

CHAPTER - I

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CHAPTER - I

INTRODUCTION

1.1 Introduction

In the history of mankind education has formed the basis for the development of people and society. Education leads the youth from the total darkness of ignorance to the path of enlightenment, hence, it can be said that education is one of the components to modernisation or culturisation of society and it has to be used as a powerful instrument of social, economic and political change. The most important role of education is to achieve social uplift and national as well as international integration. Education contributes to develop knowledge, skills, abilities, attitudes and values. Education can imbue the people with knowledge, the sense of purpose and confidence essential for building dynamic, vibrant and cohesive nation. This will provide its people with the wherewithal for creating better, fuller and more purposeful life.

Education is a complex term having different meanings and functions at different times. It is difficult to find universal aim of education, as education is given at different levels at different stages of life to different groups, but education is to be harmonised with the needs and characteristics of each stage. In a general way, it can be said that education has to play a very important role in building the life of a student.

The aims of secondary education generally accepted are as follows :

1. To form and strengthen the character.
2. To promote all-round human development.
3. To prepare for the work of life practically as well as intellectually.
4. To train in hand and eye.
5. To lay foundation of conduct by example and influence.
6. To impart value education, religious and spiritual education.
7. To give vocational guidance.
8. To develop skills, attitudes, habit of observation and a clear reasoning.
9. To make good citizens of the country.

If the meaning of education is to be narrowed down, the basic function of education remains as an 'interaction between the teacher and the taught'. Formal educational Institutions like schools, colleges and universities provide a stage for such an interaction to develop an integrated personalities demanded by the society. Thus society becomes an important factor in the functional procedure of institutionalisation. It becomes necessary for the formal educational institutions to keep up the needs of the society in the center of its programmes and procedure. There should be a link between the needs of the society and functioning of the institutions.

1.2 Education in India : Past and Present

Present structure of education is the product of last four thousand years. Education today is somewhat very unbelievable in the past. The system of education was for the social structure of society. The society was for the student not the students for the society.

The ancient history bears the testimony of the fact that there was in existence another type of educational system in the country even in the pre-historic ages. Generally priests were the teachers. Education used to aim at the proper behaviour of the students and Vedas were accepted as the source to enrich each kind of knowledge.

During Vedic period, education was imparted at the homes of preceptors. As number of students increased, those homes took the form of 'GURUKULA', students used to go to Guru's place and they were regarded as members of his own family. Education was concerned with both abstract and concrete manifestations of human life. Subjects of the study were Ved as Vedanga, skripts, history, Puran and other literatures. During this period concept of vocational education was widely accepted in the field of medicine, military and industry. Education was beneficial to spiritual, mental and physical development.

During Buddhist period, the internationally reputed Universities of Nalanda and Takshashila were established. These institutions enjoyed special reputation as the head-

quarters of Hindu learning. They being a centre of education, had many famous teachers to whom hundreds of students flocked, for higher education from far and wide. The four vedas, grammer, philosophy and eighteen sippas were the principal subjects selected for specialisation at Taxila. Among the latter were included medicine, surgery, archery and allied military arts, astronomy, astrology, divination, accountancy, commerce, agriculture, magic, snake-charming, music, dancing and painting. Indian teachers were past masters in the art of explanation and exposition.

In seventh century Prophet Mohammed propounded in Arabia, a new religion known as Islam. Muslim era began and considerable harm was created to the old institutions at the very dawn of Islamic rule. The higher and elementary education was imparted in 'MAKTABS' and 'MADRASAS' respectively. Greater attention was paid to religious education and parsian literature. Educational system introduced during this period emphasised on making the students independent and perfect in his practical dealing.

During British period the East India Company opened some formal schools during 1700 to 1813 A.D. in Calcutta, Madras and Bombay. The aim of such schools was to get good workers who could understand the language of English people and company.

The histrocial land mark in education started with the wood's despatch in 1854. This despatch has helped the Indian

pattern of education to model on western lines. Some important emphasis was laid to train teacher for teaching work. Education was linked with government jobs to attract the people.

During 1901-1921 education was widely spread, but was not well organised. Demand for compulsory education was raised. The period of world crises begun in 1921 till the independence. The uncertainty over the entire world forced British rulers to draw the plan of new implementation, but the picture was more radish and at the end of second world-war revolutionary ideas were introduced to the colonial countries. India achieved freedom with some more realistic problems in 1947.

Secondary education commission (1952-53) reviewed and suggested changes in the curricula as well as medium of instruction. The main emphasis was laid on teachers training, widespread qualitative education with the help of appropriate methodology. It was felt that training of the teacher will help in strengthening student-teacher relationship.

