

# A Study of New Patterns in Schools Generating Confusion among Educational Institutions

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**Abstract – Since the evolvement of human from primitive times to the development of modern civilized societies of today, education has remained a basic element of human thought process and a fulcrum of a large part of social activities. By knowing this, in the present study we highlight the generating confusion among Educational Institutions in which the continuous and comprehensive evaluation pattern and sociological perspectives of education were detailed studied.**

**Keywords – Educational Institutions, Development Programme, Syllabuses and Textbooks, NCERT, SCERT**

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## INTRODUCTION

The fact being so and because of the changes in social and physical conditions over the passage of time, different educationists from different schools of thought have explained education differently. Therefore, in a collective and comprehensive view of different thinker's education means lifelong learning process and broadly, includes all the influences and situations which impact an individual during his life span. But in the limited academic sense of the term, education is concerned with the formal education imparted by qualified and competent teachers in a school environment. The curriculum to be taught is always pre-planned, clear and taught in accordance with the monthly or annual programme schedules drawn in advance and on fixed time tables.

It needs no emphasis that the education, over the ages, has performed a pivotal role in guiding, modifying, formulating and firming up the patterns of human behaviour so that deep-rooted cultural fundamentals do not clash with the development in technology and scientific enlightenment impacting human social life. The United Nations General Assembly under article 26 of its Development Programme has recognized the significance and the intrinsic value of education to advance human development.

In 1947, when India got freedom, the condition of education was very disappointing. Foreign rule neglected education, particularly compulsory mass education. There was a serious lack of basic education among a large section of Indian population especially

among the socially backward sections of society. Educational disparities and imbalances were very large between urban and rural, between males and females and between rich and poor. With freedom and democracy, a new fresh wave of hope and enthusiasm for social change and economic development of India started engulfing the nation. To facilitate the achievement of these cherished objectives in free India, it was felt necessary that its people are educated and well informed. The new constitution of independent India declared the country a welfare State and viewed education as an inherent tool for bringing social change.

Over 123 crores of people, the India is a vast country. Besides it is home to 22 scheduled official languages written in 13 separate scripts and spoken by people from communities professing different religious practices and faiths. In a culturally pluralistic society such as India, educational imperative remains to promote secular, social and moral cohesion, focused on a constructively profound substance, highlighting its cultural heritage and national goals in the framework of learning and help program to eliminate religious fanaticism and people's superstition of peaceful coexistence.

All this combined together, makes Indian School Education network not only one of the largest in the world but also the most complex with the onerous task to handle its diverse cultures, faiths, habits and economic disparities, to ensure equitable standard and uniformity of instruction in the school curriculum, while enabling the natural flow and flourish of diverse cultural heritage. The national curriculum structure includes the common core together with other

elements that are versatile in the preparation of syllabuses and textbooks and the identification of teaching practices to be implemented in school education programmes.

## EDUCATIONAL ENVIRONMENT IN SCHOOLS

Although it is the responsibility of the national and state governments to formulate the education policies for implementation within their respective jurisdictions, the National Council for Educational Research and Training (NCERT) is responsible for school education. NCERT supports and advises the Central and State Governments on school-related issues, including curricula, pedagogical schemes and methods of assessment and evaluation. It has state level council in each state by the name State Council of Education and Research (SCERT) which advises the state concerned on matters of school education.

**Primary school:** First to fifth standard/class: Primary schooling system consists of five classes and starts, approximately at the age of 5 or 6 years of the child and lasts for around 4–5 years. It provides students with sound basic skills in reading, writing and an elementary understanding of mathematics and social sciences.

**Upper Primary school:** Upper primary school system also known as middle school is of three years' duration and lasts till 8th standard. It starts for children, aged between 10-11 years and usually goes up to 13-14 years. Education at this stage, though consists of the basic programmes of primary school level but it is more focused and subject-oriented.

**Secondary school:** Children who complete the upper primary school pass over to Secondary schooling system which comprises two years of 9th and 10th class. Ordinarily, students at this stage are aged between 14 and 16 years. Teaching Instruction becomes more organized along specific subjects.

