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A STUDY ON STUDENTS OF SECONDARY EDUCATION IN LUCKNOW CITY

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ABSTRACT

The present study has covered entire system of secondary education. The study has also covered historical records which show prior arrangement of secondary education and many events contributing to information regarding system of secondary education. Further the study has tried to trace when anomie started capturing the field of secondary education. Emphasis was laid down to diagnose and sort out the significant factors responsible for the valuelessness in of secondary education. The present study has found out factors curbing smooth functioning of education and its administration to highlight the circumstances, which created anomie in academic field. This investigation has made appropriate suggestions to remove hurdles, which hamper functioning of education institutions.

KEYWORDS: secondary education, matriculation examination, growth and development

INTRODUCTION

Education helps considerably in the process of growth or development. In reality, education is growth itself. It is life and life is a continuous development. It helps the educand to grow through formation of the habits and sentiments, which give control to the child over his environment and the native impulses. Education moreover creates a desire for continued growth and development and provides means for its realization. This growth is not a mere accretion or strong of ideas from without; it is internal, a growth of one's innate powers. Education unfolds what is within. It makes explicit what is already implicit. Froebel and Hegel thought along this line. For Froebel education is a development within rather than an accretion from without.

The growth of secondary education was very striking between 1882 and 1902, when the number of schools raised from 3,916 to 5, 124 the enrolment from 214,677 to 622,868, and the matriculation figures from 7,429 to 22,767. This unwieldy expansion without proper consolidation led to certain obvious defects. The- Education

Department had no jurisdiction over unaided schools, and university recognition was very loosely given since universities were not authorized to inspect schools. The Indian Universities Act of 1904 empowered universities to draw necessary rules and regulations for the recognition of schools desiring to send up pupils for the matriculation examination. Necessary rules and regulations were framed for this purpose, and only recognized institutions were empowered to present their pupils at the matriculation examination. And thus secondary education came to be even more under the domination of the universities than before.

The Commission submitted its report in June, 1953, and made detailed recommendations on various aspects of educational reconstruction but the three most important reforms suggested by it were:

1. The Reorganized Pattern of Education.- The patterns envisaged by the Commission and as modified by the C.A.B.E. was to consist of: (a) eight years of integrated elementary (Basic) education for children in the age- group of 6-14; (b) three years of secondary education with

a marked diversification of subjects as to cover the period from 14 to 17; and (c) three years of university education after the higher secondary school, leading to the first degree;

2. The diversification of secondary curriculum through the conversion of selected high schools into multipurpose schools; and
3. The reform in the examination system to suit the new objectives of education.

Thus it is clear that the secondary education has a very long historical background. The system has gone many changes. Presently secondary education has well defined working. There have been two types of courses in secondary education. The first is taught in English medium and is imparted in public schools governed by C.B.S.E. board. The head office situated in Delhi controls their public schools. Then there are courses taught in both languages Hindi and English in most of the schools. These institutions are affiliated to different Education Board in states. Board of High School and intermediate Allahabad, Uttar Pradesh is one of such boards, which controls and manages secondary education in Uttar Pradesh. It is here in such institutions and system that condition of anomie prevails. Therefore, the researcher has made attempts to investigate the limit of the anomie, which has infected areas of secondary education.

THE STUDY

The present study has covered entire system of secondary education. The study has also covered historical records which show prior arrangement of secondary education and many events contributing to information regarding system of secondary education. Further the study has tried to trace when anomie started capturing the field of secondary education. Emphasis was laid down to diagnose and sort out the significant factors responsible for the valuelessness in of secondary education. The present study has found out factors curbing smooth functioning of education and its administration to highlight the circumstances, which created anomie in academic field. This investigation has made appropriate suggestions to remove hurdles, which hamper functioning of education institutions.

