. Moreover, the homicide of George Floyd fostered a replacement wave of inquiry about racism and inequality, questioning often enabled with and thru technology and social media. to deal with these issues, this text explores how parents and teachers experienced the pandemic through intersectional and digital divide-driven lenses. Data were collected from eight parents of underserved children and nine U.S. K-12 teachers to higher understand challenges and best practices associated with learning technologies during the pandemic. Data collection also focused on conversations about social justice, exploring specific needs and techniques for addressing technology inclusion and variety in educational environments. Results from the study suggest that COVID-19 was a source of increased digital divide in terms of community and social support instead of economic means. At the identical time, staying reception facilitated family discussions about racism and intersectionality-related themes. Implications are suggested for improving school communities and contexts in managing pandemic and emergency learning.

2. Rinzin, P., (2020) “How do Teaching Strategies that Teachers Employ within the Secondary Schools Raise Students’ Level of Motivation to find out Effectively?”:The researcher allotted the study to seek out out, “How teaching strategies that teachers employ within the secondary schools raise students’ level of motivation to find out effectively.” The research explored the link between teaching strategies used and motivation affecting the effective teaching-learning process in our schools. Researcher was guided by epistemological assumption and anchored on a social constructivist worldview. Being a novice researcher I employed a qualitative approach with the employment of phenomenology as research design. This choice has facilitated the researcher to achieve hands-on experiences of the participants within the field. For data collection researchers employed interview (semi-structured) and observation as research tools involving two schools for the study. Researchers invited six teachers (all male) and eight students (4 boys and 4 girls) because the research samples. the info collected from the sphere was presented, thoroughly discussed and critically analyzed. The study revealed that our existing system of teaching lacks the blend of

motivation within the teaching strategies utilized, leading to minimal learning to our students because of lack of motivation. one amongst the most recommendations is there's a necessity for the ministry to appear into the chance of offering courses on motivation compulsorily to all or any the teacher trainees within the two Colleges of Education.

3. Chaturvedi, S., Purohit, S., MeenakshiVerma, M., (2020) "How Indian Business Schools Would Adapt to the present Virtual Teaching?": The authorities may envision a bright future. the management may take this vision to the subsequent level by putting it into practice. however, ultimately it's the teaching fraternity (faculty members) who would must work on the bottom level to alter. When it involves distance learning courses, the first concern is regarding the infrastructure and internet support from the institution, quality of lectures as they're going to be delivered online. The research of the adoption of a whole online teaching mode is yet in its nascent stage to recommend anything. hence institutions have a major role in lending proper and timely support to adopt an entire online teaching mode. for example, the exciting research in computer vision focuses on predicting the pose of the head in a picture. this describes the object's rotation in 3d space. by predicting this, we will determine the direction somebody's head face. having a computer able to work out which direction a personality's head is facing provides many practical applications. for example, it may be accustomed map a 3d object to match the direction of the scholars within the classroom to own the most effective visual effect on their minds for learning purposes. Also, during a case study experimentation of Peking University's online education during covid 19, few specific instructional strategies were presented to summarize current online teaching experiences for university instructors who might conduct online education in similar circumstances. as an example, online effective delivery mechanism, adequate support provided by faculty and teaching assistants to students, and high-quality participation for better student learning may be followed for better learning experiences. The authors have highlighted some benchmarking teaching methods within the following sections of the paper to extract some learnings imparted in Indian business schools in India for the effective pedagogical methods amidst covid 19.

4. Arendale, D., "What is best education practice?" (2018): "Best education practices" is one in all the foremost important, misunderstood, and misused concepts in education. i've got been working with others for nearly twenty years regarding the identification, validation, and dissemination of those practices. It seems most are talking about best practices today. The business world has talked about them for many years. From the business perspective, a commonly accepted definition for best business practice is what the companies within the top five percent of their industry (generally defined by profitability) do throughout their company. Commonly, there's no discernment which individual practices within the gathering of everything the corporate does that creates the difference. Classic books on this subject include "The hunt for Excellence" and a "Passion for Excellence. "Best education practices" is one among the foremost important, misunderstood, and misused concepts in education. I've got been working with others for nearly twenty years regarding the identification, validation, and dissemination of those practices. It seems most are talking about best practices today. The business world has talked about them for many years. From the business perspective, a commonly accepted definition for best business practice is what the

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Commonly, there's no discernment which individual practices within the gathering of everything the corporate does that creates the difference. Classic books on this subject include "The rummage around for Excellence" and a "Passion for Excellence."

5. Arendale, D., Hodges, R., (2019) “ Academic Access, Developmental Education, Equity Programs, and Learning Assistance”: Identify effective practices and approaches for postsecondary academic access programs, developmental education, and learning assistance to extend access, academic success, and persistence towards graduation. This includes bridge programs that include TRIO among other equity programs. Identification, validation, and dissemination of best practices may be a goal for college students who are first-generation college students, historically-underrepresented, economically-disadvantaged, and who possess little to no social capital support.

