Analysis of School Practices from a Positivistic Perspective

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Abstract
This paper explores the analysis of school practices through a positivistic lens, focusing on various themes. Firstly, it delves into the influence of "common sense" assumptions in teaching practices, often unchallenged and masking the social construction of knowledge. Secondly, it addresses the insensitivity of classroom teachers to the complex transmission of socially based definitions, contributing to the reproduction and legitimization of dominant cultural norms within classroom instruction.
The study further scrutinizes teachers' tendencies to overlook crucial questions about classroom perceptions, student sense-making, and the mediation of knowledge. Additionally, it investigates the mechanisms of social control within schools and how they legitimize broader societal beliefs and values. The research examines how specific forms of knowledge are produced, distributed, and legitimized within the school context.
Drawing on the theoretical foundation of cultural hegemony, the study explores the dialectical relationship between economic production and the reproduction of social and cultural values. The abstract sets the stage for a comprehensive analysis of school practices from a positivistic perspective, shedding light on the intricate dynamics that shape the educational landscape.

I. The Context

Positivism, as a philosophical framework, had a significant influence on the development of modern education systems. Understanding its impact allows us to trace the historical roots of current educational practices and policies. Positivism emphasizes the importance of empirical observation, scientific methods, and objective knowledge. This approach has shaped curriculum development by promoting subjects like mathematics, natural sciences, and social sciences, while sometimes undervaluing the humanities and arts. By studying its impact, we can critically evaluate the strengths and limitations of this curriculum orientation.

Positivism's emphasis on empirical evidence and objectivity has influenced instructional practices in schools. It has led to the dominance of teacher-centered, lecture-based approaches that prioritize the transmission of factual knowledge. Understanding this impact helps educators reflect on alternative teaching methods that promote critical thinking, creativity, and student engagement. Positivism's focus on measurable outcomes and objective assessment have shaped how student learning is evaluated. Standardized tests and quantitative metrics are often used to gauge educational success. By examining the impact of positivism, we can explore alternative assessment methods that consider a broader range of skills and competencies. Positivism's objective approach to knowledge can inadvertently reinforce dominant cultural norms and values, marginalizing diverse perspectives and experiences. By studying its impact, we can identify potential biases and work towards creating more inclusive and equitable educational environments.

Understanding positivism's impact on education allows educators, policymakers, and researchers to critically engage with its underlying assumptions and implications. It encourages a thoughtful exploration of alternative educational philosophies, such as constructivism, critical pedagogy, or postmodernism, which offer different perspectives on knowledge, learning, and the purpose of education. By studying positivism with reference to school education, we can gain a deeper understanding of its strengths, weaknesses, and unintended consequences. This knowledge helps inform educational theory, policy, and practice, enabling us to make informed decisions and work towards a more effective and inclusive education system. The aforesaid context raised many questions with reference to school education and associated practices

Research Questions
1. How specific forms of knowledge are produced, distributed, and legitimated in schools?
2. How the politics of the dominant society is linked to the political character of the classroom social encounter?

3. How do students make sense of what they are presented, and how knowledge is mediated between teachers and students?
4. What are the mechanisms of social control, and how do these mechanisms function to legitimate the beliefs and values underlying wider societal institutional arrangements?
5. What sort of platforms does the school offer for resolving disputes throughout the institution and amongst students?
6. What functions does a teacher play in the curriculum of the educational system, and how frequently should it be updated?

Research Objectives

The research objective of this study is to critically explore the relationship between school practices and positivism. Specifically, the objectives are to investigate how positivist ideologies and methodologies influence and shape educational practices within schools, examining the extent to which positivist principles are embedded in curriculum design, teaching methods, and assessment approaches. Additionally, to examine the implications of a positivist orientation in schools on the teaching and learning process, including its impact on students' understanding of knowledge, critical thinking skills, and engagement in the learning process. Moreover, it explores how positivist practices in schools influence students' values, beliefs, and views of themselves and the world around them.

