BESC-131
Education: Concept,
Nature and Perspectives

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Block

3

SOCIOLOGICAL PERSPECTIVE OF EDUCATION

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Introduction to the Block

'Sociological Perspective of Education' is the third Block of the Course, **BESC-131 'Education: Concept, Nature and Perspectives'**. Every discipline has its contexts and perspectives. The discipline of education has also philosophical, sociological, historical, and political perspectives. This Block specifically addresses the sociological perspective of education with special reference to understanding society and its inter-dependence on education, contribution of education to the socialization of the child, interface between the school and community and addressing different issues in education.

The first Unit (Unit-9) of this Block, **'Education and Society'** provides an understanding about the inter-relationships between education and society and it discusses education as a process for social, human and cultural development. Further, the Unit elaborates the concept of the role of education for social change and mobility, as society is ever changing and dynamic in nature. Being education as a sub-system of the society, the Unit describes school as a social organization.

The second Unit (Unit-10) of this Block, **'Education and Socialization'**, discusses the role of education to socialize the child as education is considered as a process of socialization. Further, the Unit analyzes the role of different agencies of education such as family, school, community, media and peer-group in the socialization of the children.

The third Unit (Unit-11) of this Block, **'Issues and Concerns in Education'** explains the educational issues such as access, enrolment, retention, quality, equality and equity in education and elaborates on the intervening strategies for achieving these educational issues. The Unit also illustrates the needs of diverse groups in education such as weaker sections and disadvantaged groups of the society and implement on various strategies to address their needs through various educational programmes and schemes.

The fourth Unit (Unit-12) of this Block, **'Interface between School and Community'** explains the inter-relationships between school and community and their roles in their mental development. The interface between the school and community is just like two sides of the same coin. One's development depends upon the others. School never functions well without the involvement and support of the community and on the other hand, development of the community depends upon the intervention of education and school. The Unit further analyzes the provisions of Right to Education Act, 2009 with special reference to establishment of School Management Committee (SMC) for the development of the school.

UNIT 9   EDUCATION AND SOCIETY

Structure

9.1   INTRODUCTION

Education and society are closely connected to each other. In the previous units of this course, you have studied how community and school are inter-dependent upon each other. The betterment of community depends upon the educational standard(s) of that community and accordingly for running the school smoothly, society and community should actively contribute in the process of education. The same has also been addressed in the Right to Education Act, 2009; it is important for bringing school and community together by forming a School Management Committee in every school. It is therefore, education and society are invariably associated with each other. That's why, Education is also called as a sub-system of the society.

This Unit will make you understand about education as a sub-system of society and education as a process of human and social development. It also clarifies the inter-relationships of education with the development of society in terms of human, cultural, economic and social aspects. This unit will also acquaint you with the role of education in bringing about social change and social mobility. The concept of the school as a social organization has also been discussed in this Unit. Thus, this Unit provides a background to teachers to guide their social role with efficiency and diligence.

9.2   OBJECTIVES

After going through this Unit, you should be able to:

* explain the concept education and how it is as a sub-system of the society;

* discuss education as a process of social, human and cultural development;

* understand various factors of social change;

* explain the role of education for social change and social mobility;

* differentiate the concept of acculturation and enculturation; and

* describe school as a social organization.

9.3   EDUCATION AS A SUB-SYSTEM OF THE SOCIETY

In the context of education, 'social system' refers to the internal association and process of education analysed as a rational unit which is distinguishable from other aspects of society. The members of different sections of society cannot be separated from its social setting because they bear with them the symbols and orientations of education. Children learn certain culture from them. They learn patterns of speech, behaviour and orientations of life from their family and neighbourhood. Social background and peer relationships are equally important as it familiarizes a child to enter into a certain patterns of relationship, or to have certain responses to the school and social background.

9.3.1   Education as a Sub-system

Education is a process which helps in the achievement of determined living for every person in society. Educational arrangement acquires intricacy through a process of social change. Education in this respect is a process which helps the members of the society to adapt to the constantly changing aspects of society. Education may be viewed as a self-contained social system with a distinctive organization and unique patterns. Education is an important subsystem of social system. It has a well-defined structure and sets of roles and it affects other social systems. According to Clark, "Education system has a definite bearing on the society which possesses it. The economy, political organization, social stratification, culture, kinship and social integration of any society are closely linked with education." Thus, education is an agent for transference and progression of knowledge as well as socialization of individuals. It is a social sub-system and is accountable for bringing about positive changes in other social system.

The education system is composed of many distinct sub-system or parts, each with their own goals. Together, these parts make up a functioning whole. Each part is directly or indirectly dependent on the other for smooth functioning. Willard Waller gives five reasons for education to be regarded as social system:-

• In education, different personnel are work, who contributes towards achieving educational goals.

• Education has a social structure as the result of social interaction within the school.

• It has bound by strong social relationship.

• It is bound by a feeling of belonging.

• It possesses its own culture, tradition, and way of doing things.

• Education helps in transmitting folkways, more institutional patterns in social organization.

(Source: DDCE, Utkal University, http://ddceutkal.ac.in/Syllabus/ MA_Education/Paper-2.pdf)

9.3.2 Characteristics of Education as a Sub-System

The following are the characteristics of education as a sub-system:

• Education is a powerful and strong agency towards building social individualism.

• Education system emerges as a result of the operations and dynamics of different institutions of the society.

• Education system through its experiences strengthens the discipline of education and gives new directions towards the solution of issues and problems.

• Educational institutions such as schools and colleges provide opportunities to cater to the needs of man to pass on the desirable characteristics of his culture in the form of values, norms, etc.

• It also helps to mould the society in the desired direction.

• It develops respect for social norms as well as values, knowledge and understanding in an individual for making him/her responsible and effective member of the society.

• It studies the interaction system which emerges from the structure and functioning of human groups, and also helps the child to understand these interaction parameters.

Check Your Progress 9.1

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

1. Write any two reasons why education is considered as a social system.

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2. Write any two characteristics of education as a sub-system.

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9.4 EDUCATION AS A PROCESS OF DEVELOPMENT

The innate behaviour of a person is assumed to be just like an animal. Education is used to alter and mould his behaviour. Man secures his experience with help of education and hands them over to the next generation. On the basis of this knowledge, the next generation goes further and adds to it its own experiences and thoughts. Thus, the social civilization and culture develop. It is not possible without education. It is clear that education is a process of advancement. Education causes continuous change in the development of different habits and thinking of a person and also in the construction of means and aids to make their life pleasant. The other name of this change is development. It is clear from this argument that education is the core agency that enables processes of the development of people.

According to John Dewey "Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his potentialities." (Quoted from Saxena and Dutt, 2009).

In the words of T. Raymont, "Education is the process of development in which consists the passage of human being from infancy to maturity, the process by which he adapts himself gradually in various ways to his physical, social and spiritual environment." (Quoted from Saxena and Dutt, 2009).

9.4.1 Education as a Process of Social Development

Man is a social being. Today when we talk about social development in the context of education, it includes all such things as training the children in language, living manner, customs and conduct of society. It enables them to adjust in the society, and to make them sensitive to the good and evils of the society as well as to develop the qualities of leadership in them in order to eradicate social evils by bringing qualities in it. Love, sympathy and cooperation have significance in developing inter-relations within the society and for social change. So it is necessary to bring about relative development of these qualities in the children and this is included in the extent of social development. For the development of all this, we make use of group methods of working in schools. The children learn the language and code of conduct of the society in the school and adjust with the society and execute different task with love, sympathy and cooperation. They lead their specific groups and it brings about their social development in its true sense.

9.4.2 Education as a Process of Human Development

It is believed that a human is born with animal tendencies. It is education that makes the human species a social animal. The values, societal norms, social desirable practices, togetherness in living, cooperation, etc. they learn from the

family members as well as from the society. During the early days of child's life, family plays an important role to nurture the child and to develop good habits among them. When the child gets grown up, he/she comes to the contact with the community and society and gets new experience about social living and feels he/she is a part of the society. The sense of cooperation and social living though starts from the family; it gets closer when he/she comes in contact with the social and community members. At the early years of life, though this process is not the part of schooling but this can be considered as part of education in different nature. In the course of time, the child enters in the school and formal education starts. They learn languages to communicate with peers, learn subjects as prescribed and develop many life skills for better adjustment in the society. Education also promotes the child to become an efficient citizen of the society and to undertake social responsibilities. It also develops the individual as a professional to practice like an artisan, craft person, musician, painter, doctor, engineer, teacher, lawyer, bureaucrats, business person, self-employed, etc. It is therefore, education is called a tool and by using education all types of social and human development are possible.

9.4.3 Education as a Process of Cultural Development

Culture of one's society also plays a very crucial role in the development of the society. Education and culture are deeply rooted and connected. Education helps a child to understand one's cultural heritage and to practice it. It equally helps in preservation, development and transmission of the culture. When we educate a child, we put many examples of our cultural heritage; that may be a dance form, art form, language practices, craft culture, customs, costumes and food, etc. This provides ample opportunities to follow and learn. Child learns many things from the cultural practices of the society. Education helps to preserve the cultural traditions in a systematic way like the oral traditions can be systematically recorded and preserved in a written and audio-video form for easily transmitting to other societies and places. By organizing social and cultural events, cultural transmission can also be possible. For the above cultural development, we use education as a tool to realize our objectives. It is therefore, education can be said as a process of cultural development.

Check Your Progress 9.2

Note: a) Write your answer in the space given below.

   b) Compare your answers with the ones that are given at the end of the Unit.

3. Explain briefly how education is a social process.

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4. Write the role of education in cultural development.

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9.5   SOCIAL CHANGE AND ITS CONCEPT

The world is dynamic in nature. Hence, change is the eternal law of nature and the law of life. Whenever there is a change, there is life. Thus, there is a close relationship between natural life and change. The term social change is used to indicate the change that takes place in human interactions and interrelations. 'Education' is one of the intervening variables in the phenomenon of social change. 'Durkheim' conceives education as "the socialization of the younger generation".

According to James Walton, education consists in "an attempt on the part of the adult members of human society to shape the development of the coming generation with its own ideals of life." As Samuel Koenig has pointed out, it is a "process whereby the social heritage of a group is passed on from one generation to another".

Any alteration, modification or difference in any situation is called change. Social change means a change in the system of social relationships. Social relationship is considered in terms of social processes, social interaction, and social organizations. It alters in the structure and functions of the society.

9.5.1   Definitions of Social Change

The answer to what social change actually means is perhaps the most difficult one within the scientific study of change. What is to be considered social change? The query regarding what 'kind' and what 'degree' of change is not well taken. Sociologists of different places and times have defined the term 'social change' differently.

"Social change is a term used to describe variations in, or modifications of any aspect of social processes, social patterns, social interaction or social organization"- Jones

"By social change, I understand a change in social structure, e.g., the size of the society, the composition or the balance of its parts or the type of its organization". -Morris Ginsberg

"Social changes are variations from the accepted modes of life; whether due to alternation in geographical conditions, in cultural equipment, composition of the population or ideologies and brought about by diffusion or inventions within the group". - Gillin and Gillin

"By Social change is meant only such alternations as occur in social organization – that is, the structure and functions of society". - Kingsley Davis

"Social change refers to a process responsive to many types of changes; to changes the man in made condition of life; to changes in the attitudes and beliefs of men, and to the changes that go beyond the human control to the biological and the physical nature of things". - Maclver and Page

From the above definitions, we may conclude that social change refers to the modifications which take place in the life patterns of people. In other words, it means variations of any aspects of social process, social patterns, social interactions or social organization. It is a change in the institutional and normative structure of society. Social change signifies social growth, social development, social evolution, social progress, social revolution, social reform etc. Therefore, we may define it

thus, "Social change is process of any variation whether describe or not in the existing social structure, social behaviour and cultural values occurring as a consequence of the explosion of scientific and technical knowledge followed by new inventions and discoveries".

9.5.2 Nature of Social Change

The nature of social change is as follows:

- **Social Change is Universal:** Social change is a universal phenomenon and it occurs in all societies. No society can escape from social change. The speed and extent of change may differ from society to society.

- **Social Change is Continuous:** It is true that social change is a continuous process. Society goes with endless changes that cannot be stopped. At every moment, there are certain changes in our society. It is never a static phenomenon, but, it is ever dynamic, changeable and elastic. Old rules of the society get developed with new concepts and practices.

- **Social Change Occurs as an Essential Law:** Change is the law of nature. Social change is also natural. Change is an unavoidable and unchangeable law of nature. By nature, we desire change. Our needs keep on changing to satisfy our desire for change and to satisfy these needs, social change becomes a necessity.

- **Social Change is related to Time:** Social change is temporal. The nature and speed of social change is affected by and related to time because society exists only as a time sequences. We know its meaning fully only by understanding it through time factors.

- **Prediction of Social Change is Very Difficult:** It is impossible to make out any prediction on the exact forms of social change. Modernization, industrialization and urbanization have brought about a series of interrelated changes in our family, society and marriage system. But we cannot predict the exact forms which social relationships will assume in future. Similarly, what shall be our ideas, attitudes and value in future, it is not predictable.

- **Social Change is not uniform:** The speed of social change is not uniform. In most societies social change occurs slowly while it takes place in some other societies rapidly. We can such social change occurring in urban areas faster than in rural areas, but, as it has discussed earlier in this section, social change is a continuous process and it is an ever dynamic and pragmatic process.

