

Course-2

DIFFERENTIAL QUALITY IN SCHOOLING : VARIATION IN SCHOOL QUALITY

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Education plays an important role in the progress of an individual mind and country. People are made aware of what is going on in the world. .The aim of education reflects the current need and aspiration of a society as well as its lasting values and the immediate concerns of a community as well as broad human ideals . Term quality in educational discourse is new universal concern today. The notion that quality goes with privilege is clearly irreconcilable with vision of participatory democracy the India upholds and protects in political sphere.

In this chapter the concern topic is variations in quality based on different type of schooling. If we concentrate of schools only there are in reality nine types of schools which vary by the cost of schooling, medium of instruction, type of board exams and management structure. The foundation structures of such an unequal educational regime are visible in the sharp differentiation of schools while recent data for India indicate the growth of the school educational system (approx 250-300 children) and thus

becoming one of the world's largest, there is a spectrum of schools that aligns with the nations varied and hierarchical socio-economical classes while government of India recognizes only three type of schools i.e. government, aided and private unaided, in reality there are nine types of schools.

- i. Ashramshalas(tribal regions)
- ii. State run government schools(municipiiple, panchayat, cooperation schools)
- iii. State aided but privately managed school.
- iv. Centrally aided like Kendriya vidyalayas, Navoday vidyalayas and military schools.
- v. Low fee paying state syllabus private schools.
- vi. Expensive private schools including the "public school" chain.
- vii. Religious school(pathshalas and madarsas).
- viii. Alternative schools
- ix. International school

These constitute the most variegated and most class based schooling system in the world.

Now,it will be discussed how these different types of schools causes variation in quality and ultimately causes inequality.

1. Government schools account for 72% of all school but they are poorly funded and largely mismanaged and always taken as educational institution that can ensure equality of

educational opportunity. Enrolment data indicate that it is primarily the children of the poorest and low ranked cast families and abundant by powerful cast group who are both politically and economically advantaged. So, government schools cannot be considered as common schools catering to the needs of all the children in any particular settlement.

2. There is a huge growth of new private schools which reflects the demand for education by parents from working poor to new middle class in both urban and rural areas also shows their disappointment with government schools and their desire for English medium education.
3. New international schools (whose fee, functioning , curricula and orientation are drawn from European and US schools) cater to the rich and to those who want international carriers and lifestyle for their children primarily in metropolitan areas.

A sharp difference in the economics of such schools is the fact that the average expenditure of a government school in a village that caters to about 250 student is nearly equal to the average fee of about Rs.7lakhs per student that a single student is charged at an international school.

4. Religious school like pathshalas and madarsas and the new gurukuls international schools some of which flame to fuse ancient wisdom and modern technology and also the heritage school which are basically reinforce the integration of entrepreneurship and profit making by and into religious institution.

Effects of school differentiation-

1. The mushrooming and growth of these diverse types of schools which reinforce the class, regional, religious and social divides in India, indicate the absence of educational policy in India in most cases the pattern of growth of schools highlights the ways in which the policies “favor the most favored and disfavor the most disfavored” means the poor and disadvantaged receive the lowest quality of schooling while the well-endowed received substantial support.
2. The contemporary trends indicate that we must reckon with such a contradiction as a wide variation in schooling seems to enhance the class and cultural divides among people.
3. All though the Kothari commission had recommended the establishment of “common schools” as a way to bring about equality of education opportunity , the states commitment enforce or realize has been largely absent .
4. Another fall out of school differentiation is observed at the level of the impact on the lives of children .Where as government lack educate in providing them competent skills and knowledge elite schools are overloading children. Thus there is spilt in expectations .
5. The most significant and visible aspect of such differentiation is a failure to provide equal opportunities and ensure equality of educational outcomes, the long term impact is also at the level of national culture.

The above mentioned issues elaborate and discusses the reasons behind differentiation in schooling and also its impact in larger perspective. While the most significant and visible aspect is denying equal opportunities and overlooking the structural disadvantages of marginalized society. It is also witnessed that it is increasing heierarchical differentiation in which exclusion and further social distance between citizens is being created.