1

SOCIOLOGY OF EDUCATION

Unit Structure

1.0 OBJECTIVES

After going through this unit you will be able:

- To state the meaning of Sociology of Education
- To explain the Scope of Sociology of Education
- To differentiate between Educational Sociology and Sociology of Education
- To analyze the Need to study Sociology of Education
- To illustrate the Functions of Education in Society

1.1 INTRODUCTION

Any individual can learn very little by himself. Others play a very important role and   contribute a lot to his learning process. The presence of other persons is important because a person learns from the knowledge gained by others. Therefore the process of getting education is always a social process.

The word **Sociology** is derived from the combination of the Latin socius - meaning 'companion' and the Greek logos - meaning 'the study of'. So the word literally means the study of companionship, or social relations. It is the science or study of the origin, development, organization, and functioning of human society. It is the science of fundamental laws of social behavior, relations, institutions, etc.

The word **Education** comes from the Latin *e-ducere* meaning "to lead out." Webster defines *education* as the process of educating or

teaching. *Educate* is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, one can assume that the purpose of education is to develop the knowledge, skill, or character of students.

"The aim of education should be to teach us rather how to think, than what to think - rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men." Bill Beattie.

Relationship between Education and Sociology

Emile Durkheim was the first person who indicated the need for a sociological approach to education. He considered education "to be essentially social in character and in its functions and that as a result the theory of education relates more clearly to sociology than any other science." He emphasized that education is not a static phenomenon but a dynamic and ever-changing process.

Educational sociology is by definition a discipline which studies education sociologically, with the premise that it recognizes education as a social fact, a process and an institution, having a social function and being determined socially. Educational sociology could appear only when it accepted the social nature of education.

1.2 MEANING OF SOCIOLOGY OF EDUCATION

Sociology of Education may be defined as the scientific analysis of the social processes and social patterns involved in the educational system.

Brookover and Gottlieb consider that "this assumes education is a combination of social acts and that sociology is an analysis of human interaction." Educational process goes on in a formal as well as in informal situations. Sociological analysis of the human interaction in education may include both situations and might lead to the development of scientific generalizations of human relations in the educational system.

The s**ociology of education** is the study of how public institutions and individual experiences affect education and its outcomes. It is most concerned with the public schooling systems of modern industrial societies, including the expansion of higher, further, adult, and continuing education. It is a philosophical as well as a sociological concept, denoting ideologies, curricula, and pedagogical techniques of the inculcation and management of knowledge and the social reproduction of personalities and cultures.

It is concerned with the relationships, activities and reactions of the teachers and students in the classroom. It emphasizes sociological problems in the realm of education

Check your progress

1. State the meaning of Sociology of Education

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1.3 SCOPE OF SOCIOLOGY OF EDUCATION

The scope of sociology of education is vast.

- It is concerned with such general concepts such as society itself, culture, community, class, environment, socialization, internalization, accommodation, assimilation, cultural lag, sub-culture, status, role and so forth.

- It is further involved in cases of education and social class, state, social force, cultural change, various problems of role structure, role analysis in relation to the total social system and the micro society of the school such as authority, selection, and the organization of learning, streaming, curriculum and so forth.

- It deals with analysis of educational situations in various geographical and ethnological contexts. Eg. Educational situations in rural, urban and tribal areas, in different parts of the country/world, with the background of different races, cultures etc.

- It helps us to understand the effectiveness of different educational methods in teaching students with different kinds of intelligences.

- It studies the effect of economy upon the type of education provided to the students. Eg. education provided in IB, ICSE, SSC, Municipal schools

- It helps us to understand the effect of various social agencies like family, school on the students.

- It studies the relationship between social class, culture, language, parental education, occupation and the achievement of the students

- It studies the role and structure of school, peer group on the personality of the students

- It provides an understanding of the problems such as racism, communalism, gender discrimination etc.

- It studies the role of schools in socialization of the students.

- It suggests ways to develop national integration, international understanding, the spirit of scientific temper , globalization among the students

- It promotes research studies related to planning, organization and application of various theories in education.

All these are the concerns of education and sociology as inseparable discipline focusing on the problems of the society.

Check your progress

1. Explain the scope of Sociology of Education

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1.4   DIFFERENCE BETWEEN EDUCATIONAL SOCIOLOGY AND SOCIOLOGY OF EDUCATION

Educational sociology is a branch of discipline of sociology which studies the problems of relationship between society and education. It evolved as a discipline designed to prepare educators for their future tasks. It uses the results of sociological researches in planning educational activities and in developing effective methods of realizing these plans.

The main **aim** of educational sociology was to study **social interaction**. **Francis Brown** considered that, "All education proceeds by the participation of the individual in the social consciousness of the race". He defined educational sociology as that discipline which applied the general principles and findings of sociology to the process of education.