II. Research Methodology

The present research is exploratory research placed in the interpretivist paradigm, as the research is intended to find the subjective multiple realities of the participants involved, through the interpretations of their subjective experiences. The research is situated in a qualitative methodology to cater to the subjective views of the participants of the research. A sample of 10 instructors from a school with several specialized subjects were selected, as were 5 teachers from another school, to enhance the significance of the results. In addition, a sample of 25 students was selected for the interviews (5 students from each grade). Furthermore, 25 classes encompassing all the primary disciplines in the school, such as Science, Mathematics, Languages, and Social Science, were observed. The subjects that were selected for the study ranged from 6th to 10th grades. The data collected after interviews with participants and observations were transcribed and triangulated. The verbatim and the opinions were written separately for each participant of the study. The transcription of data was done keeping in mind the ethical considerations and the consent of the participants. The transcribed data was then analyzed thematically. The researcher used the 'Thematic Analysis Approach' for analyzing the data.

Themes: Process of Themes Identification

In this research, the data was collected from various tools such as semi-structured interviews with the school teachers and students. Also, observation methods were used to observe the classrooms and school practices. These data were then triangulated with the literature reviewed and then analyzed in the major themes of the study, which are as follows:
1. 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.
2. 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.
3. Teachers often ignore questions concerning:
a. How do they perceive their classroom?
b. How do students make sense of what they are presented with?
c. How knowledge is mediated between teachers and students?
4. Mechanisms of social control and how these mechanisms function to legitimate the beliefs and values underlying wider societal institutional arrangements.
5. How specific forms of knowledge are produced, distributed, and legitimized in schools?
6. Concepts of cultural hegemony provide a theoretical foundation for examining the dialectical relationship between economic production, and social and cultural reproduction.

Thematic Analysis: School and Positivism
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.

Regarding teaching methodologies, some frequent assumptions and ideas are widely accepted since they are seen as "common sense" and are not subjected to in-depth analysis. These assumptions can be thought

of as the notion 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.

These assumptions have the potential to not only reinforce societal and cultural prejudices, but also to impact how knowledge is presented and received in the classroom. For instance, if the presumption is that one's IQ cannot be changed, then pupils who have not performed well in school tests and examinations may be told that they are "not smart," and they may not receive the support and assistance which they require. Or, if the presumption is that particular modes of instruction and learning are superior to others, then pupils who do not conform to the aforementioned mold run the risk of falling behind their peers.

In addition to this, these presumptions have the potential to obscure the social production of various types of knowledge. The knowledge that is considered significant and valuable in the classroom is frequently opted in congruence with the dominant culture and might exclude the viewpoints, experiences, and information of oppressed groups. This is because the dominant culture tends to promote a particular type of knowledge over the other. In classroom observation, most of the teachers only deliver the lesson and students sit quietly and accept their thoughts without any questions. Toward the end of class, teachers ask students if they have any doubts then they may ask, but students get mixed up with all the thoughts they were taught and till the end only a few questions remain, and these questions are also not very conceptual rather they are related to basic facts. During the interviews with teachers, it was found that students tend to have a range of reactions to what they are being taught. Some students accept the ideas and knowledge presented by the teacher without doubts, while others may challenge and question them. Students have their own opinions from society that are not addressed through the books, so, they question and occasionally add to teachers' comments. This is something that one of the teachers has mentioned, and students do indeed question it sometimes and try to counter the same. Also, students express their agreement or disagreement with the ideas presented by the instructor, and they talk about their personal experiences. One important factor to consider is the traditional emphasis on respect for authority figures, including teachers. Teachers are often viewed as authoritarian figures who should be respected and valued for their knowledge and expertise. This creates a cultural norm of not questioning or challenging what the teacher says, as it may seem disrespectful or rude. As a result, some students may hesitate to voice their opinions or counter ideas presented by the teacher, even if they have different perspectives.

