



# A Comparative Study of Traditional and Concept School

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**Abstract**

In order to carry out the comparative study between concept and traditional schools of Vadodara with reference to the selected research components, the researcher carried out a survey study. In all, 10 research components were selected to construct the research tools. The total sample size was 210. Out of which 200 were the teachers from the concept and traditional schools and the 10 principals from 10 traditional and concept schools each. The researcher made the research tools and verified through the experts. The tools were administered and the data were collected and organized. The opinionnaire was implemented to the teachers and the quantitative data were obtained. The questionnaire was administered to carry out the interview of the principals. The qualitative data were collected through the questionnaire. The major findings of the study are the concept schools are focus more on academic and cognitive development of the students whereas the traditional schools focus more on wholistic development of the students. Further, the concept schools are better in terms of teaching learning procedure, assessment and evaluation, use of technology and teaching learning resources than the traditional schools. The traditional schools are better in terms of values and personality development. The language communication and knowledge development are the byproduct of the concept school students. Thus, it can be concluded that the concept school is the need of an hour.

**Key Words:** Concept and Traditional School, Holistic Development, School Education

## **Introduction**

Lord Rippon came to India on February 3, 1882. He appointed the first Indian Education commission. Mr. William Hunter, a member of the viceroy's Executive council, was the chairman of this commission. It came to be popularly known as 'Hunter's commission'. Recommendations of Hunter Commission are as follows.

**1. Primary Education** The policies of the Primary Education. Primary education should be useful for general life of the people and the subjects which are helpful for him in his practical life should be included. Medium of instruction should be vernacular or Indian languages. Government should make a constant effort for its progress, expansion and development. Primary education should aim not only at preparing the students to enter into higher education but it should aim at spreading public education all right. Curriculum: State should have a free hand to frame the curriculum. In spite of this recommendation the commission said that physics, Agriculture, first-aid, Banking, Geometry subjects that are of practical value in life ought to be included in the curriculum of the primary education.

Financial administration: The commission had recommended that the provincial Government shall give grant for primary education to the extent of 11/2 of the local fund for education or 1/3 of the entire expenditure on this item.

**2. Secondary Education** The Government should give the administration and organization of secondary education into hands of efficient and able Indians.

The commission recommended two types of curriculum called Curriculum A & B. Curriculum A was to have subjects that were to be useful for higher study. Curriculum B was to have vocational, occupational and practical subjects. English should continue as medium of instruction.

**3. Higher Education.** They recommended to have varied and vast curricula so that the students can select the subjects of their choice and aptitude. Grant-in-aid is given to the colleges by considering its expenditure, number of teachers, efficiency and local need. Meritorious & promising students may be sent to foreign countries for higher education on Government scholarship. Teachers who have received education in European Universities are preferred for appointment. Private colleges should be authorized to receive lesser fee as compared to Government colleges.

The Hunter commission was appointed mainly to study the problem and development of primary education. But they made suggestions in regard to the secondary, higher women and modern education. It was on the basis of suggestions of the commission a network of the primary schools were spread throughout the country and the secondary and higher education received a great impetus.

## Rationale of the Study

With a view to providing quality school education, the government and the non profitable educational organizations have initiated for various types of schools such as government, grant in aid, private, concept school, international schools, model school, school of excellence and so on. The vision of all the type of schools may be same but the missions, goals, objectives and practices of the schools are different. The private schools are making all types of efforts in order to survive and provide the highest quality education. This has also influenced the quality of public education too.

Every parent wants his/her child to get above 90% marks in each subject and therefore every students goes to the tuition classes after the school hours. The students spend around 7 hours in school and then spend 2 - 3 hours in tuition classes. This makes the life of students stressful and stereotype. Therefore, the educational

institutions have come up with a new idea of Concept school which has started long ago in 1999 however it has not been so popular in Indian and Gujarat especially. The concept school is more concerned with the academic development of the students rather focusing on all the aspects of human capabilities for holistic development. In the metropolitan cities, the concept schools are established to support and assist the students to get more academic achievements. Gradually, the concept school has become more popular. The teaching learning process, assessment and evaluation, use of technology and teaching learning materials are unique in nature.

Keeping the above points into consideration, the research study is carried out in order to know the opinions of teachers and principals associated in concept and traditional schools of Vadodara.