Education Commission (1964-66) has reviewed the whole National Educational set up and suggested new pattern of vocationalisation of education. The Commission report stressed on the degrees, but not at the cost of national development and suggested that technically trained and skilled persons are more important for the developing country. The Commission has also suggested to open new

polytechnics and Diploma Centers of National importance. It has also been suggested to link the education with bread and butter. The main stress was given to competent teachers as well as healthy environment of institutions. The commission has also suggested to change the whole pattern of education. Instead of knowledge, its application was stressed. The whole system of admission and administration was criticised.

The National Policy of 1968 marked a significant step in the history of education in Post-Independence India. It aimed to promote national progress, a sense of common citizenship culture and to strengthen national integration. It laid stress on the need for radical reconstruction of the education system to improve its quality at all stages, the cultivation of moral values and a closer relation between education and the life of the people. Since the adoption of the 1968 policy, there has been considerable expansion in educational facilities all over the country at all levels. The most notable development has been the acceptance of common structure of education throughout the country and the introduction of 10+2+3 system by most states.

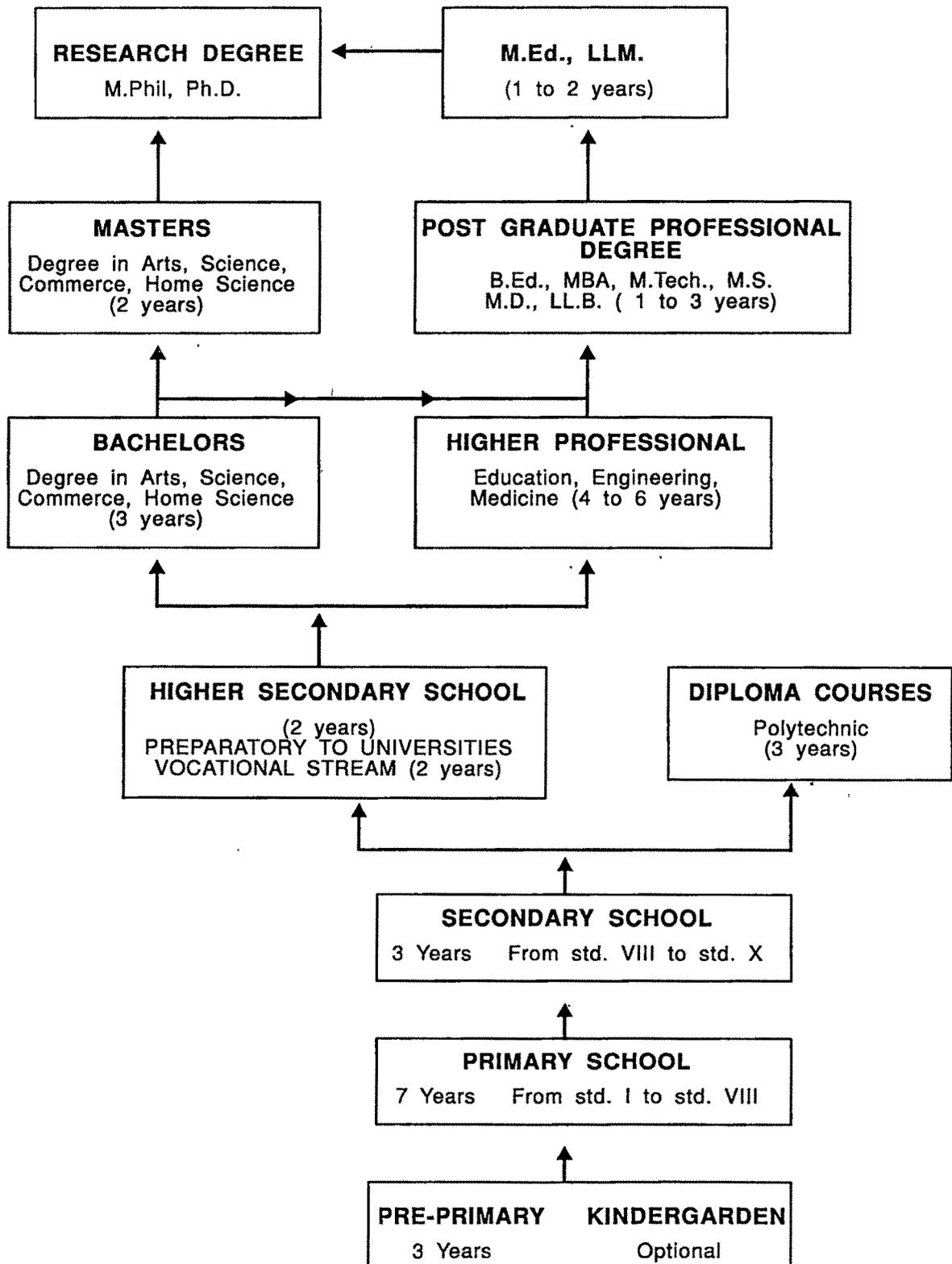
National Policy on Education 1986 has stressed on egalitarian goals, practical and development-oriented objectives of the Indian society. It has laid down that education will be treated as a crucial area of investment for national development and survival. During the Eighth five year plan and onwards, the investment on education will uniformly exceed 6 percent of the national Income.