There are a variety of reasons why students may have different reactions to what they are being taught. For example, some students may have a natural curiosity and desire to question and explore ideas further, while others may feel more comfortable accepting what is presented to them. Some students may have different backgrounds, experiences, and cultural perspectives that shape how they approach and interpret new information. As one teacher said, "Not all students can argue against their ideas. It also depends on their level of learning and how much they participate in the classroom. Some students ask questions, some never ask questions, and some always ask questions. So, this could be caused by more than one thing. For example, it could be that they are ambiverts, introverts, or extroverts. It also depends on their beliefs. They may not be introverts, but they don't like to speak up in front of other people. They may be shy, but some people feel vibrant when they do well in front of other people." So, it depends on the learner, but usually, someone asks whenever they feel something is doubtful. Many students are encouraged to engage in critical thinking and questioning, especially in more progressive or modern educational settings. In recent years, there has been a growing emphasis on promoting critical thinking and creativity in classrooms and this has led to a greater willingness among some students to question and counter ideas presented by their teachers. It is essential for educators to be aware of these assumptions and to actively work to challenge and deconstruct them to facilitate the creation of educational settings that are more inclusive and equal. This can include things like incorporating diverse perspectives and experiences into the curriculum, using a variety of teaching methods to meet the needs of all students, and regularly reflecting on one's own biases and assumptions. Overall, teachers need to create an inclusive and open learning environment in which all students feel comfortable sharing their ideas and perspectives. Encouraging open dialogue, critical thinking, and respectful debate can help to promote a deeper understanding of the subject and foster a sense of intellectual curiosity among students. In schools, teachers are generally expected to teach the prescribed syllabus as per the guidelines provided by the relevant education board or authority. However, the extent to which teachers strictly adhere to the syllabus may vary depending on several factors such as the teacher's experience, teaching style, and the needs of their students. Some teachers may choose to go beyond the syllabus to provide their students with additional learning opportunities, while others may focus solely on the prescribed material. After stating, "Absolutely I add certain other things if I had more knowledge, if I worked upon it," one of the teachers went on to say, "Occasionally learners ask certain questions or offer any comments to the topic so that you have added new knowledge to it by exploring it." In addition, one teacher in the field of language teaching remarked, "When you differentiate between a language and a subject, one would understand that it is not about teaching the prescribed syllabus, so almost every lesson

I feel a language teacher has to add something that is not part of the prescribed syllabus, so most of the time it happens." Hence, 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. Also, it is observed that in the classroom, most of the teachers only deliver the lesson and students sit quietly and accept their thoughts without any questions. So, from the observation and interaction with the teachers, it justifies the theme that 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. This shows the positivist practices of the school.

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.

The statement refers to a phenomenon in education where some classroom teachers do not recognize how societal norms and expectations are transmitted through them 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. This reinforces oppressive systems, perpetuates inequality, and reinforces the dominant culture, frequently at the expense of other cultures and groups. The term "dominant culture" refers to the cultural values, beliefs, and practices that are considered to be the norm in a particular society. This includes aspects of culture such as language, social norms, and beliefs about what is considered appropriate or acceptable. In many cases, the dominant culture has been established and maintained through the exercise of power and controlled by certain groups and individuals. When this was discussed with the teachers, one of the teachers responded, "In the classroom, teachers play a significant role in transmitting these societal definitions and expectations to their students. This occurs through the curriculum being taught, the language used in the classroom, and the expectations and norms that are established by the teacher." Thus, if the curriculum primarily focuses on the achievements of the dominant culture, it can make students from other cultures feel excluded and unrepresented. The transmission of these societal norms and expectations can also occur through the teacher's behavior and attitudes. As observed in the classroom, a teacher perpetuates gender stereotypes through her language and actions can also reinforce these stereotypes in her students. Similarly, a teacher who is insensitive to cultural differences and does not try to understand and acknowledge the experiences of students from diverse backgrounds can contribute to a hostile and unwelcoming classroom environment. During the observation, it can be concluded that, when teachers do not recognize the impact of these transmissions, they may unintentionally reinforce the dominant culture and contribute to the marginalization of other cultures and groups. This perpetuates oppressive systems, leading to unequal outcomes and opportunities for students. It is essential for teachers to be mindful of their role in transmitting societal norms and expectations and to work towards creating inclusive and culturally responsive classrooms. Moreover, the teacher added his view on it, "Culturally responsive teaching involves creating a learning environment that recognizes and acknowledges the diverse cultural experiences of students. This involves considering the impact of cultural background on learning and making changes to the curriculum and instruction to better meet the needs of diverse students." Thus, it also requires teachers to critically examine their own biases and to work towards creating a classroom culture that values and celebrates diversity. In conclusion, 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. 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 often ignore questions concerning:
1. How do they perceive their classroom?
2. How do students make sense of what they are presented with?
3. How knowledge is mediated between teachers and students?

How do they perceive their classroom?

Teachers in schools often try to avoid being asked how they feel about their classroom.
Throughout the observation, the researcher identified some main causes of this are cultural norms, including ignorance, judgmental fear, and a lack of time.

Some teachers are hesitant to discuss their thoughts about classroom culture. During the classroom observation, it was seen that respect for teachers, administrators, and other adults in authority are generally valued highly in the school community. 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. They could be less prone to express their opinions about the classroom as a result. When this was asked with students, this conclusion was drawn from the fact that children consider their teacher as 'GURU' and they are the supreme figure for them.

