



Role of Education in Shaping Future Generation - Challenges, Strategies and Methodologies

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1. Introduction

Education has purpose. A role to play in shaping our future generation and achieving the dream, the goal humankind has set for himself, i.e. to continuously excel and constantly achieving the better and satisfying the unfailing curiosity to know the outer universe and the inner of own consciousness. All knowledge is constantly gathered, experimented and applied to the welfare of humankind. And this mechanism of transferring knowledge and skills to the next generation is our system of education or education itself. As teachers, educationists, parents, administrators, mentors we must all continuously explore how our methodologies can be successful to educate our children and help them to germinate with values and wisdom. With the development of technology and changing social demands our mechanism i.e. education need to be contemplated and perpetually evolved to meet the new challenges, our daily life presents.

In context of Indian education system representing 1/6 of the entire population of the world, I will confer the challenges strategies and methodologies – that how some alternative schools / cram schools successfully challenged the mainstream schooling i.e. formal education system by providing alternative schooling and producing astonishing results with respect to better understanding, improved performance of students in all walk of life and turning them into better human beings and citizens. By Introducing very vital components of education through value based innovative teaching and learning practises. It is these components I would like to touch which may be useful to the other systems of education all across the world while incorporating the structural changes required as per their local geographical, social and cultural needs.

2. Historical background [1]

The present mainstream formal education system in India has rooted in mid nineteenth century. Before that there had been a network of small village schools – Pathshalas or Gurukuls on a concept of one village –one school. Students from various castes studied in these schools- though upper castes have been disproportionately represented and boys outnumbered girls manifolds. Most of the girls learnt a range of skills within their home from parent and relatives. Instruction was imparted in local languages. They play an important social role and impart training in practical life skills with academic education.

Under colonial rule these community based system of schooling decline and decay to be replaced by alien model, which still persist in the very core of the present schooling system. Post independence government expanded the network of state run schools both in village and urban areas with local language as the medium of instruction. Fast expansion takes its own toll and these institutes develop with very poor facilities, pathetic infrastructure and unskilled teachers. These institutes become the school of the poor, fails to attract the middle and upper class. To cater the demand of affluent society privately run schools mushroomed with better facilities and infrastructure. English was chosen as the medium of instruction. You can still find the grading of schools in India as English medium and Hindi medium school, not exactly specifying the medium of instruction but perpetuates hierarchies of access - affluent students go to private schools and poor students go to schools run by the states. Despite the vital differences in facilities and funding majority of these schools share same ethos.

3. Challenges [1]

These schools are based on derivative and mechanistic model. Their curriculum is designed to produce individual to fit into modern society with consumerist and competitive values. They emphasise external discipline at the expense of inner responsibility. Accent is on absorbing information rather than on developing original thinking and imagination. Most teachers are merely doing a job, distanced from the students. Schools by large act as delivery point for a set of curriculum and content. Students associate learning with boredom and pressure of passing the examinations even without trying to understand the subject.

4. Strategies and Methodologies

To explore how education can be successful in terms of child's own needs for knowledge, skill and values and to meet child's life enriching needs while imparting spiritual and moral values, knowledge of social norms and duties, sense of self respect and identity and an assurance of belonging and companionship, we need to lucidly define the role of education and need to understand the components of learning process.

4.1 Defining the Role of Education

In designing a holistic system for education and to develop the common pedagogical model there are many challenges that come across owing to geographical, demographic, historical and cultural differences. They are many, specific to type of education, type of students and type of environment. But irrespective of these variables, I



think with all my limitations and the context, the purpose of education is common to all. They can be classified into three basic goals with their purpose and attainments as enumerated in the table given below.

Goals	Purpose	Attainments
Primary	transferring the basic knowledge for science/history/culture transferring the basic skills for arts/commerce transferring the basic social behavioural norms/ethics	Social settlement
Secondary	helping individual to know what he want to know/do empowering individual to think & realize evolving individual for not being constrained by what being told/historical wisdom/social norms	Recognizing individuality
Tertiary	freedom happiness appreciation of life	Spiritual enlightenment

Table1. Goals of education

4.2 Understanding the components of Learning

With the above directions, before we frame our strategies and decide our methodologies, we also need to understand the most important bridge in the process of transferring knowledge i.e. teaching and learning. Teaching means what is being delivered (Teacher centred) and Learning is what is actually perceived (Child Centred). There may be a difference. When a teacher teaches a group of students, individual student interprets the same knowledge in different manner as per their previous knowledge, their IQ, their concentration and their thought process. So in designing the pedagogical model one should emphasise on learning than on teaching. The different components of learning are

Learning by parents	Learning by teachers	Learning by books, tabloids etc	Learning by nature	Learning by experience	Learning by contemplating
Learning for information		Learning for knowledge		Learning for aptitude	
Learning to become			Learning to be		

Table2. Components of Learning

Learning process occurs through two basic education system i.e. formal education and informal education.