India has today, reached a stage of economic and technological development. Due to this advancement such techniques have been developed that things which were once supposed to be completed in years and months are now being finished in a few days or a few hours. Human being has become a part of the machines. No body is there now to talk about old systems, ways of doing and thinking. Every one desires to live in the artificial world created by electronics and space technology. India has to keep pace with these advancements, thus she should equip herself with such machines and instruments. Schools and colleges are the workshops where these tools and instruments are cultivated, produced and sharpened.

1.3 Existing Pattern of Education in India

Education is under the control of State Government with some control from Central Government. There are different types of schools like public schools, private schools, missionary schools, municipal corporation schools and Central Schools (which are run by Central Government all over the country). All these types of schools vary much in their roles, functions and facilities. It is unfair to compare them but atleast one can say that, in order to maintain some uniformity in the standard of education, the text books are prescribed, the syllabus is set and the pattern of examination is regulated. Following chart indicates stage wise educational setup in India.

EDUCATIONAL PATTERN IN INDIA



Upto standard IX the schools have the freedom to conduct their own examinations within set syllabus using prescribed textbooks. Each state has its own Board of examinations for Std.X and XII.

The Boards of Secondary Education occupy a key position as they prescribe the courses of study. Some states prepare text books and other instructional materials, lay down the standard of achievement of students and pass judgement on the quality of performance of the learners at the secondary stage. A number of other institutions at the national and state levels also play an important role in strengthening the secondary education, in India.

The Senior Secondary (+2) stage is a crucial stage of school education as after this stage students become eligible to compete for professional courses to be future engineers, technologists, doctors, teachers or pursuing academic courses at the tertiary stage.

Education at secondary and higher secondary level is the terminal point for all those who enter the world of work, hence strong scheme of vocationalisation is needed for them and for the rest, it is preparatory to higher education and therefore a good grounding in the subject area should be provided to them. Therefore, it is at this stage that students are to be exposed to the structure of individual subject disciplines such as Physics, Chemistry, Biology, Mathematics, Geology, History, Geography, Political Science,

Commerce, Economics, Accountancy, etc. 'But unfortunately higher secondary schools are saddled today with the unenviable task of receiving the cohorts from a less than satisfactory system of elementary and secondary education and preparing the pupils for the next stage of life. This cannot be done effectively with the adverse teacher pupil ratio, outdated methods of teaching, poor laboratory facilities, an uninspiring curriculum and a management system which discourages innovation' (Challenges of Education, 1985).

Ideally speaking the school ought to be geared to the achievement of objectives in all the three domains. But in actual practice it is found that by and large only one area is concentrated upon i.e. the cognitive domain in which only knowledge and comprehension are given more importance. This excessive stress that is observed on knowledge and information acquisition has led to almost total exclusion of other objectives. This has placed undue emphasis on academic achievement as the end product of education. Our present system of education lays exclusive emphasis on the pupils academic results and thus, examination becomes the most important aspect of education. The examinations determine not only the contents of education but also the methods of teaching - in fact an entire approach to education.

The Examinations are conducted by boards of secondary and higher secondary education. The result of these Board Examinations are the basis for entrance to important higher

education like medical or engineering streams. But unfortunately these boards of examinations are a subject of acrimonious controversy for leakage of question papers, masscopying, tampering with results and other unethical practices (Challenges of Education 1985). Over and above this the quality and orientation of teaching is unsatisfactory even in the so called best secondary and higher secondary school.

This situation has driven a number of students to seek help of agencies outside the school for the specific purpose of improving their academic achievement. The coaching class and private tuition have thus come to be an accepted part of a student's formal education today.

1.4 Historical Background of Private Coaching Classes

We are all familiar with private tuitions and its history would perhaps be as old as education itself. Hitherto the word coaching was known to us as a synonym of tuition and in the good old days, about a score of years ago, one could not possibly have imagined tuitions being given on an organised mass scale as in the present day coaching classes. Tuitions in those days was strictly a private affair and the tutors generally were school teachers who invited students to their own houses or sometimes even went over to the student's house for this purpose (provided students were extremely rich). The method followed was, of course the same as old traditional method.

However, in the very nature of things, the private tuition of those days used to cost much more to a student than the present day coaching classes. Obviously, therefore, private tuition was sought only in case of absolute necessity for dull and the below average students and going to the tuition class was something of a stigma.