6. Arendale, D., (2020): “Draft Glossary of Essential Terms for Learning Assistance and Developmental Education”:The purpose of this glossary was to spot and describe education practices that improve academic performance, close the achievement gap, and improve persistence towards graduation for low-income, first-generation, and historically-underrepresented college students. Keeping current with the rapid changes within the field of developmental education and learning assistance is crucial. Words make a difference in policy discussions and therefore the practical guidance of campus activities. The rapid changes in learning pedagogies, delivery systems for courses, and language use evoke strong emotions for several within the profession, including those involved this glossary. it's going to not be our option to change, but this glossary is our response to the rapidly–morphing landscape of postsecondary education, our field particularly, and also the larger society during which we live. during this fourth edition of the glossary, one area that has been significantly expanded is vocabulary associated with culturally sensitive pedagogies that emerged during the 1980s and 1990s. samples of these include: critical literacy, critical pedagogy, cultural competence, cultural differences, cultural literacy, cultural sensitivity, culturally relevant pedagogy, culturally responsive pedagogy, culturally sustaining pedagogy, inclusion, inclusive pedagogy, multicultural developmental education, multicultural education, and social justice. The second new area during this edition is approaches for offering the curriculum aside from the standard academic term-length developmental-level course. samples of these include accelerated developmental-level course, acceleration, acceleration through curricular redesign, acceleration through mainstreaming, college access, compensatory education, compressed developmental-level course (or skills instruction), contextualization or contextualized learning, co-requisite paired course, course redesign, differentiated placement, embedded academic support, emporium-style model, flipped classroom, gateway course, Gateways to Completion®, guided pathways, integrated reading and writing, modular instruction, non-course competency-based option (Texas), nontraditional model (Texas), stacked course, stretched course, and students as partners. The third area for glossary expansion is those associated with academic integrity and holding rights. These were written in a very more accessible style than the formal definitions from law reference works.

7. Arendale, D., Poch, R., (2008) “Pedagogy and student services for institutional transformation”: it's important here to differentiate between academic accommodations like providing copies of notes or PowerPoint slides earlier of lecture or extended time on tests, from structural features like ramps or appropriate heights for signs, desks, counters, and shelves, or technological accommodations like screen readers or captioning on videos. Although implementation of UID might not eliminate the necessity for language interpreters, books in Braille or on tape, and other accommodations that are a part of daily living for people with disabilities, it can prompt educators to reconsider teaching methods that tend to exclude some students unnecessarily. Many students can get pleasure from electronic access to college PowerPoint slides or extended time to complete exams. UID's guiding principles are supported the work of Checkering and Gamson (1987) and include: (a) creating welcoming classrooms; (b) determining the essential components of a course; (c) communicating clear expectations; (d) providing constructive feedback; (e) exploring the employment of natural supports for learning, including technology, to boost opportunities for all learners; (f) designing teaching methods that consider diverse learning styles, abilities, ways of knowing, and former experience and background knowledge; (g) creating multiple ways for college students to demonstrate their knowledge; and (h) promoting interaction among and between faculty and students (Fox, Hatfield, & Collins, 2003). We are commonly asked, “then what distinguishes UID from what's simply good teaching?” it's a good question. But our experience is that even for those people who have always been very intentional and reflective in our work, UID has simultaneously broadened and focused our thinking. we predict more broadly about the variety of our students and the way students' social identities can shape their learning experiences, and meanwhile we also are more focused on how we are able to make sure that no students are excluded or marginalized.

8. Narasimha, J., (2020) “How Education Policy Has Recognized Parents And Teachers As Equal For the primary Time within the Education System”: The National Education Policy 2020, approved by the govt. in July this year, outlines the vision for India's new education system. It replaces the previous policy that was prepared in 1986 and is that the first education policy of the 21st century. An underlying principle that appears to control the framing of the NEP is that the understanding that the goal of education mustn't be limited to only developing cognitive skills, but also social and emotional skills. The blueprint to attain this can be drawn by adopting a multidisciplinary and holistic approach to education, with ‘flexibility’ as a cornerstone and therefore the involvement of all key stakeholders as equal partners within the process of education. With the main target not limited to high-quality pedagogical experiences alone that influence the training outcomes among students, but also on promoting student wellness - fitness, physiological state, psycho-social well being and sound ethical grounding - it's only fair that the oldsters, who are closely involved in most of those aspects of their child's life, are recognized as equal partners in their child's education. Below are some specific ways within which the National Education Policy 2020 seeks to form it possible for fogeys to become more actively involved within the education system.

9. Azeez, G., (2020) "NEP ignores a key aspect: The critical role of parents": The new National Education Policy (NEP) 2020 has been received with broad praise. The goal of universalisation of time of life Care and Education (ECCE) and also the target achieving universal foundational literacy and numeracy (FLN) is very laudable. The challenge now lies in translating policy into action on the bottom at scale. Most policy suggestions aren't new — several state governments are trying hard to implement such reforms. However, the dearth of consistent political will and therefore the slow pace of adopting emerging technologies have stymied these efforts. We all know a way to educate children, as is clear in elite schools — our inability to try to do so for all children is thanks to the failure in understanding the role of politics and technology expected to grasp the worth of this reforms like curriculum overhaul, teacher-training or activity-based learning in schools? These are all hidden behind school walls, parents aren't involved, and also the visible impact of higher education manifests later in life. As a result, the public-school system has lost the perception battle to the private system. The latter takes huge pains to dazzle their most important constituency — parents — through fancy brochures or computer labs. Public educators tend to be poor publicists. Unfortunately, NEP ignores the political-economy aspects of education and also the critical must involve the parent as an instructor and voter