9.5.3 Factors Affecting Social Change

Social change is a complex and multi-faceted concept. There are both endogenous (internal to the society concerned) and exogenous (external to the society) factors affecting social change. The following are the main factors contributing and influencing social change:

- **Psychological Factors:** Psychological factors are important factor in social change. Human by nature is a lover of change. Human being is always trying to find out new things in every sphere of their life and is always anxious for new experiences. As a result of this nature and habit the most traditions,

customs, etc. of every human society undergoes with certain perpetual changes.

- **Values and Beliefs:** The role of values in social change has been clearly brought out in Max Webber's (2003) book the 'Protestant Ethics and The Spirit of Capitalism'. Webber proposed that in some historical situations, doctrines or ideas may independently affect the direction of social change. He tried to show that the rise of modern capitalism was mainly rooted in religious values as contained in Asiatic Protestantism. The beliefs and values of the society affect change in the society in different ways and many a time it makes the societal changes slower.

- **Ideological Factors:** Social change occurs in the society because of ideas and ideological factors. Political, social and religious ideologies can bring changes in social structure and relationships. Social change is also influenced by the doctrines of Buddhism, Christianity, Islam, Hinduism, Jainism, Sikhism and other doctrines.

- **Culture:** Culture not only influences our social relationships but also influences the direction and character of technological changes. Every society practices its culture. The customs and traditions, beliefs and values, norms and standard of individual and group living influences towards the social change. As change is not a matter of overnight journey, it is therefore, the ever practicing cultural norms and standards influences towards the change in the society.

- **War:** War is also a cause of social change because it affects the population, the economic status and ratio of gender, living standards, etc. Many wars in the history results in bringing changes in the society.

- **New opinions and thoughts:** Another factor of social change is the appearance of new opinions and thoughts. Contribution of social reformers, sociologists, educationists, statesman, technologists, innovators in the field of science and technology, etc. at different times over the globe have proved themselves as instrumental to bring social changes.

- **Acceptance by high status individuals:** Any change would become more easily accepted in the society if the persons who are in top position would accept the change.

- **Demographic factor:** Population plays an important role for social change. Due to increase or decrease in population the possibility of social change is also affected. Because of these factors, structural change in society of the country is taking place at a rapid speed. Any change in the population has an immediate effect upon economic, institutions and associations. The ratio of male and female in a society affects marriage, family and the condition of women in a society.

- **Education:** There is no doubt that all of the above are the main components of social change. But, Education always plays a very crucial role for bringing social changes. Sociologist said that all the changes that take place in the society are performed by education; it may be in terms of development in science and technology, art and music, values and ethics, language and literature, etc. It is clear that education is the main factor of social change. In the next section, we will discuss details about education and social change.

9.5.4 Education and Social Change

We cannot imagine social change without education and in the same manner education is not even possible without society. Thus, there is mutually very close relationship between education and social change. They are regarded as the two sides of the same coin which cannot be separated each other. Education is a powerful tool of social change. It is through education that the society can bring desirable changes and modernize itself. Education can transform society by providing opportunities and experiences through which the individual can cultivate self for adjustment with the emerging needs in the changing society. A sound social progress needs careful planning in every aspect of life, may it be, social, cultural, economic and political. Education must be planned in a manner which is in keeping with the needs and aspirations of the society and people as a whole.

9.5.5 Role of the Teacher in Social Change

Teacher is the central figure in any formal educational system. A teacher has to play an important role in bringing about social change. Teacher is regarded as an effective agent of social change. This has been observed in our society that the teachers in different times proved themselves as social reformers and they have engaged themselves in bringing constructive changes in the society. Any social change without teacher is a mere imagination. The teacher should know well the requirement of the society and the nature and direction of social change. The present democratic society expects that the teachers should really act as an agent of social change.

The following are the role of the teacher in bringing about change in Indian society:

- Teacher is considered as an agent of social change as the teacher educates the whole nation and education is the tool of social change. So, indirectly, teacher engages him/herself for the cause of social change.

- Teacher acts as a role model for every type of change and modernity. Constructive changes enter in the society through the teacher.

- Teacher is considered as a person of good ideas, think tank and also a master of implementing the ideas. It is evident that changes come through new ideas and it starts from the teachers in the education set up.

- In all the times, the changes that have been emerged are due to the involvement of the teachers. It is therefore, teachers are considered as the path shower of the society.

- Teachers are the powerful elements in the society who has fought against all the social evils, ill practices, conservatism, and have removed the social obstacles.

- Teacher provides training to society and also directs the society towards a proper way for the betterment of the common individuals of the society.

- Teacher makes the society and its members self-sufficient and self-reliant.

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Check Your Progress 9.3

Note: a) Write your answer in the space given below.

   b) Compare your answers with the ones that are given at the end of
       the Unit.

5. Define social change.

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6. Write the role of a teacher in social change.

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9.6 EDUCATION AND SOCIAL MOBILITY

Social mobility is the indicator of social change and social progress. It is the movement of an individual or a group in a social structure. It means the transformation in the social status, which may be upward or downward according to his/her duties and efforts. It may be taken as a movement from one social status to another. It must be kept in mind that the material changes or physical movement of an individual or group or sections of population are migration and not the social mobility. Social mobility is promotion or demotion from the lower to higher class or vice versa. Social mobility is a normal characteristic in our social life. When some change takes place in the structure of society, the pattern of social relationship also gets changed. We call that the society is mobilized and the process of social mobility has started.

9.6.1 Definitions of Social Mobility

According to P.A. Sorokin "Social mobility means any transition of an individual from one position to another in a constellation of social group and strata".

In the words of William Cecil Headrick "Social mobility is the movement of persons from one social group to another social group."

Wallace and Wallace define social mobility as "Social mobility is the movement of a person or persons from one social status to another."

In the modern society, we may define social mobility as 'the upward or downward movement of the person from existing social position to another either in profession, occupation, leadership or responsibilities due to his/her efforts or any other criteria.

9.6.2 Types of Social Mobility

Sorokin has classified social mobility into two categories in accordance with the direction of movement of the persons in the society.

Horizontal Social Mobility: Horizontal social mobility or shifting is meant for transition of a person or social object from one social group to another social group on the same level. In horizontal social mobility the position of an individual may change but his status remains the same. In other words his salary, grade, prestige and other privileges remains the same. If a person who has been working as a social worker in an organization becomes a foreman of the same organization in the same grade it shall be termed as horizontal social mobility.

Vertical Social Mobility: When an individual changes from one social status to another is known as vertical social mobility. If an individual attains high education and becomes prosperous, it is known as vertical social mobility. In the words of Sorokin, "By vertical social mobility we mean the relations involved in a transition of an individual or a social body from one social stratum to another." He discussed two types of vertical social mobility:

Ascending Mobility: In ascending mobility a person goes up. If an individual becomes wealthy, all of sudden it is known as ascending social mobility. He moves from lower to higher position. Promotion of a primary school teacher to a post graduate teacher and promotion of a clerk to an officer are examples of ascending mobility.

Descending Mobility: In descending mobility an individual goes down from higher position and status to lower ones. If an individual becomes poor after having been wealthy for several years it is known as descending mobility or social sinking.

Activity 1

As per the discussion made in the Section of Type of Social Mobility, put few examples of your own on the following:

1. Horizontal Mobility

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2. Vertical Mobility

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3. Ascending Mobility

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4. Descending Mobility

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9.6.2 Dimensions of Social Mobility

According to Lipset and Zitterberg (1959) the following are the areas of social mobility:

▪ **Occupational ranking:** Occupation is a common ground of social mobility. It may be noted that occupations, which have similar social and economic foundations, are called an occupational class. It is a matter of experience that each occupational class has its distinct social prestige and status. Not only this, there is a huge difference in the ideals, values, feelings and habits of persons engaged in different occupations.

▪ **Social class:** It is comparatively easier for an individual to shift from one occupation to another, but it is very difficult for anyone to shift from one social class to another. In this connection, it is note that people of privileged sections of society do not associate with person of lower social status.

▪ **Consumption ranking:** Economic condition is ascertained according to expenditure whereas business status is ranked according to income. As expenditure is directly related to styles and standard of living, hence people having the same or similar living styles and habits of life are known as same consumer's group of society. It is generally observed that life of persons of the same occupation have different modes of social life. Social status or social prestige is determined not only by income but also by expenditure and standard of living.

▪ **Power ranking:** Role relationship of people with reference to society determines their power ranking. Thus, Persons of the same power impact form a power group. These power groups are independent. Even an underprivileged labour leader can achieve greater political power and influence.

9.6.4 Role of Education in Social Mobility

Education plays the most important role in promoting social mobility. An educated person gets recognition, position, and prestige all over the society. Education tries to develop ability and capacity in person to gain higher status, positions or prestige and promotes effective social mobility. It is an objective of education to develop within an individual such motivation as make him to work hard for the enhancement of his/her social position. A strongly motivated individual will be willing to sacrifice his/her immediate comforts and pleasure for a better future. A poor student may work hard to get higher education in order to have upward social mobility.

9.6.5 Merits of Social Mobility

The following are the merits of Social mobility:

• It helps the person to achieve full and wholesome development.

• It increases income and standard of living of individual.

- It raises the social rank and prestige of the individual.

- It leads to social and economic development.

- It promotes national solidarity in the face of danger.

- It develops social efficiency and social progress.

- It helps to achieve higher position for worthy person.

- It drives the person to do their best to achieve higher social status and prestige in the society.

Check Your Progress 9.4

Note: a) Write your answer in the space given below.

        b) Compare your answers with the ones that are given at the end of the Unit.

7. Explain the concept of Social Mobility.

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8. What do you understand by consumption ranking in Social Mobility?

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9.7   ACCULTURATION AND ENCULTURATION

Acculturation and enculturation are the terms used in sociology and social anthropology, to explain different processes of absorption of cultural traits by the people. Both processes help in explaining socialization on individuals in a society. Enculturation helps a person living in a society, imbibe and immerse social values of the culture that surrounds him. There is another term acculturation that is sometimes used for this very process and confuses many.

Meaning of Acculturation

Acculturation can be identified as the second socialization process of a person. This happens when two or more cultures meet up together and there is a possibility for cultural interchange. When two cultures mix together, there can be exchanges in beliefs, customs, traditions, clothing styles, types of food, etc. This change could be visible and influenced to both cultures. At the time of colonialism, the dominated cultures mostly adopted the cultural traits of the dominant culture. There, acculturation was visible in many cultural aspects. In addition, group acculturation can occur when a whole group adopts the traditions, customs and change the social institutions. In individual acculturation, not only material aspects but also a big psychological change is also involved. He would change the daily activities, clothing patterns, beliefs and so many other things.

The refugees and immigrants also go through the acculturation process in adjusting to a new place. Acculturation, however, is a necessary and universal phenomenon.

Enculturation

When an individual is born into the world, he needs to learn how to survive in the society around him. This acquisition of social values and norms is known as the process of socialization. Thus, enculturation is a similar word for socialization. Culture includes social values, norms, arts, beliefs, customs, traditions, food patterns, clothing styles and many more things that are needed in order to survive in that particular society. A person should conform to these patterns and values to be accepted by others; otherwise, they would be considered to be deviants by the rest of the society. Relatives, guardian, peers, colleagues and other social members help one to acquire the necessary social skills; throughout our lifetime we learn several cultural traits and try to adhere to those. Thus, enculturation teaches an individual of his position, roles, expectations and behaviours of the particular culture in which he lives in.

Difference between Enculturation and Acculturation

- Both enculturation and acculturation are processes of socialization taking place in a society.

- Whereas enculturation is a process that helps a person to imbibe social values, norms, customs etc. of the culture he lives in, acculturation is a two way change process that takes placed when there is a meeting of two cultures.

- In acculturation there are changes felt in both cultures though mostly it is the minority culture that gets changed by way of changed language, clothing, customs and practices.

- Enculturation helps a person to survive and better fit into the culture he finds himself surrounded.

- No difference between the two terms is accepted in some countries where acculturation is considered as same as enculturation.

Check Your Progress 9.5

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

9. Define enculturation.

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10. What is acculturation?

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9.8   SCHOOL AS A SOCIAL ORGANIZATION

In Unit-3 of this Course, you have studied School as an Agency of Education. In which you have studied that the school is a miniature of the society and can also be said that it is a sub-system of a society. It is a place where the real life activities of child are simplified and purified. So that children should get initiated to the social life. Therefore we can say that school is a part of social life and it should cultivate gradually out of the home life.

This is also rightly said about school as a social organization. It is a social organization as there is enough scope of peer and group interactions, activities, dealings, discourses, etc. A child when enters in the school, he/she finds a complete new environment in comparison to his/her family. There he/she learns to participate with others and express him/herself according to the situations. They get complete guidance and grooming to be a responsible citizen of the country. All the social norms, practices in the society are also being practiced in the school. It is a social organization in terms of cooperative living, learning from each other, scope to express, and also living together. Like a society, schools also have certain norms and standards, rules and regulations, customs and traditions, hierarchy of members such as students of senior and junior classes, etc. A definite purpose is also fixed in the schools, so that the teachers as well as the students work together to achieve the goal.

9.9   LET US SUM UP

Every society has its own sub-systems which together help a society to fulfill its commitments and obligations towards its citizens. School is a major sub-system of every society. It reflects the ideals and processes to further refine its understanding and processes. This unit has tried to explain how schools function as a sub-system of the society of which they are part and also develop their own process.

Social Change and mobility is a dynamic process. Changes take place continuously coping with the changing need of the societies. It is therefore, changes occurs in the society in different areas like changes in science and technologies, communications, living standards and inter personal relationships, economic standard of the person, etc. Social mobility takes place horizontal and vertical and it is also ascending and descending. All these aspects are discussed in this Unit with illustrations.