During the last twenty years or so the coaching classes and private tutors have emerged in the form of a specialized institution helping pupils of both high and low ability in their race towards achievement measured in terms of performance in examinations.

Today these coaching classes and private tutors are highly structured and formalized, as also very much commercialized, running as big business and minting huge amount. They run a lucrative business and reaping a big harvest so much so that they are extremely reluctant to disclose the full and complete facts and figures about their classes including the number of students attending and the fees charged by them. Most of these coaching classes are systematic, organised and disciplined and functioning as educational institutions parallel to our regular schools and more or less part and parcel of our educational system. These institutions have come to stay, their proprietors like shrewed businessmen are trying to entrench themselves more freely by improving upon the standard of their coaching. They have keen competition amongst themselves, trying to improve upon their standard of coaching by employing more qualified,

dedicated, expert teachers and improving the facilities for the students. Thus one finds students from different socio-economic strata as well as with their different achievement levels attending private coaching. The above average students join private coaching for additional help to secure higher percentage. Some of the students join them as there is no one at home to help them in their study because both the parents are serving or they are illiterate, while others join for better understanding of the subject, as in the school due to large number of pupils in each class, individual attention is not possible. Much of the drill work is not possible because of the heavy burdon of the syllabus and co-curricular activities in the school.

Thus, now a days it has been seen that this private coaching is not secondary but more or less a part and parcel of our educational system and they run parallel to formal educational system. In short, now there are two institutions, school and private coaching running in a parallel way for providing education.

1.5 Rationale of the Study

The coaching classes and private tutors have sprung like mushrooms and there is a mad rush of students to the coaching classes though it is a financial strain and drain on limited time of the students and their parents. Private coaching, though costly, has become so popular that, it is very surprising if students do not go for coaching classes.

For parents, the expense of their children's education must now include the cost for putting them through extra coaching. If parents are interested in the career of their children, they have to spend more for extra coaching.

More and more students rely solely on private coaching to perform well in examinations. More and more teachers are available for selling knowledge and ensuring 'Examination success'. Education is available in 'Business shops' run by private coaching class owners. Private coaching threaten to become the last resort for majority of students with the falling standard of educational institutions. Joining coaching classes have become so vital for students that coaching class owners can dictate terms for enrollment also.

If the school performs its role as an institution of formal education then why has another parallel institution to perform the same role ? There are number of issues which remains to be examined.

- Why are private coaching classes very popular ?
- Do private coaching classes provide better instructions than that of schools ?
- Can teaching in coaching class replace the school teaching or only supplement it ?
- Can educational authorities play any role in banning them ?

Above issues have given rise to certain questions in the mind of the investigator.

Why do private coaching classes grow at a faster rate ?

Is it due to -

- the education imparted in the school not enough ?
- improper methods of imparting instruction in school ?
- shortage of time span of school teaching ?
- lack of attention given to the individual student by school teachers ?
- coaching class teachers failure to get job in a formal school ?
- over occupied parents ?
- parents' desire to pass on their responsibilities to others ?
- parents' inability to teach their children ?
- rapid changes in school curriculum ?
- competitive situation prevailing in the present era ?
- availability of readymade study materials to the students ?
- aim of compensating the inadequacies in the regular school teaching ?

Considering the above issues and questions, the investigator realised the need to compare the education in schools and in coaching classes.

1.6 Statement of the Problem

"A study of organisational and functional aspects of education in coaching classes in relation to school education".

1.7 General Objectives of the Study

- (1) To compare the perception of students regarding organisational and functional aspects of education in schools and private coaching classes with respect to variables such as medium of instruction, sex, standard (Xth and XIIth), stream of education and SES scores.
- (2) To compare the perception of school principals regarding organisational and functional aspects of education in schools and private coaching classes.
- (3) To compare the perception of school teachers regarding organisational and functional aspects of education in schools and private coaching classes.
- (4) To collect the opinion of parents about education in schools and private coaching classes.

1.8 Limitations of the Study

The present study is limited to :

- (1) Higher Secondary Schools of Baroda city.
- (2) Students of standard X and XII only.
- (3) Principal of the above selected schools only.
- (4) Teachers of the above selected schools only.
- (5) Parents of the above selected students only.

1.9 Scheme of Chapterisation

Present study is dealt with six chapters. The brief introduction of these chapters is as follows :

First chapter deals with the introduction, historical background of the private coaching classes, rationale, general objectives and limitations of the study.

The second chapter deals with review of related studies.

The third chapter deals with the methodology used for construction of tools, sampling design, collection of data and statistical techniques used to analyse the data.

The fourth chapter deals with the analysis and interpretation of data.

The fifth chapter deals with the findings, discussion, implications and suggestions for further studies.

The sixth chapter deals with the summary of the work done while the bibliography and appendices are presented at the end.