

School Practices and Positivism: A Critical Exploration

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Abstract

The present research is qualitative research, in which we address the positivistic practices of the school. School, as an institution, is involved in several kinds of activities that shape children's identities and futures. In such situations, it is accepted that the school's practices and culture should be examined. So, when the researcher analyzed the data and reviewed the literature, it was found that many studies referred to the school following positivist practices, which have the same features of morning assembly, classroom seating arrangement, timetable, teaching practices, evaluation systems, and many others. Finally, this study is based on the school environment, interactions with students and teachers, as well as observation of classroom and school practices, and evaluating all of them with the claimed theories to determine if they are accurate or inappropriate.

I. Introduction

A school is an institution or organization designed to provide formal education to students. It is a place where children and young adults attain knowledge of various subjects and develop skills. One of the objectives of school is to encourage learning and enhance students' intellectual, social, emotional, and physical development. Schools often follow a set curriculum that includes a variety of disciplines including mathematics, science, languages, arts, social studies, and physical education. Despite the fact that schools play a significant role in the life of a child, there are substantial critiques of school practices and processes. Most of these critiques are references to the positivism of school where universalized practices are final and absolute. In light of this context, the present study explores the school practices with reference to positivism.

Schooling in India: An Overview

India is the world's largest democracy and the most populous country, with a population of over 1.42 billion people. The country has a long and rich tradition of education, dating back to ancient times, and today, the education system in India is considered to be one of the largest and most complex in the world. In India, schooling is compulsory for children between the ages of 6 to 14 and the government provides free education to all children in this age group. The education system in India is divided into three main levels: primary, secondary, and higher education. But the New Education Policy has suggested a complete makeover to the existing school structure i.e., children will spend five years in the Foundational stage, 3 years in the Preparatory stage, 3 years in the Middle stage, and 4 years in the Secondary stage. Primary education in India is the first level of schooling and it is designed to provide students with a foundation of knowledge and skills in a variety of subjects, including mathematics, science, social studies, and languages. This level of education is typically provided through government-run schools and is free for all students. Secondary education in India is the next level of schooling and is designed to provide students with more advanced knowledge and skills in a variety of subjects. This level of education is also typically provided through government-run schools and is free for all students. Higher education in India is the final level of schooling and is designed to provide students with specialized knowledge and skills in a particular field of study. This level of education is typically provided through universities and colleges and is not free. In addition to these three levels of education, there are also a number of private schools in India, which provide education to students at all levels. These schools are typically more expensive than government-run schools but are known for their high standards and quality of education. In recent years, the Indian government has made significant investments in the education system in India, with a focus on improving the quality of education and making it more accessible to all students. The government has also implemented a number of programs aimed at increasing the number of girls who attend school and improving the education of students from disadvantaged backgrounds. Hence, the education system in India continues to evolve and grow, and it is an important factor in the country's continued economic and social development. With its rich history, vibrant culture, and strong commitment to education, India is poised to continue to play a key role in shaping the future of education in the world.

Challenges and Possibilities

Education is considered the backbone of a nation's progress and development. In India, education has been a crucial part of the country's cultural heritage and has been instrumental in shaping the nation's future. However, despite the government's efforts to provide quality education to all citizens, there are still several challenges that pose a hindrance to the growth of the education sector in India. In this research, we will discuss the challenges faced by the education sector in India and the possibilities for improvement.

Challenges in the Education Sector in India

1. Lack of Quality Education in Rural Areas

Despite the government's efforts to provide education to all, there is a lack of quality education in rural areas. Many schools in rural areas are under-equipped, with limited access to educational resources and inadequate teacher training. This leads to a low level of education quality, making it difficult for students from rural areas to compete with their urban counterparts.

2. Limited Access to Educational Resources

Many students in India do not have access to educational resources such as books, computers, and other learning materials. This puts these students at a disadvantage and makes it difficult for them to receive a quality education.