In spite of the improvements made in school infrastructure, enrolment, accessibility to schools, and literacy levels, the issues of keeping children in schools and the high dropout rate at the elementary and secondary levels of schooling still persist. Official data indicate that not more than 42% of the children enrolled in primary schools complete the High School. The enrolment rate for social groups reveal that Muslims as religious minority are disadvantaged with 61.8% Hindus with 72% and other minorities with 83.5%. Extreme poverty and social backwardness, particularly in the rural India and the continuing inequity in opportunity for the children from these segments of society continue as the main reasons for the low enrolment and high drop-outs in schools.

According to District Information System for Education (DISE) report 2014-15 there were as many as 15 lakh schools in the country with a total enrolment of 26 crores in these schools. Of these 14 lakh schools were imparting elementary education, with a total enrolment

of 19.77 crore and 80 lakh teachers to teach the students. Of the 14 lakh schools at elementary level, 11 lakhs were government schools or government-aided schools with 47 lakh teachers which accounted for an enrolment of 11.9 crore. Remaining 3 lakh private schools catered to 8.56 crore students. Additionally, there were 23,529 unrecognized Schools and 3750 unrecognized Madrasas with an enrolment of 33 lakhs at the elementary level.

The critics of Indian school system argue that the emphasis is on rote learning and memorizing facts instead of encouraging independent or creative thinking. According to them the Children are being schooled but not educated and lessons are being taught but not learnt. The prevailing system of delivery of education in schools forces the students to study and learn something about everything from civics to geography and from language study to Trigonometry without much focus on any particular subject to excel in. What is written in the text books manages to get high scores. The sole objective of education as it has evolved over the decades appears to prepare students for the Board examinations. It's a shame that students have to take up private tuitions every day after attending school for 7-8 hours to prepare for the annual exams. It is not an exaggeration to say that our school education system is in complete disarray with rampant corruption in appointment and transfer of teachers, widespread Copying during annual examination, leaking of question papers and rigging of marks-sheets. As a result, the learning crisis in schools is compounding.

Government schools provide free education and focus on basic education only. It is a hard fact that most of the children enrolled in these schools are from humble, socially unprivileged and poor family backgrounds. These schools generally have fewer facilities but more students in a class. Therefore, the teacher- learner ratio turns unfavorable for ideal learning set-up. Over the past few years, rapid technological change and development has caught the government schools on the wrong foot and is struggling to keep up with the new tech-savvy skills to teach the next generation. With the introduction and application of technology, students are able to visualize better and understand concepts at a much profound level.

Private schools are entirely exclusive and controlled. Such schools follow the same curriculum as designed and developed by the government to which they are affiliated, but the school management regulates the process for providing education and skills. Similarly, the matters relating to fees, selection of teachers and their salary etc. are also decided by the respective school managements. Such schools are generally, funded partially or wholly by students' fees. The admission process in these schools is very competitive. The children admitted to these schools pay higher amounts of fees.

Besides the CBSE and the State Boards of School Education which almost cover over 96% of the school enrolments in India there are international schools under International Baccalaureate (IB), a non-profit educational foundation and The Council of Indian School Certificate Examination (CISCE) a private body, founded in 1956 to set up and adapt University of Cambridge's examination system in India. These are very expensive schools and are located in Metro and big cities.

Government data reveals about 25 % of India's schools are in the private sector and these schools enroll over 40 % of the student population. The Credit Suisse India Consumer Survey 2011 and the recent report by National Sample Survey Organization (NSSO) suggest that the Indian households do not compromise on the quality of education of their children and that their spending on education is on the rise. As per the survey report, the spending on education has jumped by a whopping 378 % in rural and 345 % in urban areas. The same survey also found that a higher percentage of Indian families from nearly all income brackets were willing to spend more money on education than they had spent so far.

### **EVALUATION CONTINUOUS AND COMPREHENSIVE: A NEW PATTERN**

The CCE scheme proposed two different types of tests compared to the old practice of just one test at the end of the academic year: the formative and the summative. Formative assessments will include the progress of the student in class and at home, the success of the student in oral exams and quizzes, and the consistency of the projects or assignments that he has completed and submitted. Formative assessments will be performed in an academic session four times and will bear a weighting of 40 percent for the composite.