10. Waheed, Z., Hussin, S., (2017) "The best practices for college transformation": Purpose the aim of this paper is to explore the most effective practices of college leaders, teachers, pupils, parents and also the community in selected transformed schools in Selangor, Malaysia. Design/methodology/approach This qualitative multiple-case study explores the simplest practices in two selected transformed schools through in-depth interviews, observations and document reviews. The info were collected from 2 school heads, 6 teachers with administrative responsibilities and 20 teachers. The themes were elucidated via open, axial and selective coding supported the grounded theory approach. Findings The analysis identified various best practices exhibited by school leaders, teachers, pupils, parents and also the community. Four themes were found to be common as best practices in both selected schools, which were adaptive and multi-dimensional leadership, winning-the-hearts, extensive use of knowledge and Communication Technology at school operations, and a culture of acquiring and sharing professional knowledge. The unique theme for varsity A was the stress on the social, emotional and ethical well-being of the scholars, while extensive parental involvement and support was a novel theme identified in class B. Research limitations/implications The findings of this paper is also used as guidance tool for policy makers and academic planners regarding school transformation in Malaysia, and moreover as in other countries. Such practices will be learned, adapted and replicated by other schools so as to remodel. The findings even have direct implications to current teachers, school leaders, parents and also the community. Originality/value This study contributes to the growing body of research on the most effective practices and college transformation in Malaysian transformed schools. There's a decisive have to explore the simplest practices of transformed schools in Malaysia supported their own cultural and contextual needs so as to assist schools that aspire for transformation.

IDENTIFICATION OF RESEARCH GAP

All through previous research have not shown any research on best practices implemented in school with reference to NEP. This study was made to identify the skill development programme implemented by school for students and teachers in terms of subject based, Technology based & skill based for students in terms of

communication development. The gap between the present state of learning outcomes and what's desirable must be bridged through undertaking major reforms to bring the very best quality and integrity into the system, from time of life education through education. the study aims at finding various development programmes conducted for development of students in public and private sector and how it effects to the students and to find the qualification of parents and identify how they understand the teaching patterns.

After the NEP education system is reforming and all the education institutions need to adopt themselves according to NEP rules. As per NEP, the best practices like teaching methodology and others have to be change.

RESEARCH QUESTIONS

RQ1: Is there any association between establishment of schools and green initiative program?

RQ2: Is there any association between type of schools and mechanism for reducing absenteeism?

RQ3: Is there any association between educational qualification of the parents and their response about the teaching patterns in schools?

RESEARCH OBJECTIVES

- To determine the various training programme arranged by public school and private school.
- To analyse the training and skill development programme imparted to teachers by the school.
- To analyse the education qualification of parents and their response about teaching patterns in school.

RESEARCH HYPOTHESIS

H01: There is no association between establishment of schools and green initiative program.

H02: There is no association between establishment of schools and green initiative program.

H03: There is no association between educational qualification of the parents and their response about the teaching patterns in schools.

RESEARCH METHODOLOGY

For the purpose of this research project data will be collected through primary source and secondary source.

PRIMARY DATA-Questionnaire method will be used for data collection. A survey will be conducted in Mangalore city taking a sample of 60 respondents.

SECONDARY DATA-Information will be collected from magazines, research journal, books, newspapers and website for the purpose of study.

Selection of sample: Mangalore city is chosen for the purpose of the study. Responses were collected through questionnaire. The data has been statistically analyzed through SPSS and conclusions will be drawn. A sample size of 60 respondents is taken.

STATISTICAL TOOLS

Statistical techniques to be employed are as follows :

- Percentage analysis

- Descriptive statistics
- Chi Square

SCOPE OF THE STUDY

This study is made on best practices adopted in school with reference to NEP which involves knowing different learning patterns implemented in school and facilities provided in future for betterment of students and to know the opportunities provided to teachers to nurture values and innovation, this research is restricted to best practices implemented in school and this study was conducted in month of march, 2022. This study would further go into ways of understanding the teaching patterns and how students are benefited.

NEED OF THE STUDY

The need of the study is to know the best practices implemented in school for the development of students and to identify the innovations in new education policy, In order to deliver the curriculum effectively, schools and concerned authorities need to train teachers and understand the pedagogical needs. The curriculum should include core knowledge only with a focus on practical, application-based learning and also add activities that include experiential learning and creative and critical thinking skills. The physical movement helps kids to release stress and brings oxygen to the brain, priming them to create and innovate. By establishing comforting and predictable routines, teachers set the stage for cognitive development and give kids the encouragement to think.

GEOGRAPHICAL FRAMEWORK

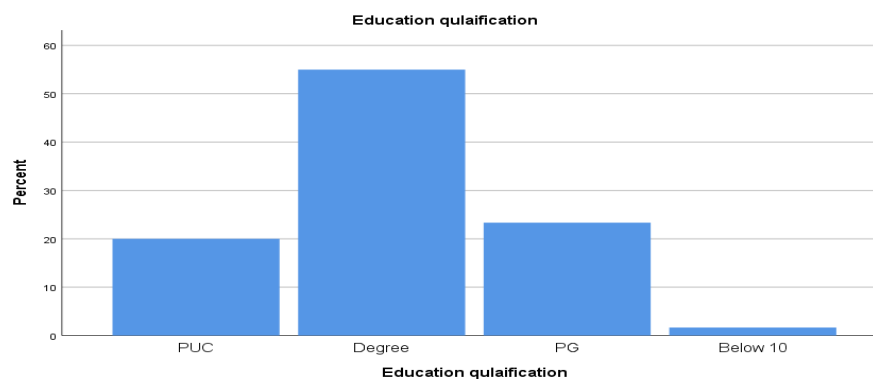
Mangalore city was selected for the present study.