3. Gender Disparities

There are still gender disparities in India when it comes to education. Girls are often discouraged from pursuing education, and many drop out of school early due to societal pressure and poverty. This leads to a low literacy rate among women and perpetuates the cycle of gender inequality.

4. Inadequate Teacher Training

Teachers in India often lack the training and resources they need to provide quality education to their students. This leads to a lack of engagement among students and a lack of understanding of the subjects being taught.

5. Overcrowded Classrooms and Shortage of Schools

Many schools in India are overcrowded with students often cramped into small classrooms. This makes it difficult for students to receive individual attention and for teachers to effectively teach their subjects. In addition, there is a shortage of schools in India, making it difficult for students to receive education.

Understanding Positivism: Nature and Assumption

There were paradigm shifts throughout the Enlightenment that happened in the eighteenth century. It increased people's faith in the scientific approach to knowledge creation. The emphasis was on discovering the truth empirically. This resulted in enormous success in the scientific community. The world's cultural and intellectual landscape was influenced by these scientific advancements and discoveries.

Therefore, a new era of objectivity, reason, and science came to be celebrated worldwide. Every aspect of life was significantly impacted by this. It was difficult to avoid being influenced by the astounding success of science, and as a result, science came to be seen as knowing in and of itself, with the qualities of being true, impartial, and fundamental.

Positivism and scientific discoveries have resulted in the industrial revolution, increased trade and commerce, an emerging bourgeoisie, and the rise of colonialism. People were passionate promoters of a positivistic scientific culture and style of inquiry and saw enormous potential in science. The language of science was therefore compelling. It was being supported by the political and economic elite. Credit was given to science as a key factor resulting in the rising economic production brought on by scientific discoveries. Because of this, positivism at one point in time became the prevailing viewpoint in the field.

The Culture of Positivism and its Features

The Enlightenment or the intellectual and philosophical activity of science, was the 18th-century rise of the Science of Empiricism, the fundamental paradigm of science. It claims that the senses are the only way to learn something. It was interesting. Its objective was to confer "scientific status" to any discipline based on accuracy, objectivity, causality, and value neutrality. This accomplishment had a significant impact on the social sciences. The social sciences are said to be capable of achieving the same spectacular achievement as natural science if the methods of natural science were faithfully followed. Positivism is the term for the application of science methodologies to the social sciences. The idea of using this method to build knowledge in the social sciences was initially put out by Comte. The Vienna Circle's logical positivism, early Wittgenstein,

and more recent logical empiricism and pragmatism that rule the social sciences in the West were all included in the Frankfurt School's definition of positivism in its broadest sense as a combination of divergent traditions. Although each of these traditions has a complicated past, they have all helped to shape the social inquiry methodologies that are based on observation and quantitative analysis, similar to those employed in the scientific sciences.

To understand Positivism, we need to understand its features, which are as follows:

Scientism

Empiricism is taken to its logical conclusion by positivism, which maintains that everything that cannot be confirmed by sensory experience cannot be explained, is unknowable or unreliable, and is not thus actual knowledge. In conclusion, scientific positivism maintains that assertions made about the world outside of science are random, false, and vulnerable to change. (Young, 1989).

Reductionism

Positivism carries empiricism to its logical conclusion, saying that anything that cannot be validated by sensory experience is represented by analytical, atomistic, or mechanical perspectives. It investigates the 'wholes' by breaking them down into their constituent pieces. Because Descartes believed that all difficulties could be broken down into smaller problems and then addressed, reductionism became the dominant scientific technique. On an epistemological level, knowledge sources are organized into disciplines that function in watertight compartments. The Enlightenment is often known as the "age of reason," while other styles of thought are seen as illogical or anti-rational. It cannot be explained, is uncertain or not trustworthy, and so is not actual knowledge.

Objectivity

Descartes' object separation has far-reaching implications. On an epistemic level, it implies that genuine information about man may be achieved by measuring. Another result of the concept of objective knowledge is the presence of truths stated as facts. Scientific endeavors are concerned with the formation of a cohesive corpus of facts. Because these truths are intended to be universally applicable, only factual truth is worthy of consideration, leaving the function of values to faith.