Educational sociology is by definition a discipline which studies education sociologically, with the premise that it recognizes education as a social fact, a process and an institution, having a social function and being determined socially.

It is the application of sociological principles and methods to the solution of problems in an educational system.

Educational Sociology threw light on the **importance of the interactions of different elements of the society with an individual**. It emphasized the progress of the society through the medium of education. The problems of schooling and instructions were looked upon as problems of the society. The educational sociology tried to answer the questions -- as to what type of education should be given?   What should be the curriculum? Why children become delinquent?

It threw light on those institutions and organizations and on those social interactions that were important in educational process. It used educational interactions that helped in the development of the personality of the individual so that he becomes a better social being.

It was realized that though educational sociology made everyone realize the social nature of education, formulated ideals by which educational planning was guided, used the theoretical knowledge gathered by researches conducted by either sociologists or educational sociologists, there appeared to be confusion as to what the proper dimensions of educational sociology should be. There were differences of opinion regarding what types of researches are to be classified under the head of educational sociology.

This led to the thinking that there should be a separate branch of knowledge which can be designated as *sociology of education.* Soon educational sociology became a historical phenomenon. In 1963, the Journal of Educational Sociology became the Journal of Sociology of Education.

Sociology of Education may be defined as the scientific analysis of the social processes and social patterns involved in the educational system.

Check your progress

1. Differentiate between Educational Sociology and Sociology of Education

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1.5 NEED TO STUDY SOCIOLOGY OF EDUCATION

Every society has its own changing socio – cultural needs and requires an education to meet these needs. Today's needs are conservation

of resources, environmental protection, global citizenship etc. Therefore education caters towards meeting of these different needs. Since the needs of the society change education also changes. Hence there is need for studying sociology of education. It helps in understanding:

1. Work of School and Teachers and its relation to society, social progress and development

2. Effect of Social Elements on the working of school and society

3. Effect of Social Elements on the life of individuals

4. Construction of Curriculum in relation to the cultural and economic needs of the society

5. Democratic ideologies present in different countries

6. Need for understanding and promoting international culture

7. Development of Society through the formulation of various rules and regulations and understanding of culture and traditions

8. Need for Promotion of Social Adjustment

9. The effect of social groups, their interrelation and dynamics on individuals

Check your progress

1. Analyze the Need to study Sociology of Education

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1.6 FUNCTIONS OF EDUCATION IN SOCIETY

Acquisition of knowledge and development of the personality of an individual is no longer presumed to be the main function of education. Functions are assumed to occur without directed effort. From the sociological point of view, education has the following functions:

1. **Assimilation and transmission of culture/traditions:** This needs to be done consciously and selectively because traditions need to be selected for transmission as well as omission depending on their value and desirability in today's democratic set-up. For example, one needs to propagate the idea of 'Sarva Dharma Samabhav' meaning 'all

Dharmas (truths) are equal to or harmonious with each other'. In recent times this statement has been taken as meaning "all religions are the same" - that all religions are merely different paths to God or the same spiritual goal. It emphasizes moral responsibilities in society that people should have towards each other. At the same time education should encourage people to do away with the custom of child marriage, untouchability etc. Education should help in

- Acquisition/clarification of personal values
- Self-realization/self-reflection: awareness of one's abilities and goals
- Self-esteem/self-efficacy
- Thinking creatively
- Cultural appreciation: art, music, humanities
- Developing a sense of well-being: mental and physical health
- Acquisition/clarification of values related to the physical environment
- Respect: giving and receiving recognition as human beings
- Capacity/ability to live a fulfilling life

2. **Development of new social patterns:** Today the world is changing very fast due to development of technology and communication. So along with preservation of traditional values, new values, social patterns need to be developed where

- Citizens rooted in their own cultures and yet open to other cultures are produced.
- Global outlook is fostered.
- Knowledge is advanced in such a way that economic development goes hand in hand with **responsible management** of the physical and human environment.
- Citizens who understand their **social responsibilities** are produced**.**
- Citizens who can evaluate information and predict future outcomes are developed – in short who can take part in **decision-making**
- Who have the capacity/ability to seek out alternative solutions and evaluate them are trained – those who are trained in **problem solving**

3. **Activation of constructive and creative forces:** Education should help to build up a qualified and creative workforce that can adapt to new technologies and take part in the 'intelligence revolution' that is the driving force of our economies. It should

- Ensure capacity/ability to earn a living: career education
- Develop mental and physical skills: motor, thinking, communication, social, aesthetic
- Produce citizens who can adapt, adjust according to social environment,
- Produce citizens who can contribute towards the progress of society,
- Produce citizens who will live democratically,
- Create individuals who will make proper use of leisure time,
- Train individuals to adapt to change or prepare for change, better still initiate change in the society,
- Develop individuals who are open to others and mutual understanding and the values of peace,
- Promote knowledge of moral practices and ethical standards acceptable by society/culture
- Develop capacity/ability to recognize and evaluate different points of view
- Develop understanding of human relations and motivations

Check your progress

1. Explain the Functions of Education

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1.7 UNIT END EXERCISE

1. Explain the meaning and scope of Sociology of Education
2. "Every teacher needs to be familiar with the knowledge of Sociology of Education" Discuss.
3. Explain the functions of Education in today's context.