LIMITATIONS OF THE STUDY:

- The sample size is small and data is collected from Mangalore.
- Some of the school were not allowed to share the information while collecting the survey
- Respondents may be biased and may not give accurate information.
- Most of the questionnaire was distributed during working hours
- Time constraint is the major limitation.

DATA ANALYSIS AND INTERPRETATION**DESCRIPTIVE STATISTICS****Table 1.1: EDUCATION QUALIFICATION OF THE RESPONDENTS****Education qualification**

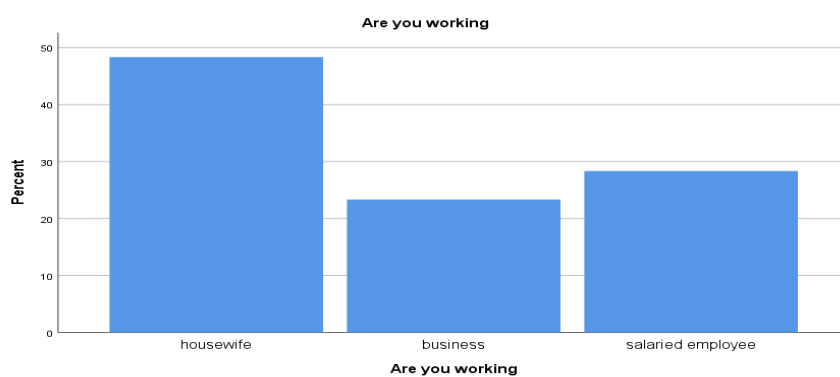
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PUC	12	19.7	20.0	20.0
	Degree	33	54.1	55.0	75.0
	PG	14	23.0	23.3	98.3
	Below 10	1	1.6	1.7	100.0
	Total	60	98.4	100.0	
Missing	System	1	1.6		
Total		61	100.0		

Chart 1.1: EDUCATION QUALIFICATION OF THE RESPONDENTS

Interpretation: From the above table and chart, 54.1% of the respondents have qualified with undergraduate degree. 19.7% respondents have education up to pre-university level. 23% of the respondents have completed post graduate degree and 1.7% respondents belongs to below

Table 1.2 : WORK STATUS

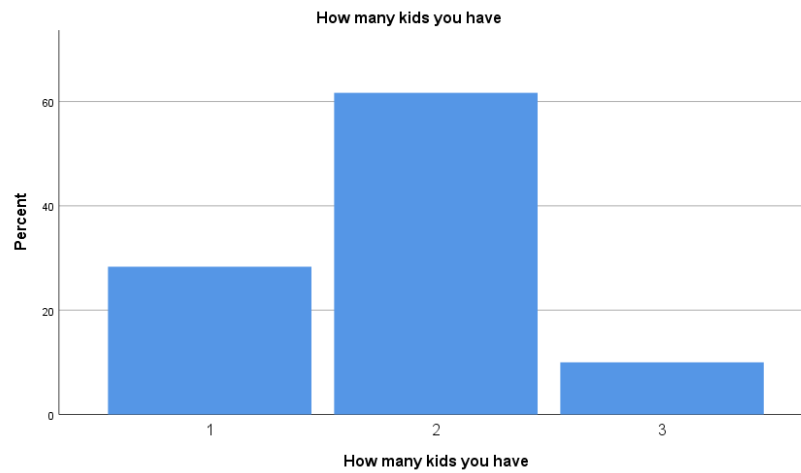
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	housewife	29	47.5	48.3	48.3
	business	14	23.0	23.3	71.7
	salaried employee	17	27.9	28.3	100.0
	Total	60	98.4	100.0	
Missing	System	1	1.6		
Total		61	100.0		

Chart 1.2 : WORK STATUS

Interpretation: The above table and chart shows that 47.5% respondents are housewives. 27.9% of respondents are salaried employees and 23% of respondents are doing business.

Table 1.3: NO OF KIDS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	17	27.9	28.3	28.3
	2	37	60.7	61.7	90.0
	3	6	9.8	10.0	100.0
	Total	60	98.4	100.0	
Missing	System	1	1.6		
Total		61	100.0		

Chart No 1.3: NO OF KIDS

Interpretation: The above table shows that 60.7% respondents have two kids, 27.9% respondents have one kid and 9.8% have three kids.

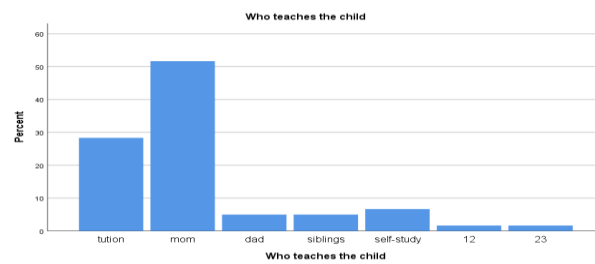
Table 1.4:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tuition	17	27.9	28.3	28.3
	mom	31	50.8	51.7	80.0
	dad	3	4.9	5.0	85.0
	siblings	3	4.9	5.0	90.0
	self-study	4	6.6	6.7	96.7
	12	1	1.6	1.7	98.3
	23	1	1.6	1.7	100.0
	Total	60	98.4	100.0	
Missing	System	1	1.6		
Total		61	100.0		

WHO TEACHES THE CHILD?