Positivist Impact on the School

Positivism influences all aspects of life and social institutions. Consequently, it has an effect on education and the educational process. In the entirety of our curriculum and educational practices, positivist ideology is reflected. Intentionally or unintentionally, our textbooks reproduce the positivist notion of knowledge construction because they are written by subject-matter experts who have achieved success in this positivistic model of education. Thus, curriculum development and education are caught in a positivist loop. Those who achieve success in this paradigm construct the curriculum, which is subsequently replicated by accentuating positivistic ideals even more. A detailed inspection of the curriculum reveals that they are rich with abstract notions that are far distant from students' real experiences while staying objective and ethically neutral. This is a result of their positivist worldview and ideals. Positivism in education refers to the idea that education should be based on scientific methods and principles, with a focus on objectivity and empirical evidence. This approach to education emphasizes the importance of data and measurement in shaping educational policies and practices. In India, positivistic practices in education have been dominant for many decades, with a strong emphasis on standardization, testing, and academic achievement. This has led to a focus on rote learning and memorization rather than critical thinking and creativity.

II. Methodology:

The present research is exploratory research, situated in the interpretivist paradigm, aims to uncover the subjective realities of 10 teachers and 20 students in New Delhi, India. Conducted through qualitative methodology, the study employed simple random sampling, with additional interviews of 5 teachers from different schools. Data collection involved observations of school practices in 25 classrooms and semi-structured interviews conducted in person. Ethical considerations and participant consent were prioritized during data transcription. The transcribed data underwent thematic analysis using the 'Thematic Analysis Approach.' The findings, derived from triangulated data sources, provide insights into the diverse subjective experiences of teachers and students in the educational context, contributing to a nuanced understanding of the complexities within the teaching and learning environment.