Some teachers might not talk about their thoughts in the classroom because they are afraid of being criticized. Teachers may worry that their colleagues or supervisors will criticize them for how they teach, which can make the classroom a bad place to be. As it is seen in schools, teachers compete within themselves who is best, who teaches in a better manner, and whose students gain more marks. So, they usually don't share them thoughts about the classroom. This was observed during the social science class in the standard 10th. The last thing that was observed was that some teachers didn't talk about how they felt about the classroom because they didn't have enough time. As they frequently have a lot on their minds, teachers might not think they have time to discuss their perspectives on the classroom. This can cause them to prioritize other tasks over discussing what they've learned with their peers, such as organizing classes, grading papers, updating attendance, and other extra co-curricular activities. In addition, governments frequently engage teachers for a variety of government services, including serving in election duties. There are several reasons, in the end, why teachers might not want to express their feelings about the classroom. Educators must develop a secure and encouraging environment that values open communication and teamwork to encourage teachers to participate in these talks. By doing this, teachers can gain a better understanding of the needs of their students and enhance their teaching methods.

How students make sense of what they are presented?

Traditionally, the educational system has emphasized rote learning, in which learners are required to memorize and reproduce the material without necessarily comprehending the underlying concepts. This method of learning promotes achieving the proper answer rather than understanding the reasons behind it. As a result, teachers may frequently neglect concerns about how pupils make meaning of what they are given.

From the interviews with teachers and what is observed, it can be concluded why this method is still prominent in the educational system. One of the primary reasons 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. As discussed with one of the teachers, added his view on this "*The way the examination system works, teachers are more concerned about producing the knowledge as it is given in the textbook and hardly concerned with the learner's contribution to the discourse of the subject.*"

One of the teachers responded, "*Another factor that contributes to this approach is the large class sizes in many schools. With so many students to teach, it can be challenging for teachers to provide individualized attention to each student and ensure that they understand the material.*" This can lead teachers to rely on lecture-based teaching methods rather than interactive approaches that encourage students to engage with the material and ask questions.

One of the teachers said that "*We have many pedagogical methods, a lot of approaches, and a lot of methodologies, but there is something between theories and practices.*" He added further, "*I have seen most of the teachers conducting monotonous lecture methods in the classroom, which means that they are giving the least interest to the fact that the learners can understand or not and whether they are making sense of it or not.*"

As a result, 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.

The education system places a heavy emphasis on exam results and academic performance, which puts pressure on teachers to ensure that their students score high marks. This pressure needs to focus on rote learning and teaching to the test, rather than promoting deep understanding and critical thinking.

In recent years, there has been a growing recognition of the importance of student- centered learning and the need to promote critical thinking and problem-solving skills. However, this shift in approach requires a significant change in the mindset and training of teachers. It requires teachers to see their role as facilitators of learning, rather than simply as transmitters of information. To address this issue, 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. Additionally, there should be a shift in the assessment and evaluation methods used in schools to focus on measuring student understanding and application of knowledge, rather than simply testing their ability to memorize information. This would encourage teachers to prioritize student learning and encourage them to pay attention to how their students are making sense of the material presented to them.

How knowledge is mediated between teachers and students?

The education system has largely been criticized for its rote-based learning strategy, which frequently fails to appreciate the importance of students understanding the conceptual and contextual foundation of knowledge. One of the major reasons for this issue is the lack of attention given to the process of knowledge mediation between teachers and students.

In many classrooms, teachers focus more on imparting information rather than facilitating understanding. They often 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 frequently memorize information without fully comprehending it or being able to apply it in real-life situations. Furthermore, the education system places a strong emphasis on examinations and grades, which typically leads to a culture of cramming and memorization. Teachers, therefore, prioritize completing the syllabus over engaging in meaningful discussions with their students. This approach often results in a lack of interest in learning and a lack of motivation among students. During the observation, revivals that teachers often say, "Learn this topic as it may come in the examinations." Another issue is the lack of training and professional development opportunities for teachers, particularly in pedagogical practices. Many teachers in schools are not equipped with the necessary skills and knowledge to adopt innovative and interactive teaching methods. As a result, they often fall back on traditional teaching methods, which focus on content delivery rather than student-centered learning. As one of the teachers mentioned, "Teaching with the help of computers takes much time, and also we are not too familiar with technologies." In conclusion, the issue of neglecting how knowledge is mediated between teachers and students are 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. Teachers need to be trained to adopt innovative teaching methods that promote learning and understanding rather than rote learning. This would require a shift in the mindset of both teachers and students, towards valuing the process of learning rather than just the outcome of exams.