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2

THEORETICAL APPROACHES TO SOCIOLOGY OF EDUCATION

Unit Structure

2.0 OBJECTIVES

After going through this unit you will be able:

- To explain Durkheim's theory of Functionalism
- To state the key features of Structural Functionalists
- To explain the contribution of Conflict theory to sociology of education
- To critically evaluate Interactionism
- To apply the Open Systems Approach to education

2.1 INTRODUCTION

Theory means different things to different people. It could be defined as a conceptual scheme designed to explain observed regularities or relationships between two or more variables. Theoretical perspectives are used to provide logical explanation for why things happen the way they do. There are always various interpretations of events in our everyday life. Similarly there are several sociological perspectives on why things happen the way they do in society. These theories result in different

interpretations of the same information because they focus on different aspects.

In the behavioral sciences, no theory is absolutely true. No theory is a final formulation because new knowledge keeps on modifying or even repudiates existing theories. A theory is not judged productive solely in terms of the answers it gives; but equally in the number of questions it raises.

We are going to take a look at the key aspects of the following theories which have made major contribution to the field of sociology of education:

a. Functionalism
b. Conflict Theory
c. Interactionism
d. Open Systems Approach

2.2 FUNCTIONALISM

One of the core perspectives of sociology is functionalism, consensus or equilibrium theory. A sociologist using this approach assumes that in society everything (even crime), no matter how seemingly strange, out of place, or harmful, serves a purpose.

Functionalism views society as a self-regulating system of interrelated elements with structured social relationships and observed regularities.

Emile Durkheim (1858-1917), is considered to be the first person to recommend that a sociological approach be used in the study of education. He said that society can survive only if there exists among its members a sufficient degree of homogeneity. Education perpetuates and reinforces this homogeneity by fixing in the child, from the beginning, the essential similarities that collective life demands.

- Durkheim attempted to understand why education took the forms it did, rather than judge those forms.

- He points out that, "Education is the influence exercised by adult generations on those that are not yet ready for social life. Its object is to arouse and to develop in the child a certain number of physical, intellectual and moral states which are demanded of him by both the political society as a whole and the special milieu for which he is specifically destined----."

- Durkheim observed that education takes different forms at different times and places showing that we cannot separate the educational system from the society for they reflect each other.

- He stressed that in every time and place education is closely related to other institutions and to current values and beliefs.

- Durkheim outlined his beliefs about the functions of schools and their relationship to society.

- Durkheim argued that education has many functions:

1. **To reinforce social solidarity**

   --- History: Learning about individuals who have done good things for the many makes an individual feel insignificant.

   --- Pledging allegiance: Makes individuals feel part of a group and therefore less likely to break rules.

2. **To maintain social role**

   --- School is a society in miniature. It has a similar hierarchy, rules, expectations to the "outside world." It trains young people to fulfill roles.

3. **To maintain division of labour.**

   --- School sorts students into skill groups, encouraging students to take up employment in fields best suited to their abilities.

- According to him, moral values are the foundations of the social order and society is perpetuated through its educational institutions.

- Any change in society reflects a change in education and vice versa. In fact education plays an active role in the process of change.

- Durkheim was interested in the way that education could be used to provide French citizens the sort of shared, secular background that would be necessary to prevent *anomie* in modern societies. He equated classrooms to 'small societies' or agents of socialization.

- The school acts as an intermediary between the affective morality of the family and the rigorous morality of the life in society.

- Durkheim spoke about issues which are real even today- the needs of different segments of society with respect to education, discipline in schools, the role of schools in preparing young people for society, the relationship of education to social change, cross-cultural research and the social system of school and classroom.

Drawback of Durkheim's Functionalism

Durkheim did not deal with some aspects of education such as the function of selection and allocation of adult roles, the gap between societal expectations of schools and actual school performance.

Check your Progress – 1

1. What is functionalism?

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2. According to Durkheim, what are the functions of education/

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2.3 STRUCTURAL FUNCTIONALISTS

Structural functionalists believe that society leans towards equilibrium and social order. They see society like a human body, in which each part plays a role and all are dependent on each other for survival. Institutions such as education are like important organs that keep the society/body healthy and well. Social health means the same as social order, and is guaranteed when nearly everyone accepts the general moral values of their society.

