An Educational Approach Abroad: A Case Study of Anubhūti City School in Jalgaon, India

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J. Joshua Byrd, Sarah Erwin, Kara Cruickshank, Jessica Fetrow

Introduction

- Anubhuti English Medium School is located in Jalgaon, Maharashtra, India. The school’s mission is to: create a learning environment conducive to nurturing learners and the educators to be creative, capable, compassionate and equanimous citizens of character with global outlook.
- Ethno-theory is an approach that seeks to understand how cultural beliefs affect practice.

Purpose

- Explore the interactions between teachers and administration with students at Anubhūti English Medium School, in Jalgaon, Maharashtra, India.
- Document perception of methodology, effectiveness, student-teacher relationships, and classroom climate.
- Understand educational practice through the eyes of the participants.
- Provide new information pertaining to the daily happenings of an Indian primary school.
- Form a body of research that includes interpretations of Eastern culture through a Western filter.

“A teacher should have the heart of a mother; to be patient, loving, ready for responsibility as if it was her own child.”

Methods

Ethno-theoretical Approach
- Recorded daily observations in the school setting, five days per week for a six-week period.
- Observations focused on documenting how cultural practices are expressed in the classroom.
- Collected artifacts and took pictures (environmental documentation)
- Conducted informal, face-to-face interviews with teachers and administration.

Procedures

Data Collection Methods

<table>
<thead>
<tr>
<th>Data Collection Methods</th>
<th>Face-to-face interviews</th>
<th>Observations</th>
<th>Artifact Collection</th>
<th>Pictures</th>
</tr>
</thead>
</table>

Analyses

<table>
<thead>
<tr>
<th>Analyses</th>
<th>Thematic Analyses</th>
<th>Analytic Coding</th>
</tr>
</thead>
</table>

Themes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time outside of the classroom</td>
<td>• Scheduled classes are replaced by practice and rehearsal for academic and activity-based competitions</td>
</tr>
<tr>
<td>Lectures and activities based on setting</td>
<td>• Pollution awareness and conservation of resources</td>
</tr>
<tr>
<td></td>
<td>• Educating female students</td>
</tr>
<tr>
<td></td>
<td>• Holiday and Festival celebrations</td>
</tr>
<tr>
<td></td>
<td>• Plays and speeches encouraging cultural awareness</td>
</tr>
<tr>
<td>Time unsupervised</td>
<td>• Students are left unsupervised for various periods of time throughout the day</td>
</tr>
<tr>
<td></td>
<td>• Due to teacher tardiness, absence, or staff meetings</td>
</tr>
<tr>
<td>Praise</td>
<td>• Accomplishment announced to class, and all peers clap for student</td>
</tr>
<tr>
<td></td>
<td>• Praise given through recognition at assembly presentations of coursework</td>
</tr>
<tr>
<td>Punishment</td>
<td>• Lunch denied, open-hand slap to the cheek, pinch to the arm, twisting of the ear</td>
</tr>
<tr>
<td>Cultural values instilled in daily activities</td>
<td>• Daily cleaning shows respect for your environment and elders</td>
</tr>
<tr>
<td></td>
<td>• Completing meals is a requirement</td>
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</tbody>
</table>

Discussion

- Teaching practices reflect cultural influences:
  • Respect for environment and elders.
  • Student health is perceived to be based on nutrition and a positive attitude
  • Authoritarian approach to teaching is the most respected by the students
  • Differential instruction is provided based on abilities
  • Pressure on students to perform well and help their parents later in life
- Implications
  • Additional Interviews with students, family, and school staff.
  • Ethnographic Research of other schools with other schools (e.g. rural village, affluent boarding, larger city schools).

“Learning by doing is the best way for students to learn.”

Acknowledgments

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