Interpretation: The above table shows that 50.8% of students are taught by mom and 27.9% attend tuition classes 4.9% are taught by dad and siblings and 6.6% students prefer self study.

H0: There is no association between educational qualification of the parents and their response about the teaching patterns in schools.



Education qualification * Are you happy with teaching pattern in school? Cross tabulation

			Are you happy with teaching pattern in school?		Total
			yes	no	
Education qualification	PUC	Count	10	2	12
		Expected Count	9.8	2.2	12.0
	Degree	Count	27	6	33
		Expected Count	27.0	6.1	33.0
	PG	Count	11	3	14
		Expected Count	11.4	2.6	14.0
	Below 10	Count	1	0	1
		Expected Count	.8	.2	1.0
Total	Count		49	11	60
	Expected Count		49.0	11.0	60.0

Interpretation:
accept the null
rejecting the
hypothesis.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.337 ^a	3	.953
Likelihood Ratio	.514	3	.916
Linear-by-Linear Association	.016	1	.900
N of Valid Cases	60		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .18.

0.953 > 0.05, we
hypothesis and
alternative

When was school established * What kind of training programs is arranged for teachers Cross tabulation

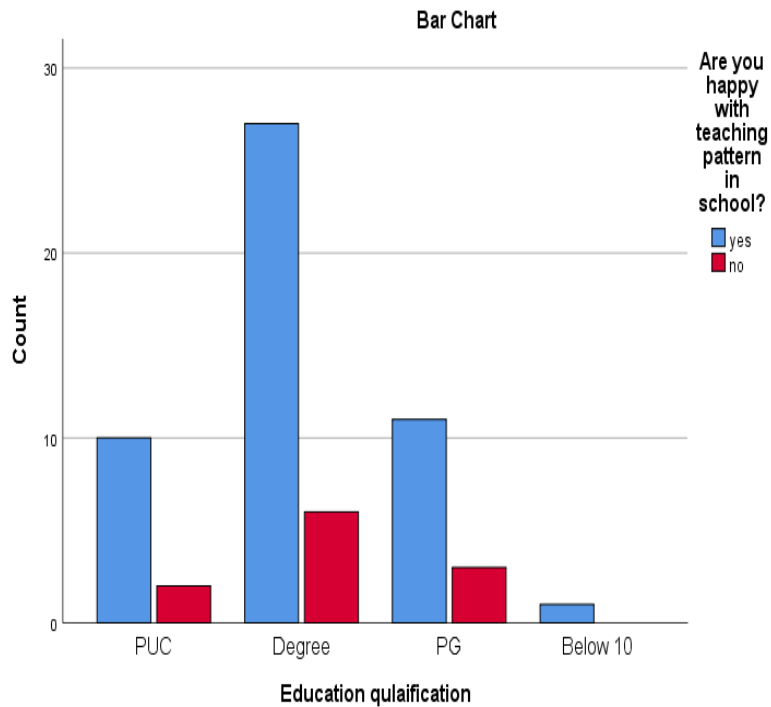
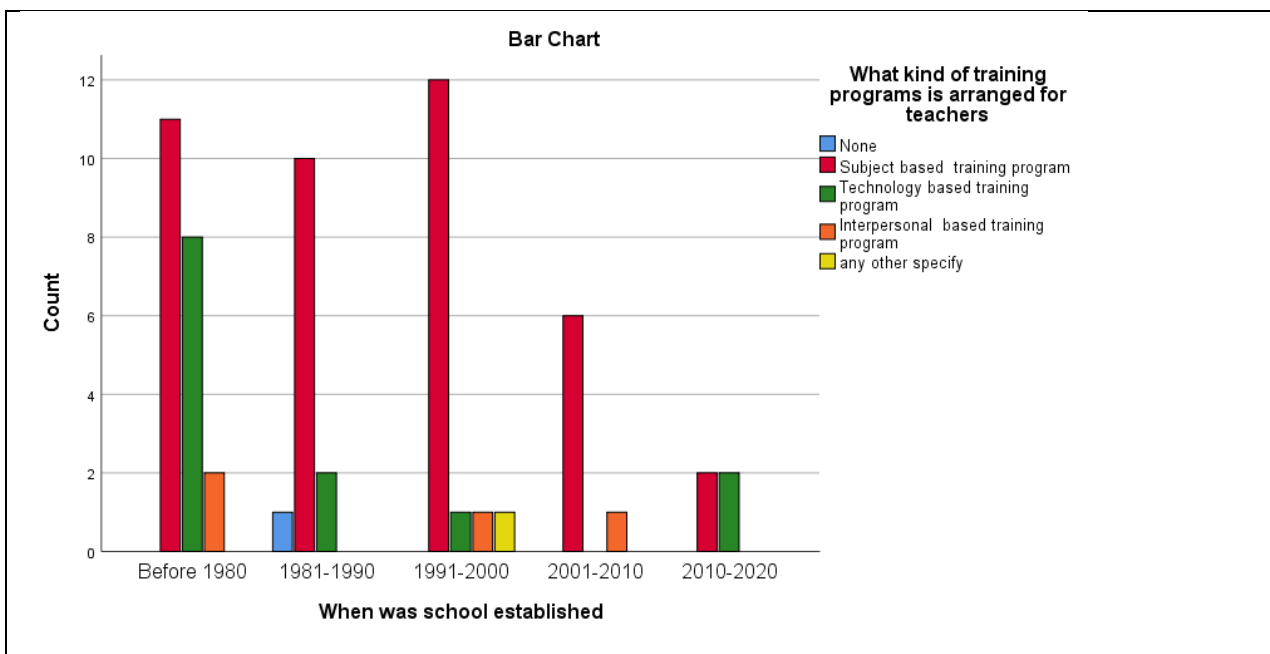