Mechanisms of social control and how these mechanisms function to legitimate the beliefs and values underlying wider societal institutional arrangements.

An assembly is a gathering that takes place in a school, typically in the morning before classes begin. It is attended by both students and members of the teaching staff. The goal of the daily assembly is to promote a sense of community and belonging among the students by bringing everyone in the school together. As we talked about the assembly, one of the teachers responded that it is a systematic cultural aspect, there is a system that is carried forward over years, and it follows as it is, and another reason would be culture. As discussed with another teacher, she said that "Assembly kyu hota hai uska exact reason mujhe nhi pta hain, I didn't study about it." She added further, "Assembly is conducted similarly to what I know, but there are changes in it also as some components are added to it also, for example in this school, every week different classes conduct the assembly. There are different events in the assembly beginning with anchoring, prayers, and pledge, who will read the news, quizzes, cultural acts, any short play, or any other activities they were free to do anything. Today also in assembly lots of things are going on, so components keep changing, for example, starting from the national anthem to prayers or starting from prayer then the pledge then to the last national anthem, these things are very common." When the question was asked about the origin of assembly, the teacher responded that "The scope of the question behind why assembly is happening is not given much importance." The question here always starts from the point that in what ways assembly is conducted. Thus, no questions were ever raised about the existence of assembly in the school. She also said, "All of us have inherited the fact that assembly is mandatory, and it has become an inseparable part of the whole education system." In schools, assembly is also used to provide pupils with essential information, such as forthcoming events, timetable adjustments, or school-wide announcements. It can also be utilized to honor student achievements, deliver inspirational messages, or

present instructional programs. Students can also benefit from having fundamental values and ideas instilled in them through the use of assemblies, such as the need for respect, responsibility, and working together. As one of the teachers responded, assembly is required for multiple activities. "When school deals with so many students, we usually understand from an assembly that it is for prayers, so assembly is not the same as prayers, rather it's about getting assembled at a particular place." There is a lot of information related to school which is equally relevant to all learners such as practice for an annual day, conduction of activities, new plan, starting of the new session, etc. So, such activities, changes, or any information which is relevant for all the students provides access to every individual student to teachers and also teachers to every student so that they can interact with each other and transfers of information may take place. As we have observed in the school, the seating arrangements in the school are organized similarly, i.e., in a row. It is one of the positivist practices that show the controlling behavior of schools. When the researcher discussed with teachers about this, one of the teachers responded by saying that "Normally as we saw in schools, they follow a 4- row system only when there is normal teaching taking place." She further added that the furniture in the school was heavy and cannot be moved easily daily. In organizing the space, the number of students mattered, the strength of the class, and whether there was enough infrastructure or seating space; all these factors affected the planning of seating arrangement in the classrooms. She also mentioned that "ye direct 4-rows mein baithna itna bura bhi nahi hai. But when we have to conduct any particular activity or to share everyone's opinions then we make students sit in a semicircle, U shape, groups, or pairs according to the need and that helps and as per the need, we change the seating arrangements. Sometimes for those activities, we can use open spaces also as we can sit on the grounds, or we have an activities room also". When the researcher enquired whether the school followed any rotation systems in seating arrangement in classroom then she replied: "Rotation hota hai but kabhi kabhi common bhi ho jati hai cheez ki bache same bhi baith rahe hote hai, bacche regular nhi hote hai toh teachers k liye ye chiz yaad rakhna ki aaj ye bacha yaha baitha tha 2 din baad waha baithega- ye complicated ho jati hai thori si." So many times teachers leave the decision to children also, that they decide among themselves how they want to sit in the classrooms. This much freedom is given to the students also, but when it is noticed that a particular student is sitting in the backside or front seat continuously then teachers change them seats accordingly. When the same thing was asked by another teacher then he responded that "It is always believed that the education system must be organized. When we trace it historically then we will have a counter idea according to Ravindra Nath Tagore that 'Nature ke pass honi chaiye', but when we see in Indian Perspective when Wood Dispatch came and entire Indian education system was reformed then the major focus was that all things must be in an organized manner. So this seating arrangement is the only part of that organized system where classrooms were made, proper sitting desks were arranged, particular textbooks and grades were introduced. Also, all these things can be linked directly with the idea 'to produce a working class.' Other aspects can create the entire working class which was also one of the objectives of the Britishers so if you want to create similar type of the working class then this agenda of classrooms also help in this, when all things will be systematically organized, will learn same types of patterns, similar types of knowledge creation will take place, then all these things will be best in the creation of working-class population." Thus, from the above discussion with the teachers, it can be concluded that the seating arrangements in the classroom are part of one of the organized systems in school practices. The school controls the seating arrangement of students and justifies it with the limited availability of infrastructure, the interior of classroom or with the strength of the class but on certain occasions they were made to sit in a U shape or semicircle while conducting some activity. According to them, a 4-row seating arrangement is not a bad choice and sometimes they followed rotation systems. Another teacher added his opinion that this is part of the education system that was organized by Britishers to produce a working-class population. All these facts showed the controlled behavior of schools. The next observation is on the subjects which were given more preferences during the first half of the timetable. As observed in the higher classes of the school, subjects like Mathematics and Science are given more importance and to manage the workload and timetable in the school, elementary classes were assigned language paper and Social Sciences. When discussing this, one of the teachers responded, "As we have discussed earlier, school is not only an educational institution, rather, it is also a political institution." When we talk about theories, we have different aspects of theories, for example, some theories prefer that the first period should be for sports because it generates energy and interest in the students and some schools follow this also. Similarly, the general practices in schools believe that the first period should be language because it is a subject that has a linkage with all subjects together, one of the teachers said, "Some schools believe that difficult subjects should be completed earlier, and here in between the subjects they create a hierarchy that some subjects are difficult such as Mathematics and Sciences and some subjects are easy majorly language papers." In respect of all this what teachers' experiences said that "isko bahut hadd tak factors impact karta hai jaise ki timetable kon bana raha hai, usko kis tarah se guide kiya ja raha hai, uske significant others kon hai- toh waha pe bhi ek political scenario create karte hai." Also, in a place where there is a positive environment, some points are given importance about the needs of the teachers and keeping all these points in mind a timetable is arranged. He further added