Although the CCE assessment method has been adopted by most schools, the CCE's most vocal critics are the teachers and students who are used to the older evaluation and review framework. They complain that the CCE pattern of assessment puts more work pressure on them by way of preparing their lesson schedules, planning, designing and firming up formative activities and evolving additional teaching-learning materials. We find fault in the new pattern stating that too many exams, tasks, projects, homework and evaluation assessments proposed to be taken up in an academic year are causing more uncertainty in children's minds. They criticize that the system is burdening the students with added expectations and the resultant pressure to perform under any situation. As such the CCE in the present form is unlikely to add any value in the learning levels of students. They warn that projects and assignments, supposed to be done by students need not necessarily reflect any real learning in most of the cases, as expected, as there are no inbuilt check points in the

system to know whether the projects/assignment are actually done by the students themselves or have got done by their siblings or are conveniently outsourced.

It is argued that the CCE pattern has been forced on the schools in hurry without examining the ground realities faced by the Indian school education. The education sector which is the second largest in the world is already short of the adequate funding. Standardized assessments are a lot of work and will put further pressure on the inadequate funding available to the sector. In fact, keeping in mind the funds available to the school education, one is tempted to know the chances of the CCE system of assessment working.

### **SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

Social system presupposes a social structure consisting of different parts and plurality of individuals which interact and are interrelated in such a way as to perform its functions. Sociologists view the structure of society from different angles, called theoretical perspectives and employ their own ways and means, to study and understand the numerous sub-systems of society, their functioning and overall impact.

The three perspectives referred to in the above paragraph help sociologists understand the role and impact of education on society as a whole and also the factors and elements that influence and regulate education.

#### **Functionalist Perspective of Education**

The functionalist school of thought approaches society at macro level and portrays social life as essentially co-operative, harmonious and governed by a consensus of values.

They believe that vital task of society is the creation of solidarity and that society will survive and progress only if there exists among its members a sufficient degree of homogeneity. Functionalist sociologists perceive the role of education as perpetuating and reinforcing this homogeneity by inculcating in the child the essential similarities which collective life demands.

#### **Conflict Perspective of Education**

Like functionalists, sociologists who believe in the conflict perspective attempt to explain society-wide patterns of behaviour. But unlike functionalist sociologists, they analyzed the relationship of education and society in terms of struggle between the social classes as the major fact of history as propounded in the works of Karl Marx.

Education first establishes class structure by reproducing the skills necessary for an effective labor



force and then emphasizing the ideology of the ruling class and socializing the workforce in terms of it, thus legitimizing the power of the ruling class.

### Interactionist perspective of Education

Unlike functionalist and conflict sociologists, interactionist sociologists focus on social behaviour in everyday life and try to understand society through the analysis of activities of the countless small groups and organizations of society, operating and interacting at micro level.

Symbolic interactionism argues that concepts and meanings that are created and maintained by symbolic interaction with others influence human behavior. Human beings respond not to the actual situation itself, but to their perception of a situation. Through their implications, we describe the circumstances as necessary to become permanent.

Symbolic interactionists restrict their educational research to what they see happening directly in the classroom, on the playground, and elsewhere in the community. Teacher's-students' mutual expectations from each other, classroom communication patterns among the students themselves on one hand and with their teacher(s) on the other hand and practices by teacher(s) such as labelling students brilliant, outstanding, good or bad, active or non-active affect student's perception, motivation, attitude and aspirations. Researchers claim that once a teacher affixes a label(s) on his/her student(s) it is very hard for him/her to lose that label. On the other hand, such labels motivate or demotivate the student(s) in such a manner that they start directing their efforts to live down to that label. The labelling with which symbolic interactionists concern, itself, extends to the very degrees and certificates which are awarded on completion of education, as they symbolize attainment of certain level of skills and qualifications enabling the holders to get roles or positions of eminence in the society.

### REVIEW OF LITERATURE

**Shakeel Sarwar (2000)**, studied that every organization has three types of general resources that are physical, financial and human. Most critical one is no doubt the human resource of an organization. These are human who can accelerate the process of organizational development or can demolish the organizational progress.

As 'leading learning groups,' the National Association of Principals of Elementary School (2001) examined instructional leadership. Faculty meet regularly to discuss their assignments, work together to resolve issues, focus on their careers, and take responsibility for what students are learning. We function in mutual and complementary knowledge networks rather than in isolation or hierarchy.