TABLE NO 1.5: SCHOOL ESTABLISHMENT AND TRAINING PROGRAMS ARRANGED FOR TEACHERS.

			What kind of training programs is arranged for teachers					
			None	Subject based training program	Technology based training program	Interpersonal based training program	any other specify	
When was school established	Before 1980			18.3%	13.3%	3.3%		35.0%
	1981-1990		1.7%	16.7%	3.3%			21.7%
	1991-2000			20.0%	1.7%	1.7%	1.7%	25.0%
	2001-2010			10.0%		1.7%		11.7%
	2010-2020			3.3%	3.3%			6.7%
Total			1.7%	68.3%	21.7%	6.7%	1.7%	100.0%

CHART NO 1.5: SCHOOL ESTABLISHMENT AND TRAINING PROGRAMS ARRANGED FOR TEACHERS.



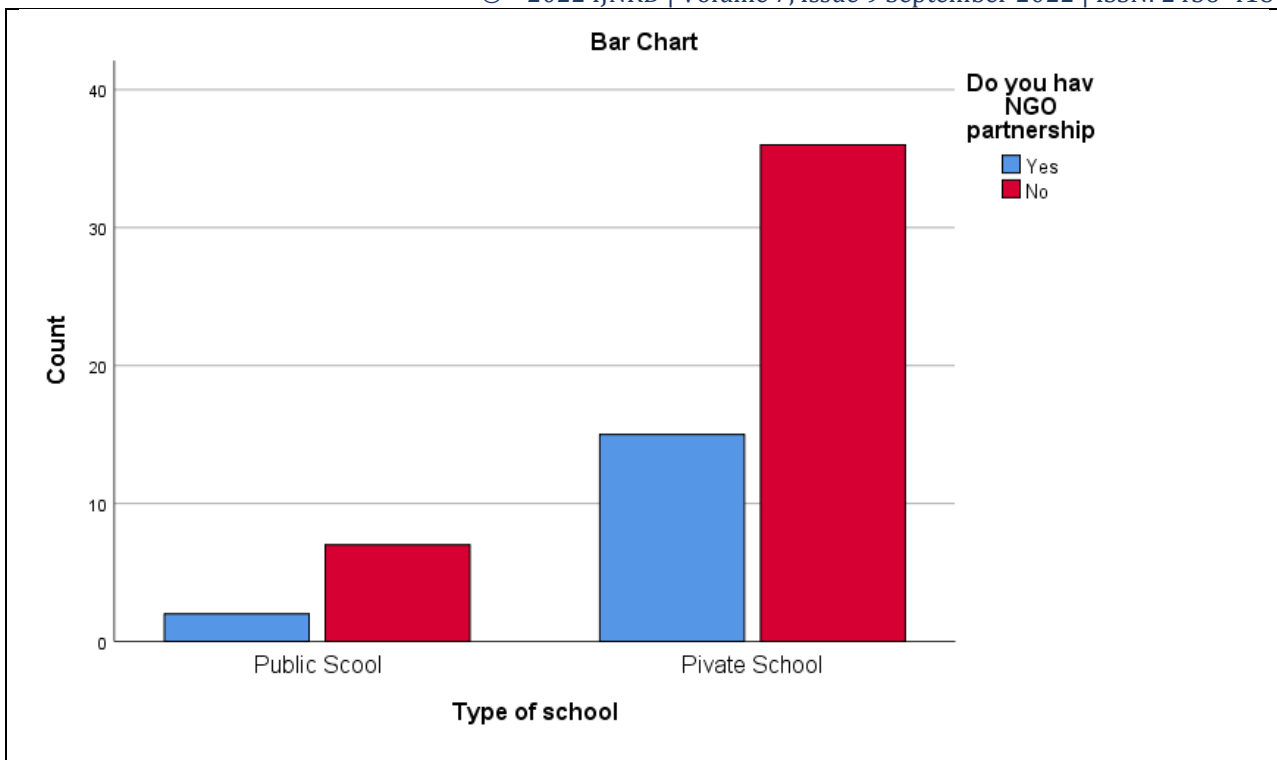
Interpretation: It is observed from the study that subject based training for teachers is the main training type which the schools impart to their teachers from the past five decades.

Table 1.6: TYPE OF SCHOOL AND NGO PARTNERSHIP

Type of school * Do you have NGO partnership Cross tabulation

% of Total

		Do you have NGO partnership		Total
		Yes	No	
Type of school	Public School	3.3%	11.7%	15.0%
	Private School	25.0%	60.0%	85.0%
Total		28.3%	71.7%	100.0%



Interpretation: Two type of schools are there public school and private school. There is no partnership with NGO either for public school as well as private school.