that, "mujhe nahi lagta jab actual mein timetable banta hai toh inn sab theories ko dhyan mein rakh ke banate hai, bas iss cheez ko importance diya jata hai ki kaise wo school ki sari complexity ko samjhte hue aur higher classes ko difficult subjects pehle padhya jaye." As discussed with another teacher about this, she responded, "Ek happiness ka paper toh bilkul fix hai morning mai after assembly." There is a proper booklet of happiness curriculum till the 8th standard. This book contains stories, activities, discussion, mindfulness, and check-in and check-out. And the rest of the classes are not compulsory. In the higher classes, they try to give importance to those papers that require more concentration, like Mathematics and Science. Thus, as per observations and the response of the teacher, it can be concluded that in elementary classes 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 above 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. Thus, 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.

How specific forms of knowledge are produced, distributed, and legitimized in schools?

In school, knowledge is produced through a combination of teacher instruction and student learning. Teachers use a variety of methods, such as lectures, discussions, and hands-on activities, to impart knowledge to students. This knowledge is often based on a curriculum that has been developed and approved by educational authorities. As observed in the classroom, the process typically begins with teachers creating curriculum guides and lesson plans that align with established academic standards and outline the knowledge and skills that students are expected to acquire. Students engage in activities such as reading, writing, and activities to internalize and apply the knowledge. Classroom lectures are one of the most common ways knowledge areas is presented in schools. Teachers use lectures to present information and facilitate student understanding. Lectures may include visual aids such as diagrams, physical objects, and other forms of tools. They provide students with a wide range of information on a particular subject and serve as reference material for students. Teachers typically use textbooks as the basis for their instruction and assign readings from them as homework. Throughout the observation of the classroom, it was observed that when the teacher asked questions, the students frequently responded as a group. When questioning one student at a time, the teachers would go on to the next topic if the student gave a satisfactory answer; otherwise, the teacher would continue to ask further students until they provided the proper response. If no one in the class provides an appropriate answer, the question is explained by the teacher with the help of the student's responses. The facts and logic of reasoning presented in the textbooks are taken into consideration by the teachers to determine the appropriate response. They will also add their responses to the student's responsibility to complete it if the student's answer is only partially correct before accepting it. They appreciate it when students try to answer questions. Even if the answer is wrong, it will encourage the student to try again next time. When it was asked to one of the teachers, responded that "If the questions are objective and fact-based, then we say, "Dekho beta iska ye answer hai, yaad karo hum ne yahan ye padha tha isko." She also mentioned that "I never totally reject their responses by saying that they are completely wrong; rather, she listens to all other students' replies, and then they discuss which answer is correct or incorrect using logic. When there is a subjective question or a reasoning-type problem, I never completely deny the answers and we all try to get proper answers through discussion and thought." Teachers also use formative and summative assessments, such as Vivas and exams, to evaluate student understanding and provide feedback on the knowledge that has been distributed. This helps them adjust their instruction to better meet the needs of their students. When the questions were asked, what kind of questions and answers do you consider correct or incorrect in the classroom? One of the teachers responded, "For me, all the questions are correct, but at the same time, we have to maintain a certain decorum in the classrooms. We try to avoid those questions that create chaos in the classroom, and sometimes we have to suppress those because we can't address all questions." Being a teacher, there are a lot of hindrances. One of the challenges is completing the syllabus. Another challenge is that a lot of circulars are given to us, and other tasks also, and we have to implement all these in the classrooms. Thus, we don't have only teaching tasks; rather, we have a lot of other tasks apart from teaching. Another factor that impacts this is the ability of the teachers to answer those questions or to understand the answers that learners are giving. So if teachers are unbiased, then they can address all those questions or answers with more rationality, and if they are biased, then their biases will impact the classroom, and according to those biases, teachers will decide which answers should be accepted or rejected. The legitimacy of knowledge in schools is established through a combination of factors. The curriculum is often based on established academic standards, which are developed by educational experts and are intended to ensure that students are exposed to a broad range of knowledge and skills that are deemed important for their