### Objectives of the Study

1. To compare the traditional and concept schools of Vadodara
2. To study the concept school and traditional schools with reference to the selected research components
3. To study the opinions of the teachers on the difference between traditional and concept schools of Vadodara
4. To study the views of the principals of traditional and concept schools of Vadodara on selected research components
5. To construct the opinionnaire for teachers opinions and questionnaire for principals interview
6. To offer suggestions for the quality school education

### Research Questions

1. What is the difference between concept and traditional schools?
2. What are the opinions of teachers and principals of concept and traditional school on the difference between the two types of schools?
3. What are the views of teachers and principals in context to vision, mission and goals of both the types of schools?
4. What are the views of teachers and principals in context to the teaching learning process?
5. What are the views of teachers and principals in context to co-curricular activities?
6. What are the views of teachers and principals in context to the use of technology?
7. What are the views of teachers and principals in context to assessment and evaluation?
8. What are the views of teachers and principals in context to learning outcomes?
9. What are the views of teachers and principals in context to knowledge development?
10. What are the views of teachers and principals in context to language and communication?
11. What are the views of teachers and principals in context to development and personality and values?

### Delimitations of the Study

The study is delimited to the following points.

1. The study is delimited to the school teachers and the principals of traditional and concept schools of Vadodara only.
2. The study is also delimited to the Self-financing English medium schools of Vadodara district.
3. The study is also delimited to the selected research components. They are as follows.
  1. Vision, Mission and Goals
  2. Teaching Learning Process
  3. Use of Teaching Learning Materials
  4. Co-Curricular Activities
  5. Use of Technology
  6. Assessment and Evaluation
  7. Learning Outcomes
  8. Knowledge Development
  9. Language and Communication
  10. Development of Personality and Values

### Review of Past Studies

**Prajapati,H. (2012)** Conducted a study of a comparative study government school of rural and urban areas of primary level. The difference was found between the rural and urban area school. There is limited viability of education in rural compare to urban education. Urban areas schools have more class rooms, more computers, more books in library, more areas of playground, more science equipment, more qualified teachers, more musical instrument and sports instrument. In both rural and urban areas schools don't have language lab. The co-curricular activities are organized in both schools of rural according to government directives. In urban areas teachers are more qualified. In the rural areas personal relation between teacher and students is better than in urban areas.

**Joshi(1978)** Studied on expansion of ungraded unit teaching system in Rajasthan The unit method was founded to be more effective in teaching of social studies and mathematics. He also found that there is no any relation in solving the problem of wastage and stagnation and use of new teaching method both in urban and rural areas of Rajasthan.

### Research Gap

The above review of past studies are related to the selected research area, however the present research objectives , selected research components, questions and population are different. The review of related research, conceptual articles and related reference books broaden the perspectives in the respective topic. This also helped to prove the distinguishing features and the need of the study at the present scenario. These reviews help the researcher get in-depth ideas about the study. The research studies carried out in past by the various researchers focused on specific discipline and employees whereas the present study is based on the teachers teaching in the concept and public schools. The principals who are leading the concept or traditional schools are selected for the study.

## Research Methodology

In this study, the researcher used survey method to know the present status of the views of teachers and principals of self financing English medium schools of concept and traditional schools of Vadodara.

The research is a qualitative and quantitative type of study. The researcher collected quantitative data from teachers through opinionnaire and qualitative data from the principals of both the types of schools.

Descriptive survey research method has been adopted. The descriptive method of research studies is used to describe various aspects of phenomenon and whenever possible it discovered the true, valid general conclusions from the facts. They are restricted not only to fact finding but may often result in the formulation of important principle of knowledge and solution of significant problems concerning local, state, national and international issues.

### Population

The population of the study comprised of the teachers and principals of self financing English Medium Schools of Concept and Traditional schools from Vadodara constituted the population of the study.

### Sample

In the study, the sample comprised of total 210 teachers and principals, out of which 200 were the teachers and 10 schools principals.

### Research Tools

The researcher prepared two research tools ie. Opinionnaire for teachers' opinions and questionnaire for principals interviews.

In this study the researcher selected opinionnaire as a tool to know about the opinions of the teachers of concept and traditional schools. The opinionnaire carries 50 statements on 10 various research components. Further, the researcher used questionnaire to carry out interview of the school principals from traditional and concept schools to know the views on quality school education prevailing in both the type of the schools.