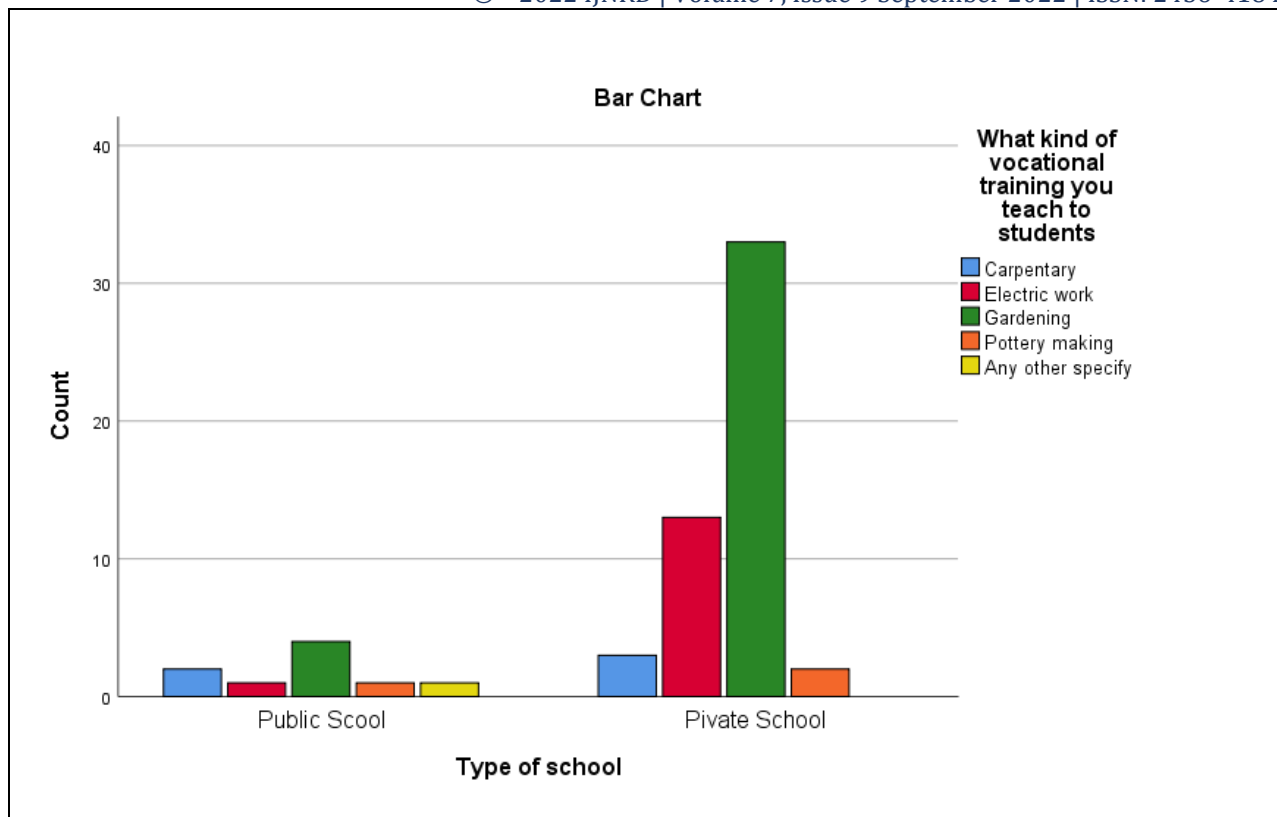
Table 1.7: TYPE OF SCHOOL AND KIND OF VOCATIONAL TRAINING YOU TEACH STUDENTS

Type of school * What kind of vocational training you teach to students

Crosstabulation

% of Total

		What kind of vocational training you teach to students					Total
		Carpentry	Electric work	Gardening	Pottery making	Any other specify	
Type of school	Public School	3.3%	1.7%	6.7%	1.7%	1.7%	15.0%
	Private School	5.0%	21.7%	55.0%	3.3%		85.0%
Total		8.3%	23.3%	61.7%	5.0%	1.7%	100.0%

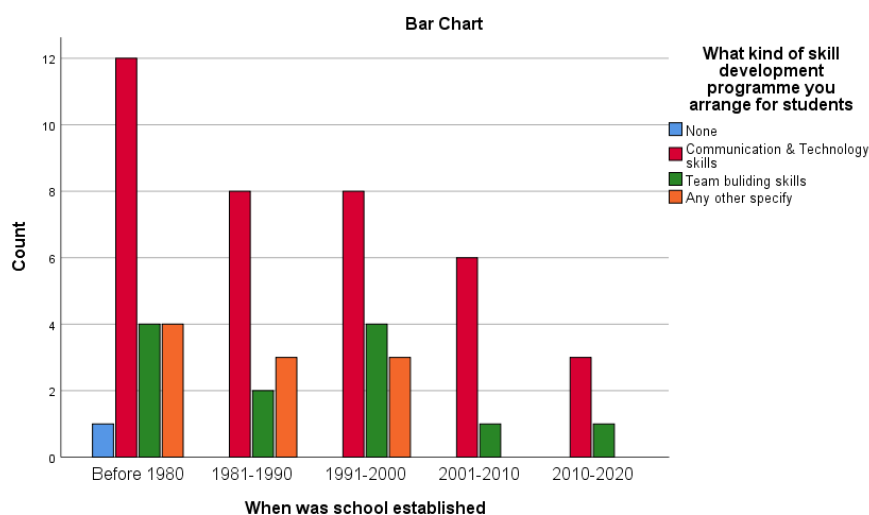


Interpretation: There are 2 schools public and private schools. Most of the private school give vocational training in gardening and electric work. On the other hand the public school give vocational training in gardening and carpentry.