education. These standards are regularly reviewed and updated to reflect the current knowledge and understanding of the subject, as we have seen in our education policies. The credentials and qualifications of teachers play a role in establishing the legitimacy of the knowledge they present. Teachers must hold specific degrees and certifications in their field of expertise and must meet certain professional development requirements to maintain their credentials. As one of the students responded, "Wo teacher math bahut achha padhata hai, usko bahut knowledge hai." And these things help much in maintaining the interest of students in the classroom. Additionally, institutions that accredit schools play a vital role in legitimizing knowledge. The accreditation process ensures that the schools meet certain standards in terms of faculty, facilities, and curriculum. This is the most essential factor that highlights the name of the school. In summary, 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.

Concepts of cultural hegemony provide a theoretical foundation for examining the dialectical relationship between economic production, and social and cultural reproduction.

Yes, the concept of cultural hegemony can also be applied to the school context, providing a theoretical foundation for examining the dialectical relationship between economic production, social reproduction, and cultural reproduction in schools. Taking examples in the classroom can create a cultural hegemony as when the students recall the theories then examples come first then the facts and if the examples presented in the classroom consistently represent only a particular culture, excluding or marginalizing other cultures and ideas. This might increase the belief that one particular culture (or dominating class) is superior to the other, and it can subjugate the experiences and viewpoints of students belonging to different cultures and minority groups. It is observed in the history classroom that the teacher only focused on the achievements of white men in Western countries while ignoring the contributions of women, people of color, and non-Western cultures, this can lead to a cultural hegemony in which the dominant culture is seen as worth studying and emulating. 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. When this is asked with teachers, "What type of example do you generally take during classroom teaching?" Then one of the teachers responded that "I take examples from my daily life of myself. Also, I take examples from the current issues which are happening around us in the environment." 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. Another teacher replies that, "our experiences say that while teaching in the classroom we should try to use examples, which are based on real-life and are relatable to the lives of learners, so it's part of the planning which we have to do. In this we don't have to think about what our experiences are, rather we have to think about the experiences of the learners. For this, we must know a student's social, political, and economic background. Initially, when we engage with a learner we don't know the learner, we are teaching for the first time, so the teaching processes are different in the first month of teaching but after getting to know their certain backgrounds and experiences, then we try to find out the examples which they will relate for example 'Mai personally BTS ke gaane nahi sunta but mujhe jab pata chala ki mere class mai bahut sare bache aise hai, who are a fan of BTS, and they listen to it frequently.' So next, I listened to some of their songs and tried to use those experiences in the classroom so that I get more responses from the students' side and the class can become more interactive. So the key is to use those examples in the classrooms which your learners find relatable". From this response, we can conclude that here a particular group who listens to BTS songs, and they are in the majority are given more importance whereas the students who are in the minority who don't listen to these types of songs cannot be related to these examples and this again create a particular kind of hegemony in which the dominating groups dominate over the minority groups. Another reason for this theme is the space provided in the classroom for students to resolve issues that arise during teaching and non-teaching activities. When I questioned the space provided to children in the classroom for conflict resolution, the teacher responded that "It is very important to solve the conflicts in the classroom, and it cannot be known from the teacher's perspective whether learners are getting this space or not." The reason for this is that a teacher is in a position of hierarchy, and when they are trying to resolve problems, it may appear to certain students to be imposing. When teachers leave the classroom believing that the conflict has been addressed, some students do not believe so. Hence, from the researcher's point of view whether the teacher can provide that space or not, only students can provide the correct answer. From this point of view, I can understand that the teacher doesn't have a clear idea of the space given to the students in the classroom to resolve the conflicts, as he leaves it to the students whether they are given the required space in the classroom. As it was discussed with another teacher, she also responded that "I give proper space to the learners to solve