**Henson and Eller (2009)** studied several qualities that determine teachers from using corporal punishment: - Corporal punishment emphasizes the person, not the behavior. Corporal punishment addresses only undesirable behavior; it doesn't address desirable alternatives. It tells about underlying causes of inappropriate behavior.

Peer relations contribute the students' perception towards success. On another side, the poor peer relations during childhood can result as isolation from society and psychological problems occurring during childhood, adolescence and adulthood. Positive peer relationships can reduce social isolation and improve social academic abilities.

It is found that being a teacher does not mean only giving the grammatical rules, practicing and evaluating the students, because these mean nothing if the students attention is not raised on them. If there is no motivation, there cannot be proper teaching and learning. Especially during first-year of course teachers' biggest problem is the motivation of the students which is classroom management's main concern. The teacher shouldn't be threatening authority in the classroom; he/she should educate the students to be their own managers so that the teacher wouldn't be seen as despot and strict. The teachers should know to provide healthy environment in class and to teach the students to manage themselves, this means to expose the student's behaviour properly. Classroom management is very important as many teachers need to enhance their leadership skills in order to run an effective educational environment. Some educational institutions provide an organizational leadership training program to help teachers to learn these skills for the classroom management. Most teachers talk too much because of the responsibility for maintaining and directing class interaction. Also they think that they are authority in the class so the person who talks much should be them. But silence can be effective to discipline students. Unfortunately, the teacher finds this very difficult. If teacher is talking too much and the attention is decreased and students start to talk with each other. When the teacher unexpectedly begins to speak quietly and with low voice, the attention of the students will be brought to the teacher and the lesson because they will want and learn about the teacher.

Ricky Fu stated in his "Formal Essay: New Media and Education" that students have grown up with new media in today's generation. As a result, they may have skills and experiences that differentiate him from other faculty members who are currently engaged in instruction. Despite this, many faculty members propose that blogs and new media should be used to exploit the social networking abilities of students, breaking out of the classroom in order to reach the tech-savvy students of today's era. By use of mass media into the framework, educators can judge the hidden abilities and potentials of their

students while maintaining focused learning and positive outcomes.

**Lee (2010)**, for example, mentioned using blogs as an assignment—he concluded that controlled blog entries had a positive impact on the linguistic accuracy of learners. Micro-blogging sites, including Facebook, require students to efficiently express their thoughts and opinions, enhancing language skills. Although many scholars talk about the role of social media in education, it can be negative as some claim.

As **Tranter and Pawson 2001** have suggested, "This form of administrative approach may help shield young people from ecological risks, but for their social and passionate abilities it has long-term implications."

**Anton and Angel (2004)** examined the relationship between castellan personality variables, study habits, and academic achievement. The investigation demonstrated that there were explore patterns for understudies with higher scores and mingled character qualities than understudies with lower scores and character socialization attributes. Actually, higher scholarly accomplishment evaluations were earned by ladies than by men. The outcome indicated that ladies had an increasingly mingled example of character and more grounded examples of learning.

**Kaur (2013)**, studied comparison of the pattern of study habits of over and under achievements with various levels of intelligence. The results show that the difference between mean scores on the various component of study habits of low achiever boys and girls are significant. I mean that high achiever boys and girls have equally good/bad pattern of study habits, it also indicates that both types of students need equal guidance and training in development of their study habits.

## CONCLUSION

The fact being so and because of the changes in social and physical conditions over the passage of time, different educationists from different schools of thought have explained education differently. Therefore, in a collective and comprehensive view of different thinker's education means lifelong learning process and broadly, includes all the influences and situations which impact an individual during his life span. The main aim of CCE is to evaluate every aspect of the child during initial years of their presence at the school. This is believed to help reduce the workload as well as pressure or fear of examination on the average child during or before examinations as the student sit for multiple small tests throughout the year.

It is assumed that the social system presupposes a social structure consisting of different parts and many people who interact and interrelate in order to perform their work. In comparison to functionalists and conflict sociologists, internationalist sociologists concentrate

on everyday social activity and try to understand society by observing the behaviors of countless small groups and community organisations, working and communicating at micro-level.

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