The methodology of this research was inductive and the design of the study was exploratory and formulative because the project would retrospectively trace the areas in the sphere of secondary education in which condition of deviant behaviour of students and teachers is not according to the curriculum. Lucknow District constitutes the universe of the study. Three hundred students studying at secondary level in Hindi-medium institutions, duly recognized and aided by the state government of Uttar Pradesh, will constitute the sample or the universe. The samples for the study were made through random sampling method. The students were selected as the universe of this study

because they were supposed to be the best judges of their teachers. Deviant behaviour represents the atmosphere, which is found in schools and colleges. An assessment of their academic performance was a true assessment of the educational process in secondary education. The data were collected through primary and secondary sources. In primary sources an interview schedule was prepared and pre-tested. The secondary sources included books, magazines and journals. Certain tests were used to evaluate deviant behaviour of students and teachers.

The present study is the modest effort in the direction of exploring state of anomie (normlessness) in the field of secondary education. The purposive selection of the universe has been one of the chief limitations imposed on the researcher by his single handedness and paucity of time and resources. Admittedly, the researcher has explored a very limited area of the universe. All their limitations were objective and beyond the control of the researcher. Even in exploring this limited field the researcher was confronted by difficulties, which at the outset appeared insurmountable but gradually as the researcher acclimatized with the hardships of the research, he overcame these difficulties. The most baffling part of the research process was to contact and obtain information from the respondents who were selected in accordance with the established methods. It was extremely difficult to contact and interview the respondents. All students because of their busy schedule of class and sports were engrossed in their respective institutions. In some cases of the respondents of the same category, it was only after repeated efforts that the researcher was able to contact them and to persuade them for the interview. Similar odds confronted while contacting and interviewing the shy students who because of their shyness and suspicious attitude towards the interview and incoherent and confounded in their response. It was only after great pains that the researcher was able to catch hold these respondents and to persuade them for the dialogue.

DISCUSSION

Academic anomie at secondary education level is apparent when a glance is put on students' attendance. In Hindi medium schools attendance of students is not treated to be compulsory from all the three sides, from the side of students, from the side of parents and from the side of teachers. This is foremost anomie which prevails at this level in Hindi medium institutions. Where even attendance is not assured, for all other academic activities, guess can be made easily. Data regarding attendance revealed that less than 50.00 percent (43.00%) attended their classes daily. There were such students who went to their school once in a week. Their percentage was 5.00 but the number of

the students who were irregular is bigger than those who attended their class daily. Fee structure also reminds of the standard of educational institutions. It is now certain that the institutions which charge handsome amount of fee impart better education and institutions, which are mismanaged, are never in position to charge more fee. Amount of fee in Hindi medium school is less due to several reasons. This small amount enables such schools to collect required number of students. This should also be kept in mind that the parents who send their children to these institutions are not very keen in their wards education besides being poor. This is one more symptom of academic anomic. Data regarding indicated that 54.66 percent of the students paid Rs 50 to 100 as monthly fee, which is major amount in comparison to a reputed English medium school. There were only 5.66 percent who afforded to pay between Rs 100 to 200 as their monthly fee. Good schools charge at least Rs 600/= as monthly fee. This small amount, which is charged as fee, is paid to be condoned by many, as either they cannot pay it or they do not want to pay. As many as 18.33 percent enjoyed fee concession. For academic anomie only institutions are not responsible. Students and parents are equally responsible. Not only the fee concession, students receive scholarship. Many students study only to enjoy scholarship. This is also not sound situation. To have other than academic interest is to dissuade oneself from academic pursuit. For students studies at home are very essential. Those who have to compete for good jobs study at home for 12 hours and 16 hours. Foundations for such hard labour is laid from secondary level. In cut-throat competition students also join coaching or request some tutor to teach them but in present study it was found out that 43.33 percent did self study, which shows that they were not bothering for bright career. This is one more sign of academic anomie. Adolescents have many ambitions which inform about their future plans. Information gathered in this reference showed that 11.60 percent wished to be doctors and 8.30 percent desired to be engineers. The percentage is considerably small. In better institution the percentage of aspirants is very high. Academic anomie has created these positions.