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9.11   ANSWERS TO CHECK YOUR PROGRESS

1. In education different personnel work, who contributes towards achieving educational goals; and education has a social structure as a result of social interaction takes place within the school.

2. Education is a powerful and strong agent towards building social individualism and education system emerges as a result of the working and dynamics of different institutions of the society.

3. In an education system, all the rules of the society are being practiced. Like a society, in education also learning takes place in peers and group interactions. It is therefore, education is also called as a social process.

4. Education brings changes in the culture. It also preserves, develops and transmits the culture of the society.

5. Social change is a term used to describe variations in, or modifications of any aspect of social processes, social patterns, social interaction or social organization.

6. Self-exercise.

7. Social mobility means any transition of an individual from one position to another in a constellation of social group and strata.

8. Social status or social prestige is determined not merely by income but also by expenditure and styles of living. It denotes consumption ranking in social mobility.

9. Enculturation is a process that helps a person to imbibe social values, norms, customs, etc. of the culture he lives in.

10. Acculturation is a process of socialization that takes place whenever there is a meeting of two different cultures. These changes take place can be seen both at cultural as well as psychological levels.

UNIT 10 EDUCATION AND SOCIALIZATION

Structure

10.1   INTRODUCTION

In the previous Unit, you have read about how 'education' facilitates social development in the children. Hence, education is the core component that brings social change in the society. You have also understood that children in society differ from each other in terms of gender, family, social environment, class, caste and racial backgrounds. They are exposed to different child rearing practices that are known to have a permanent influence on their personality and cognitive abilities. Due to such practices adopted by family members and social environment, the children become socialized. In this Unit, we seek to understand the manner in which socialization of children takes place. The unit will focus on the role of different agencies like Family, School, Community, Peers and Media on socialization of children. In addition to this, the unit will throw light on various other factors influencing socialization of children.

10.2   OBJECTIVES

After going through this Unit, you should be able to:

●   comprehend the meaning and process of socialization;

●   list down different agencies of socialization;

●   analyze the role of family, school, community, media and peer group in socialization of the children; and

●   identify various other factors influencing socialization of the children.

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10.3 EDUCATION AS A PROCESS OF SOCIALIZATION

You are aware that society is nothing but a set of institutions. All social institutions define the pattern of relationships and behaviour expected of the persons who belong to them. The principal social institutions are concerned with regulation of economic, political, familial, educational and religious aspects of human life.

Specifically, the institution of education is involved in preparing people to fit into the complex social structure through the process of socialization. It helps the child to grow up for the future roles of adult life. Children have to learn and understand the roles to be as fathers or mothers, teachers or civil servants, shopkeepers or priests. They have to learn to be members of more than one institutional group also. Therefore, the child needs to prepare him or her to take multiple roles through the process of socialization in general and education in particular. Education in this context may be informal education received in the family or form the peer groups or formal education received in the school.

The society establishes schools for the provision of education for its members. Child learns manners, habits, friendship, patterns of behaviour and other social processes in the society. We use language which has got significant importance in the society. Accordingly, the children have to learn all these social processes, and then s/he would achieve proper development of his/her personality. In simple words, we can say that "socialization refers to the process by which persons acquire the knowledge, skills and dispositions that make them able members of the society". Socialization is the process by which the new generation learns the knowledge, attitudes and values that they will need to become as productive citizens in the society. It is the process by which an individual becomes a recognized and valued member through his/her interaction with the social environment.

Socialization cannot take place in vacuum. Individuals, groups and institutions create the social context for socialization to take place. It is through these agencies that we learn and incorporate the values and norms of our culture. They also account for our positions in the social structure with respect to class, race and gender. The habits, skills, beliefs and standard of judgment that we learn in the socialization process enable us to become functional members of a society.

At the time of birth, the human child knows nothing about what we call society or social behaviour. As the child grows up, s/he keeps learning not just about the physical world, but about what it means to be a good or bad person in the society. Socialization can be defined as the process whereby the child gradually becomes a self-aware, knowledgeable person; skilled in the ways of the culture into which s/he is born. Indeed without socialization, an individual would not act like a human being. While socialization has an important impact on individuals, it is not a kind of cultural programming, in which the child absorbs passively the influences with which he or she comes into contact.

Education, both formal and informal, plays a large role in the socialization of the children. Accordingly, various theories regarding its nature and objective have come into being. Let us now examine some of the significant functions of education.

● **To complete the socialization process:** The main social objective of education is to complete the socialization process. The school and other

institutions have come into being in place of family to complete the socialization process. Now, the people feel that it is, "the school's business to train the whole child even to the extent of teaching him/her honesty, fair play, consideration for others and a sense of right and wrong". The school devotes much of its time and energy to the matters such as cooperation, good citizenship, doing one's duty and upholding the law, patriotic sentiments are instilled directly through textbooks and indirectly through celebration of programs. The nation's past is glorified, its legendary heroes respected and its military ventures justified.

● **Formation of social personality:** Individual must have personalities shaped or fashioned in the ways that fit into the culture. Education everywhere has the function of the formation of social personalities. Education helps in transmitting culture through proper molding of social personalities.

● **Education for occupational placement:** Education should help the adolescents for earning their livelihood. Education must prepare the students for future occupational positions. The youth should be enabled to play a productive role in the society.

● **To transmit the cultural heritage:** Transmitting cultural heritage is also one of the important functions of education. Culture here refers to a set of belief and skills, art, literature, philosophy, religion, music etc. that are not carried through the mechanism of heredity, these must be learned. This social heritage (culture) must be transmitted through social organizations. Education has this function of culture transmission in all societies.

● **Reformation of attitudes:** Education aims at construction of positive attitudes among the children. For various reasons, the child may have absorbed a host of attitude, beliefs and disbeliefs, loyalties and prejudices, jealousy and hatred, etc. which need to be reformed. It is the function of education to see that unfounded beliefs, prejudices and unreasoned loyalties are removed from the child's mind. Though the school has its own limitations in this regard, it is expected to continue its efforts in reforming the attitudes of the child.

Activity 1

Socializing, has been discussed as one of the functions of education in the above section, now you mention the other educational functions that would you suggest for socializing the child.

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10.4 AGENCIES OF SOCIALIZATION

The child is socialized by several agencies and institutions in which she/he participates, viz. family, school, community, peer group, neighborhood and occupational group and by social class, caste, religion and region etc. The details about different agencies of socialization are as follows:

10.4.1 Family and Socialization

As a social institution, the family has to perform the function of socialization. The family teaches the accepted ways of behaviour within the group to the child. Through it, the children are grown and molded into the patterns of life of the society. The children learn the patterns of behaviour that are needed to lead a good life in the society. They learn their roles and the roles of others and thus their socialization takes place.

In the education of the child, the family plays the most important role. Child borns in a family and this is the first agency through which s/he gets education on sociability. The family is a primary social group. It is the first and the most important agency of socialization. Family is the basic unit of society. Child comes in contact with the mother, father, brothers, sisters, grandfather and grandmother etc. and the qualities like love, sympathy, cooperation, tolerance, consideration and so many other qualities are first learnt in the family. All these members transmit the family ideals to the child. The social and moral development of the child emerges during his/her early life in the family only. S/he becomes conversant with traditions, customs etc. from the family members. Living with family, the child gets the primary knowledge about set of desirable and undesirable behaviors.

Family plays a pivotal role in the socialization of the child. The details in this context are as follows:

- Parents have a regulating effect as well as their influence on the behaviour of their children. It has been found that delinquency in the children is often the result of rejection of the children by their parents. In some families, a typical situation exists such as, the parents reject the child but show too much affection to him. This state is described as that of overt acceptance and covert rejection. In such situation, the child's confidence is undermined; initiative and enterprise abilities are arrested with disapproval. The children withdraw themselves and their socialization become extremely difficult. On the other hand, a caring and loving attitude with appropriate discipline helps in positive behaviour and attitude development among the children.

- Education of the child can never takes place in a desirable manner till the cooperation of the family is forth coming. A child spends about one fourth of time in the school out of twenty four hours. The rest of the time of the day s/he spends with his/her family. Therefore, a great responsibility for his/her education lies upon the family besides any other agencies.

- First of all, the children express their interests and hatred in their family. If the family encourages good things and discourages bad, it hugely helps in positive growth of the interests among the children. But for this, it is necessary that the family environment remains peaceful and healthy.

The family transforms an infant into a mature member of human community and acts as the first medium for transmitting culture to the children. It is the family that provides affection, protection and socialization which are the basic sources for a child during the crucial years. It is also the time when he/she learns the basic behavioural patterns, habits, attitudes, customs and conventions while interacting with family members. The family instills in him/her desirable social attitudes and mould in a manner that suits the family status and reputation.

Functioning of the family has irreplaceable importance in the process of socialization of the individuals in the family orient the child to initial human behaviour patterns and initial interpersonal relationships. The process of socialization remains informal at this level. Some sociologists refer to family as a mini society that acts as a transmission belt between the individual and the society. You may have observed how child rearing practices differ from family to family. Each child is unique and is uniquely inducted to the culture of his family. But there is a common consensus that warm parent-child relationship contributes to positive development outcomes. A nurturing relationship, where parents are sensitive to the needs of their children and stimulate their curiosity, can contribute positive ways to socialize them. The child's upbringing by the family members contributes to developing respect for elders, tolerance, and adaptability.

The important position of the family education can never be denied because it is the first and lifelong for each person. Different children from different families bear sophisticated characteristics. For children, the families are the first socialized environments. Families help children to aware of what is right and what is wrong' and stimulate their mind with lots of encouragements and praise; for example when the children do right things such as greeting parents while they come home from work, giving feet and hands a clean wash, taking medicine when seek etc. On the other hand, if socialization in the family is done in the backdrop of mistrust, autocracy and conflicts, children growing up in such family would develop anti-social behaviour. However, it may be noted that many other factors like size of the family, socio-economic background, occupation of parents, over parenting, parental negligence, and parental pressure all can both positively and negatively influence socialization of the children. The child's behaviours that adults in the family encourage or discourage and the type of discipline that they impose upon also impact child's orientation to life.

Check Your Progress 10.1

Note: a) Write your answer in the space given below.

     b) Compare your answers with the ones that are given at the end of the Unit.

1. Name various agencies of socialization.

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2. What values children learn from family?

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10.4.2 School and Socialization

School is a very important agent of socialization. School is in a position to familiarize the children with social culture and inspire them to construct a new society after the evaluation of social customs. School is also a kind of society. Here social interaction continues among students and principal, as well teachers and principal. The child's socialization takes a turn when s/he goes to the school. Only through school education, students become familiar about social responsibilities as social being. School provides democratic climate which helps children to acquire democratic norms. Children learn how to live with democratic norms and how to behave with each other which help in his/her socialization. School encourages children to participate in various kinds of co-curricular activities. These activities help children to develop leadership among them. The school provides social environment before children by organizing community work, social service camps, social functions and annual functions, so that all the social norms and values namely; sympathy, co-operation, tolerance, social awareness can be developed among them.

In the schools, the teacher is an important socializing agent. The teacher can exert socializing influence on her/his pupils. This can be done by: (a) motivating the students to engage in intellectual activities, (b) providing students with feedback about behaviour and offering them suggestions about desirable ways of behaving, (c) presenting his/her own example to the students to follow so far as role prescriptions and role taking are concerned, and (d) giving knowledge of various positions in the society and preparing children for role-behaviour.

a. At the pre-primary school level, the great accent is put on developing good manners and etiquettes, etc. There is major emphasis on training the children to become less dependent on their parents and siblings. Children are trained to imbibe and practice equality by sharing of toys, play material, etc.

b. At elementary school level, efforts are made to become responsible citizens of the school community. Work habits are inculcated among students so that they are trained to cooperate with fellow students as well as to obey the teachers. All this provides experiences of relationship with the seniors as well as with equals.

c. At the higher secondary stage, the greatest emphasis is put on achievement both scholastic and co-scholastic abilities. Children develop various skills and aptitude which enable them to plan their future life. The peer group relationships and development of adaptive skills for emphasizing proper socialization process.

d. A particular class in the school provides innumerable opportunities to the children to move and mix with an egalitarian group. Here children get many chances to mix-up without any distinction of caste, colour or creed. However, the teacher needs to be cautious about unhealthy behavioral practices like untouchability.

In schools, children belonging to different families read together, interact in various patterns and imbibe various traditions of the society. Participation in educational and social functions of the school also inculcates social qualities, attitudes, habits and patterns of behaviour in children, which brings about their socialization. Thus, we can say that school is very significant agency which helps in bringing socialization

of children. The children without adequate schooling lack in terms of various attitudes, skills and behaviour needed to lead a good and healthy life.

10.4.3 Community and Socialization

In simple words, a community may be defined as a cluster of people living within a small area and sharing a common way of life to a considerable extent.

The community comprises a group of people living in the same territory under common laws who have a sense of fellow feeing among themselves. The community is structured with the following functions: production, consumption, socialization, social control, social participation, and mutual support. The community influences the process of socialization through available adult role models. Certain social and personal factors, such as the neighborhood setting and patterns of community interaction, influence socialization.

Community is an important informal and active agency of socialization. Just as the family and school have a great influence upon the child, much in the same way the community also modifies the behaviour of child through social contacts, group activities and group dynamics in such a way that the child begins to participate in all the desirable activities of the community of which s/he is an integral part. In fact, the child does not develop in the environment of his/her family alone; the environment of the community also moulds and modifies the behaviour of the child according to his / her ideas, ideals and goals. It is the miracle of community environment alone in which the child develops his/her language and standard of living. In brief, the community environment exerts its impressions upon the developing children in all perceptible and imperceptible ways. Since each community has its own culture, we find a great difference in the culture and behaviour patterns of children belonging to different communities. Every community has its various needs and problems. When the needs are met and the problems are solved, the standard of community rises higher. This progress goes on gradually and continually. On the contrary, a community which is unable to provide right type of education to its members remains stagnant with the result that its progress is blocked and stunted.