III. Discussion

Teaching practices are often rooted in “common sense” assumptions that relatively go unchallenged by both teachers and students and serve to mask the social construction of different forms of knowledge. The notion is that there is only one “correct” solution to a problem, that intelligence is static and cannot be modified, or that some methods of instruction and education are fundamentally superior to others. In the classroom, most of the teachers only deliver the lesson and students sit quietly and accept them thoughts without any questions. Also, rarely do teachers offer their own experiences in addition to the information that is provided in the syllabus, and most of the time teachers say that this is not part of your syllabus, or you will learn it in the higher classes. Additionally, classroom teachers who appear insensitive to the complex transmission of socially based definitions and expectations that function to reproduce and legitimize the dominant culture at the level of classroom instruction perpetuates oppressive systems and contribute to the marginalization of certain groups. These norms and expectations are often based on the dominant culture in a given society and are perpetuated and reinforced in the classroom, shaping the attitudes and beliefs of students. This reinforces oppressive systems, perpetuates inequality, and reinforces the dominant culture, frequently at the expense of other cultures and groups. It is essential for teachers to recognize the impact of their actions and to work towards creating culturally responsive classrooms that value and celebrate diversity, but it was concluded as it should be. Moreover, teachers often ignore questions concerning how they perceive their classroom. Teachers in schools in general try to avoid being asked how they feel about their classroom. Some teachers believe that asking them about their opinions about the classroom is disrespectful or a challenge to their authority because they are perceived as authoritative figures in the classroom. Also, governments frequently engage teachers for a variety of government services, including serving in election duties. Additionally, the issue of neglecting how knowledge is mediated between teachers and students is a complex one. It requires a systemic change in the education system, which prioritizes pedagogical practices that encourage critical thinking, problem-solving, and active student participation. The primary reason is the emphasis on standardized testing, which favors information memory over comprehension. Teachers are frequently under pressure to guarantee that their pupils perform well in these examinations, which might cause them to focus on teaching the test rather than encouraging deeper learning. Also, teachers often ignore questions concerning how students make sense of what they are presented. Instead, they focus on completing the syllabus and ensuring that students memorize the required material to pass exams. This approach does not allow for individual differences in learning styles and does not encourage critical thinking or creativity. In many classrooms, teachers focus more on imparting information rather than facilitating understanding. They usually adopt a lecture-based approach, where they present the content in a monologue, leaving little room for students to ask questions or engage in critical thinking. As a result, students often memorize information without fully comprehending it or being able to apply it in real-life situations. Furthermore, the politics of the dominant society is deeply linked to the political character of the school classroom social encounter. In the school classroom social encounter, this political influence is frequently felt in the form of the dominant group's culture, values, and beliefs. The dominant group, which may be defined by factors such as caste, religion, or language, in general sets the tone for classroom discussions, debates, and interactions. This can create a hierarchical and exclusionary environment, where students from marginalized groups may feel excluded or silenced. Moreover, the dominant group's political power often extends to the curriculum itself. The content and structure of the curriculum may reflect the dominant group's worldview while ignoring or marginalizing the perspectives of other groups. This can perpetuate social inequality, as students from marginalized groups may not receive a well-rounded education that reflects their own experiences and perspectives. So, if teachers are unable to remove their biases from the classroom, it is going to have a major impact on the next generation. Thus, as per observations and the response of the teacher, it can be concluded that in elementary class's subjects that were taught are happiness or language in the classroom. In the higher classes, so-called difficult subjects or subjects which require more concentration like Mathematics and science are given more priority. These mechanisms are followed to show the positivistic perspectives in classroom practices. From all the facts about carrying forward the controlling behavior of schools, like the origin of assembly, seating arrangements of students, subjects taught in the first half of the higher classes, etc. And, this truly justifies these mechanisms of social control in schools and how these mechanisms function to legitimize the beliefs and values underlying wider societal institutional arrangements. Knowledge in schools is legitimized through established academic standards, teacher credentials, educational research, and the accreditation process. As we can conclude from the interviews of teachers and students, different teachers have their perspectives on counter-teaching. In school, knowledge is produced through a combination of teacher instruction and student learning. And teachers try to do their best to impart knowledge through classroom discussion. The concept of cultural hegemony provides a useful framework for understanding how schools reproduce dominant cultural norms and social hierarchies, and for exploring the potential for resistance and change within the education system. Teachers unintentionally contribute to cultural hegemony by giving a small variety of examples in the classroom, reinforcing the impression that the dominant