For satisfactory teaching school building and well-furnished class-rooms are necessary but in as many as 56.66 per cent students, more than half, reported that their school buildings were very old and had no proper accommodation for teaching. Classes were held either in dirty and filthy rooms or in open. How useful and satisfactory teaching can be expected in such school buildings. Most frequently there is news that certain school building has cracked and- fell down crushing scores of students under its debris. Within class-rooms many things are required to conduct the class. For example furniture, fans, bulbs, black-board, chalk-duster and students' discipline but the respondents

informed during interview that all of them had no all above mentioned facilities at one time in their class-rooms. In case of sufficient furniture 65.00 percent of them told that there was sufficient furniture in their class while 35.00 per cent of them gave negative answer. The ideal situation is that every student's classroom must be equipped with furniture. In case of chalk and duster 6.66 percent of students reported that there was no arrangement of chalk and duster. It can easily be imagined how teaching can be done in absence of there necessary articles. The climax at secondary level Hindi medium schools is that all periods are not taken. Students may play and quarrel. They get bad type of training and cause student-unrest. Later on these student prove burden in society and create unique problems. Regarding periods taught 44.33 per cent of the students said that in their institutions generally periods were taught while bigger number constituting 55.66 per cent told that all periods were not taught. Several periods remained vacant. In fact this is a common scene in Hindi medium schools owned by government and private management that teachers are seen gossiping, chewing pan-masala, discussing international politics, enjoying sunshine in winter conducting personal business or affairs other than in the school, buttering to principals and members of management and organizing cliques for monopoly for further disturbing school working. For academic anomie all factors constituting an instituting are responsible. The respondents present complete picture when enquires were made by this researcher. They gave subject-wise data of periods, which were not taught. In case of mother tongue Hindi 14.66 per cent of them informed that the periods were vacant and their Hindi teacher did not teach. Similarly in case of all the subjects taught at secondary level, the student gave information that periods remained vacant. These subjects included, Hindi (14.66%), Social Science (15.33%), English (7.66%), Science (7.33%), Maths (3.66%) and others(7.00%). Almost every subject is neglected. When sufficient teaching subject is not imparted how students can be well- educated. Similarly negligence is displayed in checking the work of students which is an important part of good teaching. As many as 59.33 percent of the students revealed this fact when they were interviewed that their written work, home work was never checked. This amounts to gross carelessness and good teaching cannot be expected without regular checking of the taught material.

CONCLUSION

Thus it is evident that in the field of secondary education are the achievement of cultural goals, complete institutional norms are not adopted. The aims and objective of education are opened to all but most of them have no means to achieve the same. Similarly people have forgotten chief aim of educational system. They stick to

methodology. They have adopted methods, which are more ritualistic in nature. Therefore the behaviour deprived from cultural goals becomes deviant causing anomie. In educational system cultural goals and institutional norms are given up. The investigation during research revealed that there is complete normlessness in the field of education at every level neither teachers are serious in teaching and taking their periods and equipping their students with complete and latest knowledge nor students are interested and disciplined at any stage there is no satisfactory arrangement of education. The secondary education, which is more significant in the sense that it connects primary and secondary education. The foundation of higher education is strengthened at this level. Academic anomie has caused more loss to education at this level. Students being adolescence are more indisciplined at the stage of secondary education institutions imparting education at secondary level of education are managed by state governments and private managements. State governments are hundred per cent apathetic towards education and private management fulfil their vested interest behind their education policy. Thus the state of anomie has become worse. The present study has covered entire system of education including historical background of secondary education. Factors responsible for mal functioning of the system and educational institutions have been discovered. Suggestions to remove these factors have very well made which include the implementation of the recommendations of Secondary Education Commission must be assured. Those institutions, which are managed by private management and are not producing results, should be deprived of recognition of governments education department and the financial aid must be stopped. Many other measures must be adopted which may differ from institutions to institutions to reform the state of academic -anomie. Responsible persons in society occupying certain post as elected representatives and concerned government officials should join hands together to bring necessary reforms in the field of secondary education.

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