Community involvement influences children's socialization. The community is a socializing agent because it is the place where children learn the role expectations for adults as well as for themselves. Community is an important agency of socialization and education. It is child's laboratory, which provides him/her firsthand learning experiences of different kinds. The community with its various resources can enrich and supplement learning of social values and skills. Communities socialize the child through its various institutions. It provides concrete, seeable and tangible resources which are dynamic, interesting and meaningful for the children. Various social functions and community activities such as fairs, festivals, functions, and ceremonies, etc. provide ample opportunities to children to participate whole-heartedly in it and develop socially desirable qualities among themselves.

All these activities stimulate children to imbibe social ideas and a spirit of social service more and more with the result that they learn about the social customs, traditions and beliefs in a natural way. They offer the child an opportunity to participate in them and to acquire a firsthand knowledge of social life, social service and social sense. They also learn the socially desirable values namely sympathy, co-operation, tolerance, sacrifice and adjustment. Not only that, through contacts with the other members of the community, children also learn very deeply

that duties and rights, freedom and discipline are greatly essential for the natural and wholesome development of their personality that exerts a great influence of the social development of the children. Through socialization in the community, child understands that rights involve duties and freedom implies restraint. It remains no secret that every member of the community is responsible for its good name and welfare. In short, we can say that community develops civic virtues among children and inculcates spirit of service, sacrifice and cooperation among them.

Check Your Progress 10.2

Note: a) Write your answer in the space given below.

      b) Compare your answers with the ones that are given at the end of the Unit.

3. How teacher's role helps in socialization of the children?

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4. Community is laboratory for practicing social values. Comment.

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10.4.4 Media and Socialization

Today, the dynamics of rapid changes can be felt in every society and every institution. This necessitates the forging of new social forms and new methods of communication like mass media. The mass media is a vehicle for spreading information on a massive scale and reaching to a vast audience or a large number of people. The mass media comprises the print media such as books, newspapers, magazines, etc., and also non-print media such as radio, television, and movies as well social media. The goal is to reach out to the mass or large number of people without establishing any personal contact between senders and receivers. It spreads into all aspects of society, be it political, linguistic, cultural or spiritual. Mass media had become one of the most powerful forces that connect people to other people. Because of this, mass media can be considered as a significant agent of socialization.

In a developing country like ours, television and internet have become very important agencies of socialization. The influence of television on the young minds can be seen at present. Internet and smart phones are increasingly establishing commonness and connectedness among people all over the world. Now children are getting exposed to a world beyond their homes and community to the global community and are being socialized in such a way that they fit into a global world. Social networking sites such as Facebook, Twitter, Instagram, You Tube that open up a new world altogether and expose the child's mind into different cultures that s/he did not know and are introduced to a whole new world. Mass media helps children in forming own kind of beliefs and what realities they shall choose

to promote because the impact of media, both in content and in process, on all areas of society is undeniable. Every sector of life is touched and influenced by the power of mass media. Mass media attract children to certain social beliefs by persuasion and selectively appropriating their messages. Social media programs are helpful to make connections with one's family members, friends, classmates, clients or customers. It provides a platform for people to share their common interests, likes and dislikes and build social contacts. This is facilitated by multimedia and the new electronic communication technologies, such as email and other internet based services.

It is a fact that the role of mass media as agents of socialization has been both strengthened and changed by the modernization of the world. Technology had increased the spread of mass media's reach. People spend most of their time in touch with the world through the different forms of mass media. Sometimes, the time allotted to other agents of socialization is even sacrificed just to give time to the usage of mass media.

Media is one of the most significant agents of socialization that help people in their formation of beliefs and norms. The power of mass media had allowed it to penetrate the lives of more people and therefore influence how they act and think. Mass media had redefined our social role and the realities of our lives are also dependent on what we gain from the different forms of media. It is through mass media that we learn more about our world and what are its realities. It is also through mass media that we form our own opinions and stands. Social deviance is also a result of different agents of socialization because these deviances are formed by the beliefs of the people. Social deviance is also given more exposure by mass media because of the way deviance mainstream to popular culture.

10.4.5 Peer Group and Socialization

Another socializing agency for a child is the peer group. Peer groups are friendship groups of children of a similar age. The word 'peer' means 'equal'. Peer group is constituted by members who have some common characteristics such as age (same stage of development and maturity) or sex, etc. In some cultures, particularly small traditional societies, peer groups are formalized as age-grades. Even without formal age-grades, children over four or five usually spend a great deal of time in the company of friends of the same age. There is a greater amount of give and take as compared to the dependence inherent in the family situation. In peer groups, a different kind of interaction, within which rules of behaviour can be tested out and explored.

Peer relationships often remain important throughout a person's life. Informal groups of similar ages in various contexts are usually of enduring importance in shaping individuals' attitudes and behaviour. Peers may also have interests and social positions in common and hold close social proximity. For young adolescents, acceptance by peers is the most important aspect of socialization. Therefore, they exhibit willingness to conform to the peer group and foster loyalty. Peer group influence may be traced from the time a child is three or so when s/he begins to mingle with people outside the immediate family. From such an early age, children form meaningful relationships with their peers, who seem to exert influence on them. Since they mostly belong to the same age group, they tend to interact freely without inhibitions. This type of constant socialization with the peer group helps the children acquire very important lessons. By becoming part of a peer group,

children begin to break away from their parents' authority and learn to make friends and take decisions on their own. If you watch children at play, you may observe how they incorporate various strategies like negotiation, dominance, leadership, cooperation, compromise, etc. without any directions from elders. Peer socialization equips them with the ability to understand the nuances of group interaction and act accordingly.

Peer influence is such that some children begin to challenge the dominant power of parents and family. It overshadows the parental influence as time goes on especially in the adolescent stage. When children realize that the standards of their peer group are not similar to the standards upheld by family, they feel disillusioned. In rapidly changing societies, parents are often heard complaining that their children are becoming more and more rebellious. This is true because the child refuses to accept parental authority blindly.

In nutshell, we can say that peer group also helps in learning of social values, skills and formations of social beliefs and attitudes among children. Therefore, it can be considered as an important agent of socialization.

Check Your Progress 10.3

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

5. Social media has both positive and negative impact on socialization of children. How far do you agree to the statement? Give reason.

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6. Peer group can socialize the child in both positive & negative directions. Comment.

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10.5 OTHER FACTORS INFLUENCING SOCIALIZATION OF CHILDREN

Apart from these major socializing factors, there are many other factors that help in socialization of children. A brief explanation about such factors is given below:

Sports: Sports also help socialize the child. There is a natural display of social interaction in sports. It is in the sports that a spirit of healthy struggle and competition

is displayed. 'Defeat or victory should not create ill-will", this feeling is created by play. It facilitates natural development of feeling of cooperation among the players. There is no discrimination on the basis of caste and community in the sports and games.

Rear and Care of Child: Careful upbringing of the child is very helpful in the process of socialization. If family environment is not soothing for the child and s/he is not getting proper care and attention from his/her parents, s/he may develop anti-social tendencies. It happens when family is broken or there is tension between father and mother or child is an orphan from any side. Such children are vulnerable to social maladjustment.

Sympathy and Love: A drastic change can be brought in a child just by a word of sympathy and love. During infancy and early childhood, a child is fully dependent on his/her family and other relatives. If child is sympathetically and lovingly dealt by kith and kin, s/he will behave with others in the same manner.

Strict Supervision: For successful socialization, strict supervision by the family members is necessary. Child may commit many things wrong just in order to get pleasure of doing. Hence, if his activities are properly monitored, he will not be able to develop anti-social behaviour.

Cooperation: Cooperation given to the child creates 'we' feeling in him. He comes to know that any difficult task can be fulfilled very easily if cooperative and united efforts are there. In this way, child also extends hands of cooperation for other members of the society.

Advice: A child generally acts in accordance with the suggestions given by his/her well-wishers. If suggestions are given timely, s/he does not face the negative consequences of his/her actions. It will improve process of socialization and lead to a better socialization.

Religion: Religion has important contribution with regard to the socialization of child. As the child interacts with other children belonging to his/her own religion and the children having faith in other religions, s/he inculcates sympathy, cooperation, respect for the sentiments of others, fellow-feeling and attitude of adjustment leading to socialization in the true sense.

Social Category: The social category/caste of children tries to socialize them according to its specific ideals, attitude, customs, traditional and culture. This is the reason why the process of socialization of children belonging to different castes is different and apparently visible.

Neighourhood: Neighbourhood is like a wider and enlarged family. If the neighbourhood is wholesome, constructive and conducive; then, socialization of child will be in a positive direction. On the contrary, bad neighbourhood is likely to spoil the development and socialization of children.

In addition to these factors, physical factors in the community have impact on socialization. Such factors are: population density and characteristics, noise, arrangement and types of houses, and play settings. Economic factors in a community also play a central role in shaping the daily lives and socialization of the children.

Activity 2

How the following factors influence the socialization of the child?

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Religion

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Neighbourhood

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Social Category

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10.6   LET US SUM UP

After reading this Unit, you would have come to know about the meaning and process of socialization. Socialization is a big factor in shaping children to become who they are. Our social relations help us in forming our individuality and sense of self towards others. Socialization is the process whereby we learn and internalize the values, beliefs, and norms of our culture. The process of socialization is not an overnight development, but, it is a continuous process that starts from the birth of the child. For socializing the children, various agencies such as family, school, community, media and peer play a very vital role. When children come in contact with family members, they get socialized and develop positive attitude towards others, further, when they grow up, they get socialized themselves coming contact with peers, school, community members, media, etc. Therefore, all the above agencies help socialize the children in due course of time and enable them to develop desirable attitude and shape their personalities.

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10.8   ANSWERS TO CHECK YOUR PROGRESS

1.   Family, School, Community, Media, Peer Group, etc.

2.   Respect for elders, tolerance, adaptability, sensitivity towards others, etc.

3.   Teacher's role help in socializing the child in the following ways: motivating the students to engage in intellectual activities; providing students with feedback about behaviour and offering them suggestions about desirable ways of behaving; presenting his / her own example to the students to follow so far as role prescriptions and role taking are concerned; and giving knowledge of various positions in the society and preparing children for role-behaviour.

4.   Self-exercise.

5.   Self-exercise.

6.   Self-exercise.

UNIT 11 ISSUES AND CONCERNS IN EDUCATION

Structure

11.1 INTRODUCTION

Education is a prime determinant of progress and development of a nation. Realizing the importance of education for the development of the nation, it (education) has been included in the Concurrent list of Indian Constitution in the 42nd amendment of Indian Constitution in 1976. Starting from the independence of India to till now, the Government of India is in the process of implementing numerous plans, programmes and schemes on education including most comprehensive programmes on education like Samagra Shiksha and Rashtriya Uchchatar Shiksha Abhiyan for the overall progress and development of education in India. Though regulated efforts are being made at the level of both governments as well as non government (by involving Non-Governmental Organizations) levels including general public level for promotion of Indian education. But, till now we are not successful in achieving our educational targets satisfactorily because of a number of issues and problems in our education system. Referring to these contexts, in this Unit, we will discuss the issues and concerns in Indian education with specific reference to the access, enrolment, retention, quality, and equality and equity in education along with addressing the needs of diverse groups in education.

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11.2   OBJECTIVES

After going through this Unit, you should be able to:

● describe the issues of access, enrolment, retention, quality, equality and equity in education;

● explain the intervening strategies or measures for achieving access, enrolment, retention, quality, equality and equity in education;

● define the needs of diverse groups in education;

● illustrate the different ways for addressing the needs of diverse groups in education; and

● familiarize with selected programmes and schemes that are in operation for addressing the needs of weaker sections of society in education.

11.3   ACCESS AND ENROLMENT IN EDUCATION

Access and enrolment in education remain at the threshold or beginning point of any education system. Access in education basically refers to the provision of facilities and opportunities in education. Enrolment of students in education implies admission or registration of students in education. Access is a pre-condition for enrolment in education. Access for school education implies adequate provision of school facilities for children. This provision may be defined in terms of number of schools required for the children, infrastructure facilities in the schools, location of schools in a reasonable distance from the residence of the children, adequate teaching learning facilities in the schools and so on. After arranging the adequate number of schools and facilities in the schools, the next point is to see whether adequate numbers of children are admitted or not in the schools.

The 86th amendment of Indian Constitution (2002) provides right to education to all children in the age group of six to fourteen years as a fundamental right. The Right of Children to Free and Compulsory Education Act (2009) mentions that all children in the age group of six to fourteen years shall have the right to free and compulsory education till the completion of elementary education in a neighborhood school. Free and compulsory education always requires equal access in education for all children irrespective of differences in gender, caste, class, colour, race, culture, place of birth or residence, etc.

The flagship programmes like Samagra Shiksha (an overarching programme which subsumes the three schemes i.e. Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan and Teacher Education) and Rashtriya Uchchatar Shiksha Abhiyan including many other programmes of government are in operation in the country for promoting access, enrolment achievement, etc. in education at different levels of education extending from the level of basic education to the level of higher education.