culture's perspective is superior and more significant than others. And, teachers have their own biases based on their daily life experiences which are formed by the culture in which they live, and certainly, it creates a cultural hegemony in the classroom. Thus, we can conclude that there is no proper space provided to the learners, they add it to the teaching-learning process. Sometimes they give space for solving conflicts with the help of discussion. Also, some teachers don't have a clear idea about whether they give space to learners or not. This again shows the cultural hegemony of teachers that is dominating the ideas of learners in solving conflicts. From the data gathered through observation and interviews, it can be concluded that the system of meanings, abilities, language, forms, and tastes is directly and indirectly defined by dominant groups as socially legitimate. The relationship between schools and society is complicated, dynamic, and filled with dialectical tension. While schools are significant for transferring cultural values and preparing students for citizenship, they also repeat inequality and can cause conflict when they promote restricted cultural norms and ideals. Understanding this dialectical link is critical for creating educational policies and practices that promote social justice and equity. Contradictions and historical contexts mediate this relationship, generating both possibilities and problems for institutions and the societies they serve. Moreover, it can be concluded from the observation and interaction with the teachers and students that the school doesn't provide proper space to solve the conflicts and even if learners are given some platforms to discuss this, then the theme and topic were specified by the teachers. Further, talking about what is the student's understanding of the process of solving these concerns than teachers think that students don't have knowledge of the process and that it is simply part of the classroom discussion. So, the role schooling plays in the reproduction of these crises is not done properly and the dominating nature of school and teachers over the learners is seen in the school practices. Furthermore, technology plays a vital part in all aspects of the school. Because all important documents relating to schools, teachers, and students are maintained through technology, the usage of technology in schools was observed beginning with the morning assembly. Many schools have various types of technology resources available in the school, and some schools have more resources than others. Technology was largely used as an audio-visual aid for teaching certain topics, allowing students to better understand the information. However, there are always pros and cons to everything, including technology. As a consequence, students don't use smartphones primarily for learning; instead, they become addicted to social media and video games. This has a direct impact on children's physical and mental health because it puts them at risk of getting eye problems and concentration issues from learning. As a result, technocratic logic is the root of reasoning that ignores the significance of historical consciousness. Theory plays an important role in education because it provides a framework for understanding and managing multiple factors that influence students for learning and academic achievement. In the setting of schools, the theory is used to manipulate certain variables to bring about a desired state of affairs or prevent its occurrence. In school practices, the assessment is more about scoring good marks and less about understanding the concepts, and the emphasis when it comes to classroom teaching in the ground reality is on scoring marks. Knowledge is not only given through written form but rather they are transferred verbally also. It also comes from our experiences, so, knowledge not only contains objectivity but also contains subjectivity. Objective knowledge is viewed as independent of time and space, it becomes universalized historical knowledge. Also, it is expressed in a language that is basically technical and allegedly value-free. The knowledge which we have taken, how we make the meaning-making, and we are transiting this knowledge further, finally others perceive this knowledge, so subjectivity is at every point. And, it was found that schools ignore this fact and don't give proper space to subjectivity. From the observation and interaction with the teacher, it can be concluded that the culture of positivism is not just a set of ideas, disseminated by the culture industry, it is also, a material force, a set of material practices that are embedded in the routines and experiences of our daily lives. The culture that is followed in the school has its rationale, or if they are just following the patterns as they have been followed in other schools and there is a process that they have not reflected upon, they have not questioned, just have adapted to the ways in the past. The environment that is present in the school, and the ethos that thinks only about the presence of the children. It is also seen that students feel entirely lacking in the schools because what is not taught in the schools, they are guided, but they are guided in particularly objective ways. As observed in the schools, the teaching-learning process that is going on in the classroom is only reproducing a teacher material child, as the things that are being taught are only for reproducing it as it is given to the child. Also, the school does look after the future of the students. It differs at different levels of the school, for secondary school, the primary focus is given to guide the students for the subject they are adopting for senior secondary level. And, the major focus of the students of senior secondary is the entrance examination they are going to appear for their higher education. Hence, the positivist culture does neither always reject the future nor celebrate it entirely. Rather, it is a theoretical approach to understanding the universe that emphasizes the use of real data and scientific procedures. School brings diversity to the classroom with students belonging to different backgrounds and the major question that arises is how importance is given to child history in the school, talking about the background they belong to, and what type of diversity they bring in the classroom. From the above discussion and observation, it can be concluded that the school brings diversity to the classroom with students

belonging to different backgrounds, but they don't give that much importance to their history, and sometimes (especially during the festival or organization) it welcomes diversity that students bring into the classroom from different cultural, and religious backgrounds. Also, most of the children belong to the lower middle class, so the economic backgrounds are generally the same. Thus, the value of history is being criticized by many teachers. The school system mainly runs through a prescribed curriculum, which is designed by the higher authority of the education department of the Government. Curriculum plays a vital role in every aspect of the school practices; it designs the syllabus based on which the teaching-learning process carry-on in the classroom. The curriculum is not cross-checked and updated from time to time, as the situation demands new changes in it. As teachers play a vital role in the school since they are the ones with whom students are always connected, and they can play the most essential factor in designing any curriculum. But it is concluded that the teachers who are at the grassroots level don't contribute much to the development of the curriculum, they are just given the prescribed syllabus, and they just have to follow it as the circular given by the higher authority. Hence, the loss of interest in history in schools is due less to the changes in the course structure and offerings, though these have some effect, as much as it is due to the growing impact of the culture of positivism on the process of schooling itself, and in this particular case the social studies field. The dominant societal rationality has a substantial impact on a society's curriculum of thought and practices. It determines what information, values, and skills are valued and prioritized, and hence what individuals are taught and how they acquire the abilities to navigate and achieve in that society.