### Process of Data Collection

In the beginning of the study, the researcher made request to the schools through letter to get the permission for the data collection. A copy of the tool was also shared to the schools to make them know what type of data would be collected. The permission from 10 schools was given to the researcher. The researcher made a list of the schools and planned to administer the tools.

After, receiving the permission from the schools, the researcher visited the schools and scheduled the time and data for getting the opinionnaire filled form the teachers and interview scheduled to be conducted from the school principals.

The researcher first administered the research tools/ opinionnaire on the school teachers and then interview of the school principals were carried out. The researcher started collecting the data from the school teachers and principals. The teachers were given an opinionnaire, a paper pen test to share the opinions whereas the school principals were made to participate in the interview through a set of 11 questions on various selected issued on the difference between concept school and traditional school.

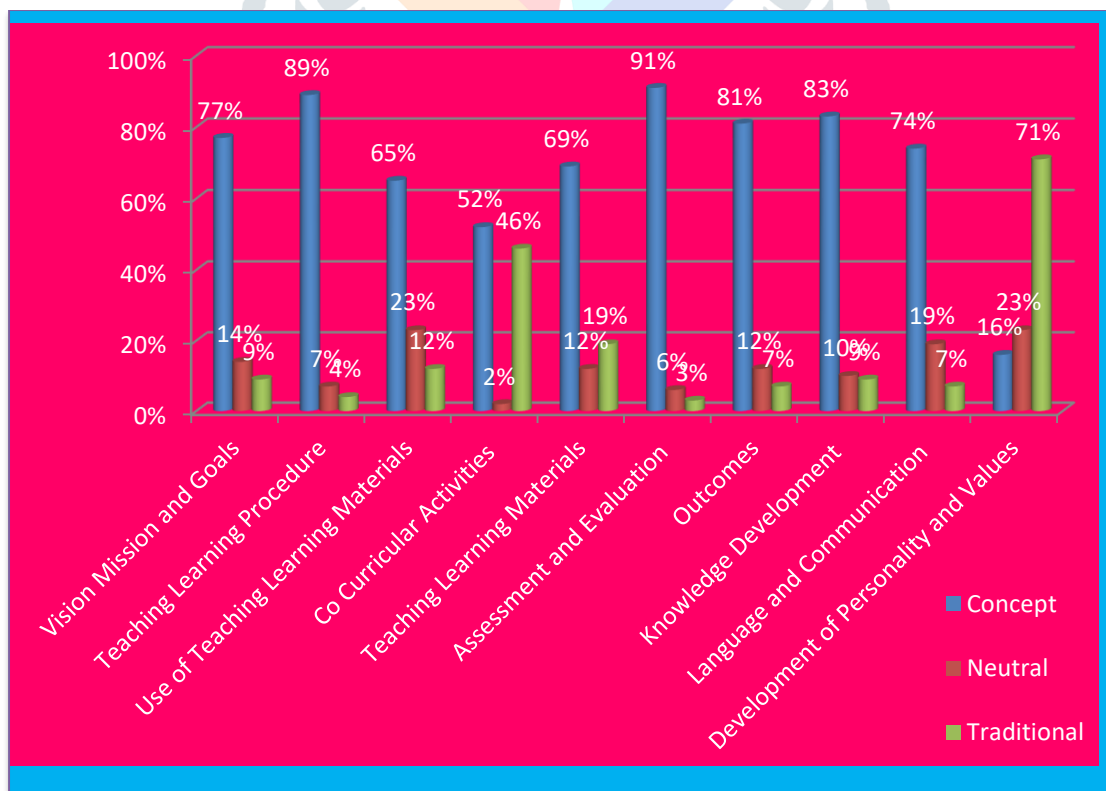
The research data collected through the paper pen test were classified as per the school. Later, the percentage analysis technique was applied to analyse quantitative data. The qualitative data collected from the principals were classified and content analysis technique was applied to analyze the data.

### Data Analysis

In order to classify, organize and interpret the data collected through the research tools, the researcher used percentage analysis for the quantitative data collected through the opininonaire and Content Analysis for the answers collected through the questionnaire of interview with the school principals.

The opinions of the teachers were obtained through the opinionnaire and the classification of the opinions was carried out through the table by applying percentage analysis technique. The comparison between the two schools was made on the ten selected education and research components. The list of the same has been placed in the chapter-3 nature of the opinionnaire.

The teaching learning, assessment and evaluation and knowledge development are the major areas developed in concept school.