There is need to increase access and enrolment in different levels of education. Appropriate provision for access and enrolment in education must be made for the students coming from disadvantaged sections with respect to their residence or location, gender, physical deformity, social and cultural background, etc. For example, a student with physical disability must be provided a barrier free institutional climate where he/she would not find much difficulty in his/her movement

and access to various school facilities. A girl child should not feel unprotected and should not be deprived from getting many benefits in an educational institution because of her gender. Many times we find students from rural areas or geographically disadvantaged/backward areas have less access to education. Their enrolment is also less. Hence, there is need to maintain parity and equity in access and enrolment in education for all categories of children.

Let us discuss some of the issues of access and enrolment in education, and strategies for enhancing its access and enrolment.

11.3.1 Issues of Access and Enrolment

A number of issues or barriers are found in the way of increasing access and enrolment in education. Here we will discuss some important issues of the access and enrolment:

Location of the institutions: Scattered settlement around educational institutions, uneven routes to educational institutions, too much distance of the residence of students from the educational institutions, etc. become the cause for decreasing enrolment of students in educational institutions.

Less number of institutions: If the supply of number of institutions providing education is less than the number of the institutions demanded for students then it hampers the overall enrolment of students. If adequate numbers of educational institutions are not established in geographically disadvantaged and remote areas, then the enrolment in education in those areas are hampered.

Poor facility in the institutions: Institutions having poor quality of classrooms, teaching learning materials, teaching learning processes, laboratories, teachers, playgrounds, sanitation, drinking water, etc. cannot attract large number of students to be enrolled in the institutions.

Poor condition of the family: In poor family, the children start to earn from their tender age to support economically to their family, and that is why they hardly attend educational institutions.

Costly education: Except elementary stage, in all other stages (i. e. secondary stage, higher secondary stage, etc.), education is a costly affair. Even elementary education in public schools is a costly affair. If education does not become affordable then it becomes out of reach of many students.

Pressure of domestic work: The children of some families like single parent family, family having old age parents, nuclear family, poor family, etc. remain busy in household works/domestic works or in earning money in many circumstances. They act as the helping hand for their family members, and therefore, they do not attend the educational institutions.

Illiteracy and lack of awareness of parents: Many parents do not value the education of their children because of their own illiteracy and lack of awareness towards education. Such parents engage their children in household activities, firms, business, etc. instead of sending them to educational institutions.

Social and cultural norms: Social and cultural norms relating to blind belief, superstition, etc. of family members affect negatively on education of the children of the family. For example, in many cultures, a boy is given preference over girl for getting education.

11.3.2 Strategies for Enhancing Access and Enrolment

In order to increase access and enrolment in education, many strategies may be adopted. Let us find some common strategies that are useful for increasing access and enrolment in educational institutions.

● Arranging proper transport and communication facilities to the educational institutions.

● Establishing the number of educational institutions according to requirement.

● Creating adequate facilities in educational institutions which include facilities of physical infrastructure (i.e. building, class, library, laboratory, furniture, etc.), teaching learning material, teaching learning process, students' evaluation and so on.

● Providing age appropriate admission facility for the out of school children.

● Establishing residential and/or mobile educational institutions wherever required.

● Providing awareness and counseling for the parents regarding the education of their children.

● Making education affordable for the students. Further, adequate funding must be given for education.

● Opening alternative modes to formal education like distance education, non-formal education, open education, etc. to meet the educational demands of those students who cannot enter into formal education.

● Making special provision in education for children of disadvantaged areas like rural areas, slum areas, mountain areas, jungles, etc.

Check Your Progress 11.1

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

1. What is access in education?

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2. Name the schemes that the programme Samagra Shiksha subsumes.

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3. How does poor facility in educational institutions affect access and enrolment in education?

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11.4 RETENTION IN EDUCATION

Retention of a student in education generally implies a condition or situation in which the student remains/participates in a level of education or a course of learning in which he/she is admitted till he/she completes the level of education or course of learning. If a child is admitted in elementary school and leaves the school before he/she completes his/her elementary education in the school, then he/she is treated as not retained till completion of his/her elementary education. Generally, retention rate is counted on the basis of a level of education or a course of learning. The efficiency of an education system is understood to many extents through the retention of its students in the system. Retention is strongly influenced by drop out in one end and promotion in another end. Let us understand the meaning of drop out and promotion given below:

Drop out: Drop out of a student in education implies to a situation in which the student leaves a level of study or course of learning before he/she completes the level of study or course of learning. Drop out is opposite of retention. Drop out or discontinuation in education is a kind of wastage in education.

Promotion: Promotion of a student in education refers to a context in which the student successfully completes a level of study or course of learning within a stipulated time. If a student takes more than the given/stipulated time to complete a particular level of study or course of learning, then it is called stagnation. Stagnation is almost synonymous to failure. Stagnation is a kind of detention or repetition in education. Stagnation or repetition adversely affects promotion.

Mere enrolment in education has no meaning unless there is retention. After enrolled in a particular level of education (for example, senior secondary level of education), a student must be retained in it and successfully complete it in order to have his/her senior secondary education fruitful or successful. High drop out in education system makes the system failure in many extents. Higher is the dropout rate in education system, greater is the wastage in the system.

Drop out is a serious concern in different levels of education in the country. In elementary level of education, though the country followed no-detention policy for long time, but, the dropout rate of students did not reduce satisfactorily in the elementary level of education. There has been a steady decline in dropout rates in primary education since 2009-10. Between 2009-10 and 2012-13, the annual average dropout rate in primary education declined from 9.1 percent to 4.7 percent. The dropout rate, though declining from year to year, still remains a major challenge (NUEPA, 2014, p-xviii). The dropout rate is very high in secondary stage of education in comparison to other stages of education.

Dropout in education poses a threat to the education of the country. It creates the alarming situation for education by lowering down the retention in education.

Retention in education is too less among the children of poorest families, socially disadvantaged families and families of rural and remote areas. Let us find below some important issues of retention and measures for enhancing retention in education.

11.4.1 Issues of Retention

Retention of students in education is reduced because of its large number of hindering factors. Some of such factors are described below:

Institutional facilities: Lack of proper facilities in terms of classrooms, playgrounds, toilets, water supply, hostels, etc. in the institutions decreases the retention of students in the institutions. Further, lack of quality education in institutions in terms of curriculum, pedagogy, teacher competency, etc. adversely affects the retention of students in the institutions.

Institutional environment: If the environment of the institutions is hostile, autocratic and affected by narrow politics, then the students feel disturbed in such environment and this reduces the retention rate of students in the institutions. Corporal punishment to the students decreases the rate of retention of students in the institutions.

Teacher shortage and absenteeism: Shortage of teachers and high absenteeism of teachers in institutions reduce the quality of teaching learning in the institutions. Less quality of teaching learning in institutions reduces the retention of students in the institutions.

Curriculum load: Many students, especially the students of first generation and students belonging to disadvantaged sections, cannot cope up or adjust with the curriculum of the institutions in many times. When the curriculum becomes unrealistic and over loaded for students, the students cannot adjust with it and drop themselves from the institutions.

Lack of parental interest and involvement: Some students discontinue their school education because of lack of parental interest and involvement towards their education. Retention of students in higher education also to a considerable extent is determined by the interest and involvement of their parents towards their education.

Financial constraints: Poor and needy parents may not send their children for getting education because of their financial problems. Even if they send their children for getting education, but, in many cases, they force their children to leave the education before completion of the education (with respect to a particular level of education or course of learning) because of their financial constraints.

11.4.2 Measures for Enhancing Retention

Some significant measures which can be taken for enhancing retention of students in education are given below:

● Providing quality education in terms of better institutional infrastructure and environment, curriculum, teaching learning process, evaluation system and so on.

● Appointing required number of competent and committed teachers and reducing teacher absenteeism.

- Regularly conducting parents and teacher meeting for better participation of students in education.

- Monitoring the attendance of students from time to time in institutions.

- Evaluating the performance of students continuously. Further, arranging the remedial classes for weaker students.

- Providing guidance and counseling services as well as mentoring services to students for motivating and retaining them in learning.

- Providing mid-day lunch (or mid-day meal) to students if possible.

- Making institutional climate learner friendly, secured and democratic.

- Providing multiple assistances to the deserving students in forms of study materials, text books, stipend, scholarship, dress, travelling incentive and many other incentives.

- Providing financial assistance to the poor parents through student support services in order to motivate them to send their children to institutions for education.

Check Your Progress 11.2

Note: a) Write your answer in the space given below.

   b) Compare your answers with the ones that are given at the end of the Unit.

4. What is promotion of a student in education?

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5. If a student takes more than the given/ stipulated time to complete a particular level of study or course of learning, then it is called-

   a) Retention

   b) Drop out

   c) Discontinuation

   d) Stagnation

6. What should be the nature of institutional climate for enhancing retention in education?

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11.5 QUALITY IN EDUCATION

The ultimate goal of any educational system is to achieve quality in the system. Before understanding quality in education, it is better to understand the meaning of quality at first. Quality is a multi-dimensional and relative concept. It has not any absolute or definite meaning. However, in many cases, it is defined as the degree of excellence of something or it denotes to the standard of a matter/material. In other words, it refers to 'how far the features and characteristics of something meet the demands of its stakeholders'. Quality is defined in terms of worth or value of something. It helps to judge good or bad features of something. An educational system is called more qualitative when it offers better education in terms of physical infrastructure, teaching learning process, learning outcome, etc.; and on the contrary, an educational system is called less qualitative when it offers poor standard of education in terms of physical infrastructure, teaching learning process, learning outcome, etc.

> *Quality is not merely a measure of efficiency; it also has a value dimension. The attempt to improve the quality of education will succeed only if it goes hand in hand with steps to promote equality and social justice (National Curriculum Framework, 2005, P-102).*

Quality of an educational institution has strong impact on its students in its different parameters i.e. enrolment, retention, participation and finally achievement. If an educational institution provides quality education in terms of its better physical infrastructure (like classroom, laboratory, library, etc.), rich curriculum, better teaching learning process, student friendly evaluation, etc., then there is maximum chance for increasing enrolment, retention, participation and achievement of students in that institution. Though there are many parameters (i.e., enrolment, retention, participation, etc.) for judging the quality of an educational institution, but, the role of the parameter 'achievement' is very important in judging the quality of the institution. If enrolment is considered as first step of education, and retention is considered as second step of education, then achievement may be considered as next or subsequent step to enrolment and retention in education. Securing better achievement or success of students is the ultimate goal of any education system.

The poor performance of students in education system is because of the lack of quality in different aspects of the system. Let us see in the following sections some quality issues in education and means for enhancing the quality in education.

11.5.1 Quality Issues in Education

In our entire edifice of education, we find large number of quality issues or problems of education. Some important quality issues of education are discussed below:

Focus or objective related issues: If the focuses or objectives of education in institutions are not set in pace with current change and development in society and individual life, advances of knowledge, etc. then the quality of education of the institutions is affected adversely. Narrowly defined and unevenly set objectives of education in institutions decrease the quality of the institutions.

Resource issues: Lack of different resources in institutions like lack of adequate classrooms, laboratory, library, drinking water and sanitation, playground, sitting facility, etc. adversely affect the quality of the institutions.

Curriculum and learning material related issues: Problems in curriculum such as: unrealistic curriculum, over burdened curriculum, curriculum that includes irrelevant contents, poorly designed curriculum in respect of time and subjects of study. lower down the quality of education. If the learning materials are not supplied in time or not available in market in time, then the quality of education is also hampered. Further, supply of poor standard learning materials like poor standard text books, work books, educational aids and kits, reference materials, etc. decrease the quality of education.

Teaching learning process related issues: If the teaching learning process is not joyful and learner centered then it makes the educational process less qualitative and less effective. Large sized classes, heterogeneous classes, multi-grade classes, etc. require special pedagogical focus, and if same pedagogy is used in these classes without considering the nature of the classes, then quality of teaching learning in these classes are hampered.

Assessment related issues: Lack of continuous and comprehensive assessment and feedback of students' behaviour in education decreases the quality of education. Further, lack of individual attention to each student; remedial inputs to the weak students; and advanced exercise and task to bright students, etc. weaken the quality of the education in different ways.

Teacher related issues: Teacher absenteeism and lack of adequate number of qualified and competent teachers poorly affect the quality of education. Lack of properly motivated and committed teachers towards their profession also affects the quality of education very badly.

Management and supervision related issues: Lack of proper management of different aspects of institutions like management of time (for example, class schedule, academic calendar, etc.), material resources (for example, teaching learning materials, teaching learning aids, etc.), human resources (for example, teachers, supporting staff for teaching, etc.) and different activities (for example, classroom teaching learning, evaluation, etc.) reduces the quality of education in the institutions. Further, lack of planned supervision and monitoring of different activities of the institutions decreases the quality of education of the institutions.

Activity 1

Apart from the quality issues of education discussed above, mention what are the other issues that you consider which affect the quality in education?

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11.5.2 Enhancing Quality in Education

Some important means for enhancing quality in education are as follows:

▪ Increasing institutional infrastructure in terms of buildings, classrooms, furniture, learning materials, laboratories, libraries, sanitation facilities, etc.

- Setting goals and objectives of education according to the changing needs of the learners in the society.

- Bringing curriculum reforms in order to make the curriculum need based for the students.

- Adopting diversified learner centered pedagogical techniques according to the demand of the different teaching learning contexts.

- Using innovative practices including ICT based materials in teaching learning for enhancing quality in education.

- Assessing different aspects of behavior of the learners continuously.

- Appointing adequate number of competent and committed teachers and providing continuous training to the teachers according to the needs of the educational system.

- Strengthening teacher education system in the light of the changing need of teachers and teaching pedagogy.

- Providing an effective leadership and management style to the education system for effective management of different resources of education.

- Securing active involvement and support of community members in education.

- Promoting research and innovation in institutions for achieving quality in the different aspects/parameters of the institutions.