Table No 1.8 ESTABLISHMENT OF SCHOOL AND SKILL DEVELOPMENT PROGRAMME

When was school established * What kind of skill development programme you arrange for students Crosstabulation

		What kind of skill development programme you arrange for students				Total
		None	Communication & Technology skills	Team building skills	Any other specify	
When was school established	Before 1980	1.7%	20.0%	6.7%	6.7%	35.0%
	1981-1990		13.3%	3.3%	5.0%	21.7%
	1991-2000		13.3%	6.7%	5.0%	25.0%
	2001-2010		10.0%	1.7%		11.7%
	2010-2020		5.0%	1.7%		6.7%
Total		1.7%	61.7%	20.0%	16.7%	100.0%



Interpretation: It is observed from the study that communication and technology for students is the main skill development training which the schools impart to their students from the past five decades.

RQ1: Is there any association between type of schools and mechanism for reducing absenteeism?

H01: There is no association between type of schools and mechanism for reducing absenteeism.

Correlations

		Type of school	Do you have any mechanism to reduce absenteeism
Type of school	Pearson Correlation	1	.124
	Sig. (2-tailed)		.344
	N	60	60
Do you have any mechanism to reduce absenteeism	Pearson Correlation	.124	1
	Sig. (2-tailed)	.344	
	N	60	60

Interpretation: $0.344 > 0.05$, accept the H01

There is no association between type of schools and mechanism for reducing absenteeism.

RQ1: Is there any association between establishment of schools and green initiative program?

H01: There is no association between establishment of schools and green initiative program.

Correlation

Table No 1.8 ESTABLISHMENT OF SCHOOL AND SKILL DEVELOPMENT PROGRAMME				Do you encourage green initiative programme in school
Spearman's rho	When was school established	Correlation Coefficient	1.000	.021
		Sig. (2-tailed)	.	.872
		N	60	60
	Do you encourage green initiative programme in school	Correlation Coefficient	.021	1.000
		Sig. (2-tailed)	.872	.
		N	60	60

Interpretation: $0.872 > 0.05$, we accept the null hypothesis. There is no association between establishment of schools and green initiative program.

FINDINGS

The following are the findings of this study are summarized below

- The various curricular activities are organized by schools like sports and scouts, dance, debate competitions, art and craft, drama, mimicry, and drawing
- The data also revealed that most of the Schools in Mangalore use English as the medium of expression.
- Most of the schools equip students with current affairs.
- The various class assignments in schools include project-based work, subject-wise presentations, creating wealth out of waste etc.
- Most of the schools evaluate the students on the basis of grading system which includes in-depth knowledge, attendance, neatness and discipline.
- Among the parents it is observed that, 54.1% of the respondents are undergraduate, 19.7% respondents are pre-university degree holders, 23% of the respondents have completed post graduate degree and 1.7% respondents belongs to below 10 standard.
- The study depicts that majority of the respondents (54.1%) have qualified with undergraduate degree.
- From the following study we can find out that majority of the respondents (29%) are Housewife.
- From the above study majority respondents (60.7%) have two kids.
- This study discloses majority of respondents (50.8%) students are taught by mom.
- The study depicts that subject based training for teachers is the main training type which the schools impart to their teachers from the past five decades.
- There are 2 schools public and private schools. Most of the private school give vocational training in gardening and electric work. On the other hand the public school give vocational training in gardening and carpentry .

SUGGESTIONS

Through all the whole study it is observed that training session was conducted by teachers session was conducted by different school for teachers for both public and private school but in-depth knowledge about NEP was not imbibe by the teachers. Hence it is suggested from the present study that more training programme and collaborative activity regarding NEP should be encouraged in school for the teachers as well as for management.

As the concept of NEP has started most of the school have only gone with the training programme they don't have in-depth knowledge about the same. School should start working on NEP and give much intense strength to the students due to the teacher, So that with the incorporation of NEP. Things can run smooth in country Parents have to visit school every month to check on their children in terms of academic progress.

CONCLUSION

The best practices help for improving quality of education .It requires ongoing innovation and systemic change. This work is complex and challenging, necessary and unavoidable. The best practices helps in Setting benchmarks and track progress, Build in time for student self-reflection ,Keep an open mind and avoid assumptions, Develop relationships with parents ,Introduce texts and topics that are culturally relevant, Personalize learning. The analysis identified various best practices exhibited by school, teachers, and pupils.

It was found to be common as best practices in both selected schools, which were adaptive and multi-dimensional leadership, winning-the-hearts, extensive use of Information and Communication Technology in school operations, and a culture of acquiring and sharing professional knowledge. The unique theme for School was the emphasis on the social, emotional and ethical well-being of the students.

It's also exciting and there are clear best practices that can guide to success. Improve ability to innovate in higher education and accept that the pace of change in our world is going to continue and education will continue to evolve probably faster than ever.it was also found there is no association between educational qualification of the parents and their response about the teaching patterns in schools.

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