In formal education we get education under designed course curriculum with specific purpose to train us in particular faculty with a defined motto which our society has evolved over a period of history. Our institutional training centres i.e. our schools, our colleges, our universities; our vocational centres constitute our formal education system. This system also has testing and examining methodologies by which they rank the pupil about their level of excellence achieved in the particular courses. Improvements in this system are inevitable and are being done as we are getting more and more mature and responding to the demands of the society. In informal education system contrast to the formal system learning goes throughout the life by numerous factors without being institutional.

If this informal system is made more sensitive to the demands of future generation, made more comprehensive, more transparent then it will be more effective and helpful for individual to absorb our formal education paradigms.

4.3 Pedagogical models and teaching philosophy [1]

Based on strategies we evolve methodologies. Some of the pedagogical models of teaching and learning as adopted by some alternative schools and cram schools in India that has made the learning and teaching a synonym and develop the skills to apply the talent at the test level to meet the challenges.

Pedagogical models	Teaching philosophy
Education made child focussed	Emphasis on learning than teaching
Teaching offered not forced on the mind	Mind over machines
Allowing learning in multiple ways	Developing talent with technology
Enhancing the senses through learning	Motivations with methodologies
Meeting child own needs of knowledge	Helping innovations with intuitions
Learning without competing	Living without comparison

Table3. Pedagogical models and Teaching philosophy

The education being child centred starts from understanding what child knows and is interested in and moves at the pace preferred by the child. Every child must benefit from education. When we say 'anyone can do it' we



mean it. The teacher is not an instructor or task master but a helper and a guide. The mind has to be consulted in its own growth. The idea of hammering the child into shapes is barbarous and ignorant. Education should help the growing soul that in itself which is best and make it perfect for a noble use. Work from near to the far. If anything has to be brought in from outside, it must be offered, not forced on the mind. Comparison should be limited. A non-comparative space in interaction with teachers, fellow people and parents leave a taste of another immeasurable aspect of human co-existence.

5. Case study of Bansal classes results

Bansal Classes is a cram school situated in the educational city of Kota, Rajasthan in India. Bansal classes prepare the students for engineering entrance exams called Joint Entrance Examination (JEE) for prestigious Indian Institutes of Technology i.e. IITs. IITs nationwide are statistically tougher to get into than Harvard and Cambridge [2]. With around over half million students will take the entrance exam this year and only top nine thousand odd students will be declared qualified.

Following the vision and teaching of Mr V. K Bansal , Bansal classes has a history of delivering sustainable results by offering students assess to in-depth knowledge through his own developed pedagogical model. Result that the institute produced year after year [3].

Year	1988	1989	1990	1991	1992	1993	1994	1995	1996
No of students selected	4	5	13	10	14	23	22	49	77
Year	1997	1998	1999	2000	2001	2002	2003	2004	2005
No of students selected	101	156	209	279	342	479	611	827	784
Year	2006	2007	2008	2009	2010				
No of students selected	955	1538	1609	2175	2204				

Table4. Results of Bansal Classes students selection in JEE

Apart from large number of students' selection Bansal Classes produces four times the All India rank -One [AIR 1] in the year 2000, 2002, 2007 and 2008.

A consistent growth in the result is the indication of the successful implementation and acceptance of the pedagogical model.

6. Conclusion

Education is not just to pass examinations, take a degree and a job, get married and settled down but also be able to listen to the birds, to see the sky, to see the extraordinary beauty of a tree, and the shape of the hills, and to feel with them, to be really, directly in touch with them. Right education is the integral education in which all dimensions of the growing child - physical, mental, psychic and spiritual -are addressed. A free and natural growth is the fundamental condition. The function of education is to help you from childhood not to imitate anybody but to be yourself. And It is not a static endeavour.

If I fail to love you, if I fail to be humble, if I fail to appreciate the Godly beauty that surrounds me, I feel , I suppose; that I fail to get educated.

References

- [1] Alternative schooling in India 2007 Sarojini Vittachi , Neeraja Raghavan with Kiran Raj
- [2] Wall street Journal September, 30 2008
- [3] Bansal Classes Manual 2011