- Making the institutional climate democratic and institutional activities decentralized for overall growth and development of the institution.

Check Your Progress 11.3

Note: a) Write your answer in the space given below.

   b) Compare your answers with the ones that are given at the end of the Unit.

7. Describe the teacher related issues that adversely affect the quality of education.

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11.6 EQUALITY AND EQUITY IN EDUCATION

Equality in education refers to a state or condition in education in which all individuals or stakeholders of the education are given same kind of opportunity or treatment in the education regardless of the differences among them. On the other hand, equity in education refers to a state or condition in education in which individuals or stakeholders of the education are provided opportunity or treatment in the education according to their needs, interests, abilities or capacities, etc. Providing same education to all children is an example of educational equality

whereas providing education to each child according his/her needs, interests and capacities is an example of educational equity. Providing the same amount of stipend to all children is an example of educational equality, but, providing the amount of stipend to children by considering their performances in learning, class or stage of study, socio-economic background, etc. is an example of educational equity. Implementing the same curriculum in educational institutions of different regions of a country is considered under educational equality whereas implementing the different curricula in educational institutions of different regions of a country according to the requirements of the regions of the country is considered under educational equity.

In some situations, equity acts as a pre-condition for achieving equality. Since equity promotes need based and fair provision of resources, so, in different ways it helps in achieving equality. In some other situations equity and equality are used synonymously. For example, when we say gender equality, practically it does not refer to treat the different genders (male, female and transgender) exactly alike rather it refers to treat them according to their needs and requirements. The needs and requirements of people of different genders are not same in all contexts. Hence, gender equity and gender equality are used synonymously.

Equalization of educational opportunity has its reflection in its different aspects/ stages of education like in access or provision, enrolment or admission, process or operation and finally outcome or result. The scope of equalization of educational opportunity is not limited only in opening the adequate number of educational institutions, but, it also includes the operational aspects of the institutions or type of teaching learning of the institutions and success level of students in the institutions. In this context, the National Policy on Education (1986) emphasized that 'to promote equality it will be necessary to provide for equal opportunity to all not only in access, but also in the condition for success.

Let us discuss in the following heads the dimensions and causes of inequality, and measures for achieving equality and equity.

11.6.1 Dimensions and Causes of Inequality

Inequality in education arises when certain individuals or groups are in disadvantage situation in comparison to other individuals or groups in different aspects of education i.e. access, enrolment, processing, achievement, etc. Indian land occupies 2.4% of the entire land of the world, and India is the second populated country of the world. Landmass wise India is the 7th ranked country in the world. Indian geography is a diverse geography and Indian culture is a cosmopolitan culture. In this vast country, inequality and unity are observed together in different dimensions of individual life and society, and such inequality and unity have strong impact on the education system of the country.

Some common dimensions of difference that are remarked in India are race, religion, language, caste, class, geographical location, etc. Though, these are different diversities in our society still we consider and practice these diversities as our strength but not weaknesses. These diversities help us to bind and unite us in a single thread. Let us discuss some of the causes of inequality in education in India.

Prevailing social disparities: Narrow interpretation of Prevailing social disparities in terms of race, caste, class, culture, religion, etc. creates inequality in education system.

Gender disparity: Prevailing social customs, traditions, superstitions, etc. relating to gender affect education of people of different genders. Girls and transgender

children enjoy low socio-economic and educational positions in comparison to boys.

Difference in physical and mental ability: Children who have physical, sensory and intellectual challenges or who have disability are deprived to get adequate facilities for their education in many cases. This creates inequality in educational opportunity or attainment.

Difference in home environments: Difference in home environment creates gross inequality in educational status. For example, a child of a poor family living in slum area may not get equal opportunity in education like a child belonging to a high status family living in core area of a city. The educational aspirations and motivations of a child are determined according to his/her family background.

Standard of institutions: Children studying in high standard institutions (in terms of physical infrastructure, curriculum, teaching learning process, teacher, etc.) generally show better performance in education in comparison to the children studying in poor standard institutions. So, the difference in standard of institutions creates inequality in education.

Poverty: Huge educational inequality is created due to poverty. Poor parents cannot bear the education fees and costs of study materials for their children and because of this their children either leave educational institutions or show poor performance in the educational institutions.

Regional imbalances: All the regions of India are not equally developed because of historical, geographical, political and other reasons. Further, many differences are found between rural areas and urban areas in terms of their progress and development. Educational opportunities are found less in underdeveloped regions in comparison to developed regions.

Lack of consciousness of people: Educational inequality is created because of lack of consciousness of people towards education. Conservative attitude, false ideas, wrong beliefs and ignorance towards education create a lot of inequality in education.

Faulty educational administration: Because of corruption and nepotism in educational administration, and faulty educational administration, the inequality in education is not reduced properly. Further, improper implementation of educational schemes and policies increases the educational inequality in different forms.

11.6.2 Measures for Achieving Equality and Equity

Equality and equity in education directly as well as indirectly contribute for bringing the overall development of a nation in one hand and promoting justice in the nation in another hand. Equality and equity in education have a great role in democratizing education system of a country. The following measures may be undertaken for achieving equality and equity in education:

▪ Providing education to all people of the society in accordance with their needs, interests and capabilities.

▪ Promoting universal and/or compulsory education up to a certain level of education (for example, up to elementary level or secondary level or any other level of education).

● Providing compensatory education for them who couldn't attain a particular target level of education in an appropriate age for it.

● Implementing all the Constitutional directives of equality and/or equity in

education. For example, implementing Article 21A of the Constitution (free and compulsory education to all children of the age of 6-14 years), Article 29 of the Constitution (protection of language, script, and culture of minorities) and so on.

- Special provision in education like reservation in education, scholarship/stipend in education, etc. for weaker sections of the society like schedule castes, schedule tribes, other backward classes, economically weaker sections, minority communities, women, persons with disability, etc.

- Special provision in education for children belonging to disadvantaged areas like slum areas, remote rural areas, rough hills, delta areas, jungle areas, rough mountains, etc.

- Promoting a core or common framework of education for the people of the whole country.

- Adopting a fair and impartial policy in admission as well as treatment in all the educational institutions.

- Establishing many alternative institutions to formal education institutions like non-formal education institutions, correspondence education institutions, etc. for meeting the educational demand of the masses.

- Parental awareness must be created in order to make the parents aware to send their children to educational institutions.

- Provision/arrangement of individualized instruction, remedial teaching, guidance and counseling services, etc. should be made in educational institutions for promoting equality and equity in education in the institutions.

- The administrative system of the education needs to be reformed by removing existing corruption in the system, removing monotony in the system, developing commitment towards the system and removing narrow politics in the system.

Check Your Progress 11.4

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

8. How does parental poverty create educational inequality?

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9. 'Free and compulsory education to all children of the age of 6-14 years' is mentioned in which article of Indian Constitution?

a) 15

b) 20

c) 20A

d) 21A

11.7 EDUCATION FOR THE DIVERSE GROUPS

Indian diversity is unique in the whole world. India is not only diverse in its physical and geographical features, but, the people of diverse socio-cultural and linguistic groups live in India. The historical tradition, political condition, cultural scenario and other such features of India allow the people of different castes, tribes, classes, races, religions, languages, etc. to live together in India. The culture and tradition, life style, value pattern, ethos, rites and rituals of the people of India are determined to many extents by their languages, races, castes, religions, economic positions, social status, etc. Because of huge diversity among the people of India, Indian culture seems to be beautiful, cosmopolitan and multicultural.

11.7.1 Needs of Diverse Groups in Educational Setting

Within the diverse nature of Indian socio-cultural set up, many hierarchies and disparities are found among Indian people. Uneven economic distribution among the people of India characterizes economic disparity in Indian society. Schedule caste, schedule tribe and people with disabilities are most vulnerable section in the society from different fronts. Other backward class and economically weaker section people enjoy very low socio-economic and educational status in the society. There are religious minorities, linguistic minorities and many other minority groups who are in disadvantaged position in society in educational front and many other fronts. Women and girls enjoy very low social status in comparison to men and boys. Discrimination against women and girls is easily visible in home, public places and even government offices. Transgender people are only recently recognized by the Supreme Court of India (in 2014) and they also enjoy a low social position in comparison to people of other genders. Persons with disability of hearing, vision, locomotor, intellectual or developmental are unfortunately aren't treated equally like other members of the society because of their disability.

Education system doesn't function in isolation of the society. All the social issues and problems affect education system in different ways in a society/nation. For example, the participation of schedule castes, schedule tribes, other backward classes and economically weaker section people is very low in education because of their low socio-economic status in society. The access and success levels of religious minorities and other minority groups in education aren't satisfactory. The linguistic minority people face difficulty in protecting their own language and culture through education. Girls' enrolment and success in education are not satisfactory in comparison to enrolment and success of boys in education. Girls especially from minority communities, schedule castes, schedule tribes and poor families have very low representation in education. Transgender people have also very negligible representation in education. Children with disability have low participation in education because of lack of opportunities to participate in education and lack of required resources in our educational institutions. Hence, in educational system, diverse groups have diverse needs. Since the nature of problems of each group of people is unique and special, so, each group of people should be given special kind of facility and / or treatment in education for their better educational attainment.

11.7.2 Addressing the Needs of the Diverse Groups

Addressing the needs of diverse groups in educational setting is a basic condition for attainment of educational equity and justice. All the aspects of an educational setting which include objectives of teaching learning, curriculum, teaching learning

materials, teaching learning process, educational evaluation, educational environment, etc. must be designed in an inclusive style for catering diverse needs of students coming from different sections of the society. For example, the teacher should be secular while dealing the students of different religions in the class, girls should feel secured in the institution, sign language and Braille should be included as the part of curriculum and pedagogy for deaf and blind children respectively in class, etc. Remedial instruction and special coaching, mentoring, etc. may be provided to the academically weaker students. Students with disability may be given more time and assistance to complete the assigned task if they require the same. The entire environment of the institution must be inclusive for all the students coming from different family, community and social backgrounds.

> *Curriculum design must reflect the commitment to Universal Elementary Education (UEE), not only in representing cultural diversity, but also by ensuring that children from different social and economic backgrounds with variations in physical, psychological and intellectual characteristics are able to learn and achieve success in school. In this context, disadvantages in education arising from inequalities of gender, caste, language, culture, religion or disabilities need to be addressed directly, not only through policies and schemes but also through the design and selection of learning tasks and pedagogic practices, right from the period of early childhood (National Curriculum Framework, 2005, P-5).*

For the educational upliftment of different weaker sections of the society, there are certain schemes, plans, programmes, activities, etc. that are in operation in our country from time to time. For example, Pre-Matric and Post-Matric Scholarships, National Overseas Scholarship, Babu Jagjivan Ram Chhatrawas Yojna, Free Coaching, etc. are some schemes/programmes launched for the educational development of schedule caste students. The educational schemes/programmes that are in operation for schedule tribe students are- Eklavya Model Residential School, Pre-Matric and Post-Matric Scholarships, Ashram Schools, etc. for catering the educational interests of other backward classes, the special schemes / progammes found are- Pre-Matric and Post-Matric Scholarships, National Fellowship, Free Coaching, Dr. Ambedkar Scheme of Interest Subsidy on Educational Loan, etc. Pre-Matric and Post- Matric scholarships, Maulana Azad National Fellowship, Padho Pardesh- Scheme of Interest Subsidy on Educational Loans for Overseas Studies, Naya Savera- Free Coaching, etc. are some schemes/ programmes operating for providing educational assistance to minority students. The schemes/programmes of Free Coaching, National Overseas Scholarship, Pre-Matric and Post Matric Scholarships, National Fellowship, Assistance to Disabled persons for purchase /fitting of Aids, etc. are provided to the persons with disability for their better education. The schemes / progammes like Sukanya Samriddhi Yojna, National Programme for Education of Girls at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidhyalaya (KGVB) among many other schemes /programmes work significantly for the educational development of girls. Some weaker sections of the society like schedule castes, schedule tribes, other backward classes, economically weaker sections and people with disability are provided reservation in education at the national level. Schedule castes, schedule tribes, backward classes, women and persons with disability are also provided reservation in education in some states in the country depending upon the policy of the states.

For the active and universal participation of diverse groups in education, whole hearted and continuous efforts are needed both at the government and general public levels. Every educational institution must provide adequate space and facility in its access, enrolment and participation to all categories of students with special emphasis to the students coming from weaker sections of the society. Only formulation of policies, programmes and schemes for inclusion of diverse groups in education is not enough rather such policies, programmes and schemes must be implemented meaningfully at the grass root level or client level for better attainment of equity and justice in education.

Check Your Progress 11.5

Note: a) Write your answer in the space given below.

     b) Compare your answers with the ones that are given at the end of the Unit.

10.   Match the items given in Column-A with items in Column-B

Coloumn –A	Coloumn – B
Eklavya Model Residential School	Minority students
Maulana Azad National Fellowship	Schedule Tribe Students
Braille	Schedule Caste Students
Babu Jagjivan Ram Chhatrawas Yojna	Blind Students

11. Write the name of any two schemes or programmes that are dedicated for the educational development of girls.

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11.8 LET US SUM UP

This unit explains about the issues and concerns in education with special reference to issues and concerns in Indian education. In the beginning phases of the unit, the different components/aspects of the issues like access, enrolment, retention, quality, equality and equity in education have been explained. In the beginning phases also, different measures or strategies are suggested which can be adopted for increasing, access, enrolment, retention, quality, equality and equity in education. In the last phase of the unit, the needs of the diverse group in educational setting as well as different ways for addressing the needs of diverse group in educational setting including some special plans, programs, schemes and activities that are in operation for addressing the needs of the weaker sections of the society in educational setting are illustrated.