Thus, classroom pedagogy in varying degrees is inextricably related to several social and political factors, such as:

1. The way students perceive their classroom experiences and how they act on those perceptions.
2. The dominant societal rationality and its effect on the curriculum of thought and practices.
3. The diversity of the teachers in their teaching methods.
4. The system of attitudes and values that govern how classroom teachers select, organize and evaluate knowledge and classroom relationships.

What is the purpose of the examination system that is more important than the methods? If our idea is to increase the literacy rate only, then the child who passed 10th is also called literate. Sometimes it happens that the child doesn't even have the basic knowledge but due to this type of examination system, we consider it as literate, and these things always will be questionable. Also, in the examination system, there is a common question paper given to all the students. As all students have different abilities to comprehend knowledge, some children are good at speaking, and some are good at writing. Then how can we justify, which children have better knowledge or understanding, so testing through one question paper, is how much relevant to all children? Thus, through interaction with the teachers, it was noted that there are problems in the examination system, as the same syllabus and same content are discussed with all the students, so there should be some generalization and should follow the standard methods for examining the same levels of students. These responses neglect the idea of individuality and don't provide proper space for students' uncommon skills and knowledge. It justifies that, the notion of the evaluation system in the school is positivistic.

Emerging Possible Inferences

In conclusion, the research study "School Practices and Positivism: A Critical Exploration" sheds light on the complex relationship between positivism and educational practices. Through the exploratory research design, underpinnings of positivism, and its impact on school settings, this study has explored the culture and practices of the school system. The findings of this research reveal that positivism, with its emphasis on empirical evidence and objectivity, has undeniably contributed to the advancement of scientific knowledge and the development of certain educational practices.

The major possible inferences emerging from this study are:

- Teaching practices often go unchallenged by both teachers and students, i.e., most of the teachers only deliver the lesson and students sit quietly and accept their thoughts without any questions.
- Classroom teachers do not recognize how societal norms and expectations are transmitted through their teaching practices. These norms and expectations are often based on the dominant culture in a given society and are perpetuated and reinforced in the classroom, shaping the attitudes and beliefs of students.
- Teachers often ignore questions concerning how they perceive their classroom, how students make sense of what they are presented with, and how knowledge is mediated between teachers and students.
- The politics of the dominant society is deeply linked to the political character of the school classroom social encounter.
- The mechanism of social control has always controlled behavior in school, such as the origin of

assembly, student seating arrangements, subjects taught in the first half of upper classes, and so on.

- Knowledge in schools is legitimized through established academic standards, teacher credentials, educational research, and the accreditation process.
- The concept of cultural hegemony provides a useful framework for understanding how schools reproduce dominant cultural norms and social hierarchies, and for exploring the potential for resistance and change within the education system.
- The relationship between schools and society is complicated, dynamic, and filled with dialectical tension.
- The school doesn't provide proper space to solve the conflicts and even if learners are given some platforms to discuss this, then the theme and topic were specified by the teachers.
- There is no proper usage of technology in the school system as many teachers are not equipped with the technological ability. Most of the time, technology is used to share general information with the learner.
- Theory serves as a critical basis for effective instruction in schools by allowing teachers to comprehend and regulate many aspects that influence student performance.
- The concept of value-free and objective knowledge is frequently emphasized in schools, especially in the sciences and mathematics.
- Most of the culture that is followed in the school doesn't know its rationale, and they are just following the patterns as they have been followed in other schools.
- The teaching-learning process that is going on in the classroom is only reproducing a teacher material child, as the things that are being taught are only for reproducing it as it is given to the child.
- School brings diversity to the classroom with students belonging to different backgrounds, but they don't address appropriately the historical context of the learner.
- Teachers who are at the grassroots level don't contribute much to the development of the curriculum, they are just given the prescribed syllabus, and they just have to follow it as the circular given by the higher authority.
- Classroom pedagogy in varying degrees is inextricably related to several social and political factors.
- The examination system in the school totally ignores the individuality of students and follows the standardized testing pattern.