these conflicts in the classroom through discussion with them." So the discussion is always welcomed in my class. When the researcher asked the same question, one of the students responded, "If the conflict is related to the topic which is going on in the classroom at that time, then teachers try to solve it through discussion, or sometimes they simply solve it by themselves. And when the topic is not related to the syllabus then sometimes teachers address it, and sometimes they say that it is not related to your syllabus, and we will discuss it in some free class, or you will study it in higher classes." So students don't feel that they are given proper space to resolve all the conflicts. Thus, from this, 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 are dominating the ideas of learners in solving conflicts. While discussing the theme, it was added to this discussion – What do teachers generally, do when their ideas do not resemble students' perceptions? One of the teachers responded, "We always assume that participating in the classroom is more important than judging whether that is right or wrong." So somehow students in my classroom are also aware of the fact that we are not rigid in the different ideas that are coming to class, rather we welcome them and solve them with the discussion. Another teacher responded, "It depends on the intensity of ideas, some topics are more sensitive than we have to put more effort into solving and some are not that sensitive. The factors which depend on whether the topics are sensitive or not are the conflicts that are related to caste, gender, or religion. To deal with these factors another mechanism needs to be developed, and it varies from situation to situation. Again we are human beings before being a teacher, and we have our own social biases and economic biases, we are also socialized with caste and gender, and we can't ignore them, as per my thought, but we must try to address the classroom by keeping them aside. So, addressing these conflicts depends on the sensitivity and teachers' intelligence level". Generally in the school, as observed, the education system also serves to reproduce the social and economic hierarchies that exist in society. The curriculum often focuses on traditional academic subjects such as mathematics and science, rather than on vocational training that could provide greater economic opportunities for students from lower socio-economic backgrounds. Overall, 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. 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.

III. Conclusion

This extensive exploration delves into the profound influence of positivism on modern education systems and the subsequent impact on teaching practices. Positivism, emphasizing empirical observation, scientific methods, and objective knowledge, shapes current educational policies and practices. The study underscores the importance of critically engaging with positivism's assumptions and implications to inform educational theory, policy, and practice.

Observations and interactions with teachers reveal the prevalence of teaching practices rooted in "common sense" assumptions that go unchallenged, perpetuating the social construction of knowledge. The study identifies insensitivity among teachers to the transmission of socially based definitions, contributing to the reproduction and legitimization of dominant cultural norms, marginalizing certain groups.

Teachers' reluctance to express personal experiences or deviate from syllabus-based content reflects a positivistic approach. This often results in passive student engagement, hindering open dialogue and critical thinking. The study emphasizes the need for teachers to recognize the impact of their actions, create culturally responsive classrooms, and encourage diverse perspectives.

Addressing this, teacher training programs should promote student-centered learning, critical thinking, and problem-solving skills. There's a call for a shift in assessment methods towards measuring understanding and application rather than memorization. Neglecting how knowledge is mediated requires systemic change, with a focus on innovative teaching methods fostering active student participation.

The study concludes that schools legitimize knowledge through academic standards, teacher credentials, research, and accreditation processes. It explores how cultural hegemony perpetuates dominant norms, shaping social hierarchies. The concept underscores the potential for resistance and change within the education system, as revealed through observations and interviews that highlight the direct influence of dominant groups on defining socially legitimate meanings, abilities, language, and tastes.

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