11.9 REFERENCES AND SUGGESTED READINGS

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11.10 ANSWERS TO CHECK YOUR PROGRESS

1. Access in education refers to the provision of facilities and opportunities in education.

2. The programme Samagra Shiksha subsumes the following three schemes:
    a) Sarva Shiksha Abhiyan,
    b) Rashtriya Madhyamik Shiksha Abhiyan, and
    c) Teacher Education

3. Poor facility in educational institutions affect access and enrolment in education because institutions having poor quality of classrooms, teaching-learning materials, teaching-learning processes, laboratories, teachers, playgrounds, sanitation, drinking water, etc.

4. Promotion of a student in education refers to a context in which the student successfully completes a level of study or course of learning within a stipulated time.

5. (d) Stagnation

6. The nature of institutional climate should be learner friendly, secured and democratic for enhancing retention in education.

7. The teacher absenteeism and lack of adequate number of qualified and competent teachers poorly affect the quality of education. Lack of properly motivated and committed teachers towards their profession also affects the quality of education very badly.

8. Poor parents cannot bear the education fees and costs of study materials for

their children and because of these, their children either leave the educational institutions or show poor performance in the educational institutions.

9. (d) 21A

10. **Coloumn –A**   **Coloumn – B**

    Eklavya Model Residential School $\rightarrow$ Schedule Tribe Students

    Maulana Azad National Fellowship $\rightarrow$ Minority students

    Braille $\rightarrow$ Blind Students

    Babu Jagjivan Ram Chhatrawas Yojna $\rightarrow$ Schedule Caste Students

11. a)   National Programme for Education of Girls at Elementary Level (NPEGEL), and

    b)   Kasturba Gandhi Balika Vidhyalaya (KGVB)

UNIT 12 INTERFACE BETWEEN SCHOOL AND COMMUNITY

Structure

12.1   INTRODUCTION

The co-operation and companionship are the basic elements of success. These are in the core of the heart for moving ahead in life. Anything can happen smoothly if we do the things with collaboration and co-operation. The matter of school and community are exactly the same. Interface between school and community as well as school and neighborhood plays a vital role in developing each other. Community and neighborhood participation is an important component for making planning, administering and executing the whole schooling process. Same as community and neighborhood, school too plays a significant role in enriching, developing and preserving community heritage, culture and resources by developing capable future generation as per the needs and demands of community and neighborhood. Parents' involvement in school help in improving student's achievement, reduce absenteeism, dropout rate, build good rapport/trust among school and parents and restore parent's confidence in their children's education through becoming part of school.

Right to Education Act, 2009 envisages very clearly about the immense importance of a community in a schooling process. Therefore, the Act has shown us a path towards community involvement in a school organization for overall development

process. For this, meaningful participation of all type of stakeholders like Panchayati Raj institutions, School Management Committees, Mahila mitra, Parent Teacher Associations etc. are defined in RTE Act, 2009. The Act made several provisions by defining them and giving certain fixed representation of the stakeholders for effective management. The community involvement brings a positive social change in bringing excluded people from weaker section of disadvantaged group from a community. The active role of community helps in making school developmental plan, supervising the academic performances and monitoring the budget allocation, RTE Act tried to bring community and school put at one platform so that the school can be benefitted by solving locally arisen problems through local methodologies.

12.2   OBJECTIVES

After going through this Unit, you should be able to:

● explain the relationship of school and community;

● explain the relationship of school and neighborhood;

● identify the importance of parental involvement in school development;

● identify the role of community in school development;

● outline the significance of community in schooling process;

● discuss the RTE Act and its provisions about community participation; and

● analyse critically the community intervention in school.

12.3   SCHOOL AND COMMUNITY

School and community are closely associated with each other. The success of school and community depends upon the active involvement of both the school and community and works for each other for their own benefits, developments and smooth functioning. School community partnerships can be enhanced by sharing their resources and by involving each other in their development. Community plays an important role to improve schools, strengthen neighbourhood and it leads to a noticeable contribution in solving problems of school as well as society members. Here community members are a group of peoples who are interested in giving their services voluntarily to the schools for its development. It generally involves family/parents, local governments, neighborhood, business entity, NGOs, social workers, educationists, civic societies, and religious groups etc. Building such type of partnership and collaboration requires long term vision, strategic plan, creative leadership and new multifaceted roles for experts and professionals who work in schools and communities for the development.

● The school is a learning organization and it is a miniature form of any society. Community is a part of society itself. The community is a kind of cultural environment in which any specific culture inculcates. It is a socially constructed institution where learning experiences are consciously and intentionally designed. It is provided with the objective to achieve social aims in general, over a period of time. It is also called a sub system of our society. It should coordinate with the immediate environment of the community in which it is located.

In all type of community, the role of community affects greatly in monitoring, administering and planning in school management. Community participation is of in mainly two forms i.e. formal and informal.

When the Right to Education (RTE) Act 2009, brought education as fundamental right for each child, it becomes very important to make it as a right in practical ground. And it is possible only when all the stakeholders come under one roof to join their hands for overall development of a child. This is the formal forms of community involvement in which the mandatory composition of committees is mentioned in the Act as well as specific duties and rights of the committees. As per the provisions of RTE Act 2009, every school should have a School Management Committee (SMC).

The structure of these committees can be various forms like Panchayati Raj institutions, Vidyalaya management committees, village education committees (VEC), Parent Teacher association, village committees etc. These committees run in almost all the sates in one or other forms. But they try to ensure the implementations of provisions prescribed in the RTE Act, 2009.

Informal way of community participation in the development of child and school could be done by community members by rendering their volunteer service to education institutions. These services involve donations, educational and career fairs by entrepreneurs, campus employment forum, expert lecture, financial help, contribution to infrastructure development, etc.

12.4 SCHOOL AND NEIGHBOURHOOD

The immediate social environment of the child where he/she lives is called as the neighbourhood. The relationship between school and neighborhood is an important element in community building. The importance of this relationship is rooted in the value that has always been placed on education and the opportunities of self-improvement that come from an increase in knowledge which stems from education.

Like other civic institutions such as temples, churches, mosques, gurudwaras, theatres, community centers, etc. now schools have been also become central points of cities, villages, and towns. Now, schools are become representative of their community. These days' schools are adopted by community as its integral part and situated boldly in the center of community.

Neighborhood, have also been shown to play an important role in children's development. According to National Knowledge Commission (2009), ' there are various issues related to access, concepts, creation, application and services related to knowledge to build excellence in the education system to meet the challenges of the 21st century'. One of the solutions to this challenge lies in expanding the concept of common neighborhood schools. This will bring children from diverse social, economic and ethnic backgrounds together to help and achieve bigger desired objectives of integration, equity and quality. Neighborhood schools will require active participation of local community and parents to supervise, manage and monitor in order to overcome some of these barriers. The neighborhood promotes quality of life, community feeling, and well-being by providing facilities. Sharing of community resources or facilities with all the members of community can play an important role in the up gradation of community or neighborhood itself.

When a school is placed in a neighborhood, it will definitely affect its environment and social concerns. Neighborhood schools have a direct link with the quality of the neighborhood as well as on the learners' development process. Schools in neighborhood provides comfort, safety and harmony among learners. Neighborhood is also benefited by the schools by enriching its culture with the help of interface between school and neighborhood. It is clear from the above discussion that schools, families, communities and neighborhoods play a fundamental role in determining how children develop educationally.

Check Your Progress 12.1

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

1. What do you mean by a community?

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2. Explain the role of neighbourhood in reference to school.

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12.5 PARENTAL INVOLVEMENT IN SCHOOL

If school education is kept at the center of a circle then the most important component of its circumference must be parents who are directly affected by the whole schooling process. It is a hard fact that the main stakeholders are the only parents or care-givers in a school system. Both 'parent engagement' and 'parent involvement' in schools are important in development of school and schooling process of the children.

Parents Engagement

Parents and teachers both share a responsibility or working together to help their children to learn and to meet educational goals and achievements. It happens when teachers involve parents in school meetings, events, and parents volunteer their support at school, but sometimes it's up to the parents to involve themselves with their children's education. In it, teacher holds the role of a partner in providing academic support to parents in their children learning. In this way, they give their contribution for their child development as well as in school development. Parents make a commitment to prioritizing their child's educational goals and teachers should listen and provide a space for collaboration with parents.

Parents Involvement

While in parent involvement, parents participate in school events or activities, and teachers provide learning resources or information about their student's grades. In

it, teachers hold the main position and primary responsibility to set educational goals. Teacher works as an advisor not as a partner who guides parents through academic support for their child. Parent involvement in schools is the first step to parent engagement and, ultimately, parent partnership. When parent and teachers work mutually to create a blossoming classroom, the effect on their students become reflective.

Parents and children are the main stakeholders of an education system and it is they who bear the burden of the defective school system. They need to be given a chance and support to bring about a change in the education system. The school authorities should realize that they hold the powerful role to initiate the process of improving school system and reversing the decline in school system, through their constructive and collective efforts in this process. Parents as a community member can contribute in the following manner:

- Contribute in School Management Committee through giving their valuable suggestion and in implementation of the same.

- Help in preparing an effective School Development and implementation of the same.

- Play as a role of bridge between the school and community, different level authorities by representing the school at various platforms.

- Volunteering their services to schools such as spend quality time with children and teach them variety of skills in schools.

- Volunteer their services as a support teacher when teacher is not available at school.

The Right to Education Act, 2009 underlined the role of parents in schooling process by envisaging involvement of community participation in school. The composition outlined in this Act clearly mentioned the highest percentage (75%) of parent's involvement in community participation in school development. Formally this kind of concepts are capitulated by the RTE Act, 2009 but there is an idea of parental involvement in schools since the beginning of the notion of schools in formal or informal way. The involvement of parents in schools can be defined as the participation by the parents in school events and activities in all form either in scholastic or co-scholastic. The socio-emotional changes in student's behavior occur when the parents involve actively in school's activities and coordinate with the teachers. Research studies have been already proven the immense impact of parents' involvement in their wards education and many more like:

- Children able to adapt well to school and school environment.

- They attend school more seriously and regularly.

- They consistent in doing their homework and assignment.

- Improvement in achievement level as well as grades.

- Gain better social skills.

- Less chance of drop-out from school.

- Have improved behavior.

- Have better understanding and relationship with their parents.

- Have higher self-esteem.

12.5.1 Effectiveness of Parental Involvement in Schooling Process

Effectiveness can be understood very easily when we come to know the fact that a teacher can be motivated by parent's appreciation and respect. When a parent's whole life (wards) is at stake how can anyone deny this realm that they should associate with the schooling process. A parent can affect a school in the following ways positively:

- The cooperation given by parents is an influencing factor to determine school's academic achievement. They can give innovative ideas and suggestions in making school development plan.

- They supervise the student's performance time-to-time through parent-teacher meetings held regularly by schools or anytime whenever it is required.

- Their motivations and encouraging attitude lead to a school teacher or administrator in a positive direction.

- Their own ward develops a kind of sense of responsibility towards his/her academic performance as well as school environment.

The ongoing research has shown us that the parents' involvement gives a kind of security feelings in their wards and they do well in every area. But some time it is also found that too much interference by parents harasses students' academic and cultural freedom which is too necessary for a child schooling life. It is also seen sometimes that the care-givers become a learning resource as they can easily do lots of arrangement like water supply or raising funds for a school program. They easily may become a type of bridge between the schools and other stake holders. The parents especially mother's influence can be helpful in some sensitive areas like using sanitary napkins for health and hygiene, dealing adolescence behavior, health & hygiene and gender sensitization among their wards.

The development of a child cannot be done only by teachers or school or parents only. They have to associate and join their hands together. There is not always a win-win situation that parents always support and assist schooling process but even though their critics make a school aware towards tiny things which may be ignorable by school planners but not by parents as they are more sensitive towards their wards than schools staffs.

Check Your Progress 12.2

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

3. How does parents involve in schooling process?

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4. Differentiate between parental involvement and parental engagement.

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12.6 ROLE OF COMMUNITY IN SCHOOL DEVELOPMENT AND SCHOOLING PROCESS

Schools, parents, and the community should work together for the school development and schooling process. This initiative will definitely promote the health, well-being, and learning of all students. When schools are interested in involving parents and engage community resources for the betterment of school then, they are able to respond effectively to the needs of students. 'Family and community' involvements promote partnerships with 'school and society'. The result of this partnership is sharing and maximizing resources which help children in developing healthy behavior and relationship with others.

The role of community in school development can be categorized the following:

● Community as a resource

● Community as a pressure group

● Community as a monitoring body

● Community as an evaluator

● Community as a part of school family not a separate entity from school

● Community as a bridge

The community has a significant importance in a country like India where there is diverse culture and ethnicity. In such situation without involving the community either in formal or informal, the school can't function in a proper and smooth way. Community has formal and informal power to participate school development plan and academic achievement for their students. Role of community in the development of the schools are as follows:

● The contribution of a community can be seen explicitly when school can't handle drop-out cases for greater enrollment. In such cases these committees find out such students from their own locality and convince them to come to school.

● They can observe the classroom and give feedback along with some positive objections.

● They treat themselves as a pressure group so that some positive plans can be applied and some negative practices can be omitted.

● The community does not only raise the funds for some specific activities for schools but also, they monitor the budgets allocated for schools.

- The community connects as a bridge among districts, blocks, villages and schools for better decisions.

- The community not only involve in monitoring, administering and managing the schooling process but also, they can be an important asset for improving quality of education as an assessor, monitor, watchdog and facilitator like monitoring mid-day meal preparation, school maintenance, providing skill instruction and local culture information, etc.