Educational Implications

The research paper "School Practices and Positivism: A Critical Exploration" likely investigates the influence of positivist approaches on educational practices. Some major educational implications of this research are:

- School is an integrated community that facilitates the all-around development of an adolescent. The school must bear in mind that the student will benefit more from the range of activities that help an adolescent to create new ideas of his own interest. This should be away from the designed curriculum and syllabus.
- For the development of an adolescent, it is important that emphasis should be given to the student's achievement in every area and field, and the school environment must nurture it in the same way.
- Schools should emphasize not only producing mentally well-off adolescents but physically sound bodies are found to be more successful in life.
- Sense of worth, value, and dignity along with enriched educational experiences through greater collaborations with the school should form the core educational outcome of the school learning program for adolescents.
- School emphasis on quantitative results in positivism frequently leads to a restricted reliance on standardized testing and objective assessments. Teachers should investigate other assessment techniques that capture students' various abilities, skills, and talents by critically analyzing positivism, such as project-based exams, portfolios, or self-reflection.
- Teachers need to create an inclusive and open learning environment in which all students feel comfortable sharing their ideas and perspectives.
- Teachers should add their own knowledge and experiences, while during the teaching-learning process.
- It is essential for teachers to recognize the impact of their actions and to work towards creating culturally responsive classrooms that value and celebrate diversity.
- Teachers must develop a secure and encouraging environment that values open communication and teamwork to encourage teachers to participate in these talks.
- Teacher training programs should focus on promoting student-centered learning and providing teachers with the tools and strategies to facilitate critical thinking and problem-solving skills in their students.

- Curriculum should shift their focus from traditional academic subjects such as mathematics and science to vocational training that could provide greater economic opportunities for students from lower socio-economic backgrounds.
- There should be proper integration of technology in the school.
- Theories of motivation and behavior can be utilized to create effective interventions to assist struggling students and prevent the development of undesirable behaviors.
- Teacher integration should be given importance for curriculum development.
- The evaluation system of the school should move beyond the standardized examination system.

Overall, the research “School Practices and Positivism: A Critical Exploration” likely contributes to the ongoing conversation about the role of positivism in educational settings. It highlights the need to question and critically examine dominant educational paradigms, encouraging teachers to create more inclusive, reflective, and holistic learning environments.

IV. Conclusion

Schools in India, mandated for children aged 6 to 14, aim to foster holistic development through a varied curriculum. However, despite government efforts, challenges persist, including the rural-urban education gap, resource limitations, gender disparities, teacher training inadequacies, and overcrowded classrooms. The New Education Policy proposes a structural overhaul. Meanwhile, Enlightenment-era paradigm shifts emphasized empirical truth-seeking, fostering scientific progress that influenced global culture. Positivism, a prevailing viewpoint, catalyzed the industrial revolution, trade, colonialism, and societal transformations.

Positivism deeply influences life and education, perpetuated by textbooks and experts adhering to a positivistic model. In India, this has resulted in standardized, test-focused education, prioritizing rote learning over critical thinking.

Teaching practices, grounded in unquestioned "common sense" assumptions, often obscure the social construction of knowledge. Insensitive transmission of cultural norms by classroom teachers can perpetuate oppressive systems, marginalizing certain groups. Teachers, prioritizing syllabus completion and exam-focused memorization, overlook student perspectives. The lack of space for learner input impedes a holistic teaching-learning process. Schooling's role in crisis reproduction is inadequately addressed, reflecting a dominating dynamic between educators and students. The examination system, emphasizing standardized testing, neglects students' individuality, compounding the challenges in fostering a truly inclusive educational environment. Thus, the research “School Practices and Positivism: A Critical Exploration” likely contributes to the ongoing conversation about the role of positivism in educational settings. It highlights the need to question and critically examine dominant educational paradigms, encouraging teachers to create more inclusive, reflective, and holistic learning environments.

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