**Figure:1 Comparison between Concept and Traditional Schools**

The graphical presentation explains the difference between the concept and traditional schools. There were 10 major components selected to compare both the schools. The above graph is based on the teachers' opinions. The major difference and the distinguishing feature of concept school is the evaluation and

assessment which is rated as 91%, then 89% teaching and learning procedure whereas in the traditional schools, the development of values and personality and the co-curricular activities for the holistic development of the students are considered as the most important activities of traditional skills.

### Findings on Teachers' Opinions

1. Vision, mission and goals of concept school are more practical, constructive and achievable whereas the vision, mission and goals of the traditional schools are more general and broad in nature.
2. Teaching learning process in the concept school is more rigorous than traditional school. Innovative and constructive pedagogies are practiced in concept school whereas traditional school use mostly traditional pedagogies.
3. The concept schools make more use of innovative and teachers made teaching learning materials whereas the traditional schools mostly use the textbook and textbook based resources only.
4. In the concept schools, the co-curricular activities are mostly related to the textbook contents whereas in the traditional school, supplementary based activities are carried out the most.
5. The technological facilities and ICT competencies of the teachers of concept school is more than the traditional school.
6. The assessment and evaluation of concept school is more rigorous, impartial and meticulous through evaluation rubrics and constructive system whereas in the traditional school, the preplanned and structured system of evaluation and assessment is prevailing.
7. The concept school focuses mostly on cognitive development of the students whereas the traditional school focuses on holistic development of the students. Further, the academic achievement of concept school students is higher than the students of traditional school.
8. The concept school emphasises on knowledge seeking and knowledge creation theory where the students are more into study and academics whereas in the traditional schools, the students are participating in multiple activities.
9. Language and communication skills of the concept school students are better than the traditional schools. It may be the reasons of focusing more on academic aspect. Further, more language, communication and presentation related activities are carried out the most in concept school.
10. The students of concept school are more into study and hence don't focus on personality and values whereas the students of traditional skills observe values and personality better.

### Findings on Principals' Views

1. Concept schools serve the materialistic purpose of the students and hence avoid visualizing the general vision, mission and goals. Traditional schools keep more broad vision which is difficult sometime to achieve.
2. Concept especially set with a vision to get more academic achievement and hence avoid the subsidiary teaching procedures.
3. Both the types of schools use innovative teaching learning materials but the rationale and excessive use is found the most in concept schools.

4. Concept schools don't keep more co-curricular activities whereas the traditional schools keep more activities on holistic development.
5. Hi-tech technology is used in order to teach the contents in the concept schools, whereas in traditional schools the use is low in comparison.
6. Since ,the concept schools aims for academic development, its evaluation and assessment planning, process and outcome is effective where as in traditional schools wholistic evaluation has to be carried out therefore academic evaluation is less important.
7. Cognitive/academic development is the major outcome of concept school whereas in traditional schools holistic development is the major outcome.
8. Knowledge development is at centre in concept school whereas in traditional schools, cognitive, affective and psychomotor development is at centre.
9. As concept school is more for academic development, language and communication of teachers and students are comparatively better than traditional schools.
10. Values and personality development is the by product of traditional schools whereas in the concept schools, it is secondary and subsidiary.

### 5.3 Implications of the Study

Following are the educational implications of the present study.

1. Rigorous attention for the academic development is the need of an hour.
2. Practical and need based vision mission goals make the work culture of the school effective and modern.
3. The innovative classroom teaching pedagogies bring quality education among the students.
4. Planning of need based and content related co-curricular activities bring academic development among the students.
5. The programmes and activities on values and personality development at the school are important for the students to be ideal citizens.
6. Since, knowledge development is the foremost objective of each school, activities on cognitive development are the boon for the students.
7. The more associate with study and cognitive process, the students learn the language and communication in a natural setting.
8. The use of technology in the classroom teaching these days is inevitable for the standard, fast and easy learning.
9. Minute, systematic and constructive evaluation and assessment through innovative tools help to evaluate the students comprehensively and impartially.
10. Exploration of talents, skills and knowledge become possible during the school education for the wholistic development for the students.



## Conclusion

In order to carry out a comparative study between concept school and traditional school, the researcher collected the opinions from the teachers and principals. The teachers opined the concept schools are more in demand as it serves the purpose of the society whereas traditional schools focus on wholistic development of the students as a result the academic or cognitive development of the students become secondary or subsidiary.

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