- They may collaborate their ideas and efforts with SMC vision and this 'shared vision' helps the schools run effectively to a large extent.

The community can become a learning resource for subject enrichment as they have more practical knowledge in versatile area as one of their cases is described in the case study given below.

CASE STUDY

Community as a Learning Resource

In a school, a Mathematics teacher wanted to teach the quick calculations that can be done in shopping. S/he wanted to teach practically. So, she invited a vegetable seller just outside the school. The seller explained how he calculates orally and quickly the values like 1kg, 1/2kg, 1.25kg, and even 575 grams. He became teacher of teacher that day and student learned both enthusiastically and easily.

12.6.1 Community Participation in Schooling Process

The following themes can be categorized from the recommendations given in the RTE Act, 2009:

- Changes in policies

- Capacity building

- Reforming quality of education

- Linkages and networking

- Accountability and transparency

RTE Act, 2009 brought significant changes in policy like specific provisions of elected members of local bodies in constituting the various committees. These committees have to make an annual School Development Plan (SDP) for monitoring and managing the school functions. This plan mainly focuses on:

- School should be within the reach of the students (1km for primary and 3 km for secondary).

- All children should come to school from 6-14 years in the community.

- The school has enough and appropriate infrastructure consisting of classrooms, separate toilets for girls, mid-day meal preparation room etc.

- There should be enough teachers to meet the RTE Act, 2009 ratio of teacher and students as 1:30 and 1:35 at the lower and upper primary classes respectively.

- The committees monitor the training given to teachers regularly so that their capacity building can be done.

- The committees may raise fund for school functions and also check the budgets.

- Mainly these committees have to supervise them as a pressure group. They may act as resourceful entity in linking the bridge between all stakeholders and school components. Drop-outs cases are very much dealt by these committees as they could only know about the reason and location of drop-outs. Mainly they could help the school in providing local solutions to locally arisen problems.

12.6.2 Initiatives taken by the States for Community Involvement

Almost every state has accepted the importance of the community involvement and they have taken initiatives, some examples are given below:

Andhra Pradesh: Bal Mitra Kendra is organised by community to assist girl's education.

Gujrat: Sakhi, Sahyogini and Anganwadi bring community come closer to various school programmes.

Madhya Pradesh: To ensure quality education, village education register is maintained.

Check Your Progress 12.3

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

5. How does community participation bring changes in school development?

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6. Give two examples of community involvement for schooling process

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12.7 RIGHT TO EDUCATION ACT, 2009 IN THE CONTEXT OF BRINGING SCHOOL AND COMMUNITY TOGETHER

Education brings social change in every society over the times. Keeping this as an inevitable fact in mind, our policy makers and educators brought reforms in school education by bringing school and community together under the special

laws and provisions as recommended in RTE Act, 2009. When RTE Act, 2009 came into as a law for envisaging the education as a fundamental right, the specific provisions through section 21 in which the idea about school and community collaboration outlined and enforced. This section talks about community's active involvement in school and schooling process both in formal and informal way. RTE Act 2009, brings community and school together through various committees like parent teacher association, School Management Committees, etc. Almost all states have formed such committees to bring reforms in academic, planning and managing the schooling process.

12.7.1 Right to Education Act, 2009 and Community

During the British rule in India, Education had been restricted only to a limited segment of society and despite the execution of much legislation, advocating compulsory education for the people no significant progress was achieved as a result. After independence, Article 45 was enshrined in the constitution of India that Stated, 'the state shall endeavour to provide within a period of 10 years from the commencement of the Constitution, free and compulsory education to all children until they complete the age of 14 years'. India kept struggling to ensure universalization of elementary education (UEE) and the first major document that reflected Government's will and determination towards achieving the goal of elementary education came in the form of National Policy on Education (NPE), 1968. Finally, in the 86th Amendment of the Constitution of India paved the way in achieving the goal of making education as a fundamental right but with a rider that the manner of enjoying this right would be decided by follow up legislation consequent to the present one. The 'Right of Children to Free and Compulsory Education Act- 2009' came into implementation on 1st April, 2010 as an outcome of a legislation passed by the Indian Parliament in the month of August 2009, the follow up legislation as mentioned in the 86th Amendment, 2002. Rules and guidelines were formulated by the central government to help the states in implementation of RTE act 2009.

The formation of School Management Committee (SMC) for every school is one of the important structures made in the RTE Act, 2009 under section 21 and construction of School Development Plan (SDP) under section 22 with many important functions assigned to them. The committee includes parents, teachers, local authority, and representatives' civil society as community members which will utilize the wider, local community and bring them together for the holistic betterment of their local school. The Act envisages the role of community in the planning, managing and administering the school and schooling process by establishing various forms of community-based institutions like school management committees, gram panchayat committees or parent teacher association etc. 'In essence, the Act hands over the management of the school to the people with the highest stake in their success and are thus best to manage them, with the aim to instil the spirit of ownership. Some of the functions of the SMCs include- preparation of School Development Plans (SDPs), school monitoring and overseeing the utilisation of school grants. In addition, they are also the first-point of contact for any kind of grievances that may emerge at the local level'. The uniqueness of such a structure is that this makes the states legally bound and provisions apply uniformly to all Indian states. Here we are going to discuss School management committee and School development plan where the community plays an important role in quality education, school development and schooling process.

12.7.2 School Management Committee (SMC)

School Management Committee is an important component in RTE Act-2009 and has a vital role in actualizing the goals of RTE. It has incredible potential to renovate the present system of education, including teachers and parents. Consistency of positive actions by SMC will change the dynamics and solutions will begin to take shape, first and focal levels and then at the larger systematic levels.

As per RTE Act 2009, in every school whether it is government, government-aided and special category schools there will be a SMC. While private schools are already mandated to have such types of committees on the basis of their trust/society registrations, they are not covered by Section 21A.

12.7.2.1 Basic Structure of SMC

As per the RTE Act, the nature of SMC should be heterogeneous. The representation of local authorities, women, guardians, subject specific teachers and other dignitaries should be the member of the SMC.

As per the RTE Act, the SMC composition is as follows:

➢ The size of SMC is not clearly specified but it should be of a manageable size. Rajasthan state defined, the number of members shall have 15 and accordingly in Maharashtra it is between 12 and 16.

➢ 75% (3/4th) members should be parents or guardian of the children studying in that school.

➢ 25% (1/4th) members should be from the school itself, may be subject specific teachers, local authorities and other dignitaries.

➢ 50% of women representation is compulsory.

➢ Representation of weaker section should be proportionate.

➢ Gap between two meetings should not be more than 2 months and minimum six meetings are compulsory in an academic year.

➢ Minutes of meetings should be recorded properly.

As an example, the SMC composition of the State Delhi is as follows:

Table 12.1   SMC Composition in Delhi

S.N.	Member	Status in the committee	No. of members	
1.	Parents or Guardians of students	Members/Vice-chairperson	Twelve (3/4th or 75%)	
2.	School Principal	Member/Ex-Officio Chairperson	One	1/4th or 25%
3.	Elected representative of the local authority	Member	One	
4.	Subject specific teachers of the school	Member/Convener	One	
5.	Educationist/ Social worker of locality	Member	One	

(Source: SCERT, 2019)

Activity 1

As discussed above about the structure of SMC in schools observe the SMC structure in the schools of your State and present.

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12.7.2.2 Key Functions of SMC

Some of the key functions of the School Management Committees recommended by Right to Education Act, 2009 are as follows:

➢ The main function of SMC is to prepare School Development Plan (SDP) as per the RTE Act guidelines/ norms under Section 22.

➢ Participate and monitor in managing the school and for its development.

➢ Help in supervising and implementing SDP.

➢ Supervision and monitoring of financial, academic and other co-curricular activities in the school.

➢ Through social audit ensure accountability and transparency in the system.

➢ Keeping proper accounts of available funds along with allocation, distribution and utilization with the 'Gram Sabha'.

➢ Generate and maintain educational database.

➢ Supporting and monitoring academic progress of the children.

➢ Coordinate between schools and society with available community resources of the society.

12.7.3 School Development Plan

The School Management Committee is responsible to construct or form School Development Plans. Committee members have major responsibility to monitor the utilization of government grants and funds along with whole school environment. The School Development Plan should be prepared at least three months before the end of the financial year. The main aim of preparing School Development Plan is to identify and review the strength and weaknesses of the school. It shall include the following details:

➢ Estimation of class wise enrolment for each year.

➢ As per estimated enrolment of students, required number of additional teachers (subject and grade wise) including part time teachers.

➢ Estimation of additional infrastructure and equipments.

➢ Additional financial requirements.

➢ Required additional support and training for teachers and students.

➤ The pan should be signed by chairperson and vice chairperson of the SMC.

➤ It should be submitted to the appropriate authority before the end of the financial year.

12.7.3.1 Construction of School Development Plan

For construction of School Development Plan, the members have the following responsibility:

➤ To identify the available resources in the school or community.

➤ To Align components of school development plan and expressing quantifiable targets for next 2 years based on consultative process.

➤ To quantify the classrooms, toilets, school boundary, furniture, first aid, drinking water, garden, teaching and learning material, school uniform, text books, library books, aids and appliances for differently-able children, mid-day meal requirements, etc.

➤ To get an idea about the training programmes related to students and teachers for their further development.

➤ To address the community mobilization for never enrolled children, drop-outs, learning level of the students, etc.

➤ To finalize the monitoring and review of the school development plan.

➤ To prioritize action and the implementation of the development plan.

SMCs in schools are getting integrated with community and promotes community participation as per RTE, but complete integration remains far fetched as the same requires not only knowing the provisions but also in conceptualising them. For efficient implementation of physical parameters of RTE like developing infrastructure, fund allocation, attendance of teachers and students, Mid-day-meal, etc., the members are required to be aware with them. However, there is a ready need of understanding the concept behind such provisions.

Many a time, this has been observed that the members of the SMC are not aware about their roles and duties to work in the SMC. They need to be oriented properly before performing their duties. In this regard, the schools and both the Block Resource Centres and Cluster Resource Centres are having important role to empower the members to act actively in the SMC.

Check Your Progress 12.4

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

7. Highlight some provisions of RTE Act on formation of School Management Committees.

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8. Discuss in brief the composition of School Management Committees.

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12.8   LET US SUM UP

The recapitulation of the Unit is as follows:

1. Community and neighborhood participation is an important component for planning, administering and executing the whole schooling process.

2. "School is a miniature form of society", the famous educationist John Dewey's statement clearly indicates school is a learning organization in which we grow exactly the same way as we do in a society.

3. Community helps in making school developmental plan, supervising the academic performances and monitoring the budget allocation of the schools. RTE Act, 2009 tried to bring community and school put at one platform so that the school can be benefitted by solving locally arisen problems through local management.

4. The relationship between schools and neighborhoods is an important element in community building.

5. Parent engagement is the process in which parents and teachers sharing a responsibility to help their children to learn better, to meet educational goals and to improve academic achievement.

6. In parent's engagement, teachers involve parents as a partner in school meetings or events.

7. In the process of parental involvement, parents participate in school events or activities.

8. Teachers hold the primary responsibility to set educational goals and as an advisor not as a partner who guides parents through academic support for their child.

9. The contribution of a community can be seen explicitly when school can't handle drop-out cases for greater enrollment. In such cases, these committees find out such students from their own locality and convince them to come to school better than school staff.

10. The community not only involve in monitoring, administering and managing the schooling process but also to improve quality of education as an assessor, monitor, watchdog and facilitator like monitoring mid-day-meal preparation, school maintenance, providing skill instruction and local culture information, etc.

11. The formation of School Management Committee (SMC) for every school is one of the important recommendations made in the Right to Education Act, 2009 under section 21A and construction of School Development Plan (SDP) and many other responsibilities.

12. SMC comprising of 75% of parents of students among them 50% should be women; Rest of 25% i.e. $1/4^{th}$ members should be from school teachers, local authorities' members and students**.**

12.9   REFERENCES AND SUGGESTED READINGS

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12.10   ANSWERS TO CHECK YOUR PROGRESS

1. Community is a kind of cultural environment where people live with certain common ideologies, values and togetherness.

2. Neighbourhood is an important part of school as both the school and neighbourhood are responsible for each other's development. Neighbourhood provides all sorts of supports for the development of the schools.

3. Parents are the important stakeholder of school system. Parents participate in every development of schools and better parental interaction with school system creates a conducive environment in the schools and that is directly helping the education of their child.

4. **Parent Engagement:** In it parents and teachers both share a responsibility to help their children to learn and to meet educational goals and achievements. It happens when teachers involve parents in school meetings, events, and parents volunteer their support at school. In it, teacher holds the role of a partner in providing academic support to parents in their children learning.

Parents Involvement: While in parental involvement, parents participate in school events or activities, and teachers provide learning resources or information about their student's grades. In it teachers holds the main position and primary responsibility to set educational goals. Teacher works as an advisor not as a partner who guides parents through academic support for their child.

5. Without community, school has no existence. It is therefore, school is called as a miniature of the society. Community helps in developing schools in terms of school infrastructure and human resources, finance, academic and other activities of the schools.

6. Capacity building of the school and providing quality facilities in schools.

7. The formation of School Management Committee (SMC) for every school is one of the important recommendations made in the Right to Education Act, 2009 under section 21A, and the responsibility of SMC is to develop School Development Plan and to monitor its implementation.

8. SMC comprising of 75% of parents of students, among them 50% should be women; Rest of 25%, $1/4^{th}$ members should be from school teachers, local authorities' members and students.