- Structural functionalists believe the aim of key institutions, such as education, is **to socialize children and teenagers**.

- Socialization is the process by which the new generation learns the knowledge, attitudes and values that they will need as productive citizens.

- Although this aim is stated in the formal curriculum, it is mainly achieved through *"the hidden curriculum"*, a subtler, but nonetheless powerful, indoctrination of the norms and values of the wider society.

- Students learn these values because their behaviour at school is regulated until they gradually internalize and accept them.

- Education must, however perform another function. As various jobs become vacant, they must be filled with the appropriate people. Therefore the other purpose of education is **to sort and rank individuals for placement in the labour market**

- Those with high achievement will be trained for the most important jobs and in reward, be given the highest incomes. Those who achieve the least, will be given the least demanding (intellectually at any rate, if not physically) jobs, and hence the least income.

Drawback of structural Functionalism

- According to Sennet and Cobb, "to believe that ability alone decides who is rewarded is to be deceived".

- Meighan agrees, stating that large numbers of capable students from working class backgrounds fail to achieve satisfactory standards in school and therefore fail to obtain the status they deserve.

- Jacob believes this is because the middle class cultural experiences that are provided at school may be contrary to the experiences working-class children receive at home.

- In other words, working class children are not adequately prepared to cope at school. They are therefore "cooled out" from school with the least qualifications, hence they get the least desirable jobs, and so remain working class.

- Sargent confirms this cycle, arguing that schooling supports continuity, which in turn supports social order.

Check your Progress – 2

1. Explain the main features of structural Functionalism

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2. State the drawback of structural Functionalism

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2.4 CRITICISM OF FUNCTIONALISM

- Functionalism fails to recognize the number of divergent interests, ideologies and conflicting interest groups in society. In heterogeneous societies each sub-group may have its own agenda to further its own interests.

- It is difficult to analyze individual interactions such as classroom dynamics of teacher-student or student-student interactions from this perspective.

- It does not deal with the 'content' of the educational process- what is taught and how it is taught.

- Individuals do not merely carry out roles within the structure, they create and modify them.

2.5 CONFLICT THEORY

The perspective of conflict theory, contrary to the structural functionalist perspective, believes that society is full of social groups with different aspirations, different access to life chances and gain different social rewards. Relations in society, in this view, are mainly based on exploitation, oppression, domination and subordination.

The several social theories that emphasize **social conflict** have roots in the ideas of **Karl Marx** (1818-1883), the great German theorist and political activist. The Marxist conflict approach emphasizes a materialist interpretation of history, a dialectical method of analysis, a critical stance toward existing social arrangements, and a political program of revolution or, at least, reform.

Conflict theories draw attention to power differentials, such as class conflict, and generally contrast traditional or historically-dominant ideologies. Conflict theory is most commonly associated with Marxism, but as a reaction to functionalism and positivist methods may also be associated with critical theory, feminist theory, queer theory, postmodern theory, post-structural theory, postcolonial theory, and a variety of other perspectives.

Some conflict theorists like **Max Weber** (1864-1920) believe education is controlled by the state which is controlled by the powerful, and its purpose is to reproduce existing inequalities, as well as legitimize

'acceptable' ideas which actually work to reinforce the privileged positions of the dominant group. Connell and White state that the education system is as much an arbiter of social privilege as a transmitter of knowledge.

- Education achieves its purpose by maintaining the status quo, where lower-class children become lower class adults, and middle and upper class children become middle and upper-class adults.

- McLeod argues that teachers treat lower-class kids like less competent students, placing them in lower "tracks" because they have generally had fewer opportunities to develop language, critical thinking, and social skills prior to entering school than middle and upper class kids.

- When placed in lower tracks, lower-class kids are trained for blue-collar jobs by an emphasis on obedience and following rules rather than autonomy, higher-order thinking, and self-expression.

- They point out that while private schools are expensive and generally reserved for the upper classes, public schools- like Municipal schools, especially those that serve the poor, are under -funded, understaffed, and growing worse.

- Schools are also powerful agents of socialization that can be used as tools for one group to exert power over others – for example, by demanding that all students learn English, schools are ensuring that English-speakers dominate students from non-English speaking backgrounds

- This cycle occurs because the dominant group has, over time, closely aligned education with middle class values and aims, thus alienating people of other classes.

- Many teachers assume that students will have particular middle class experiences at home, and for some children this assumption isn't necessarily true. Some children are expected to help their parents after school and carry considerable domestic responsibilities in their often single-parent home.

- The demands of this domestic labour often make it difficult for them to find time to do all their homework and this affects their academic performance.

- Where teachers have softened the formality of regular study and integrated student's preferred working methods into the curriculum, they noted that particular students displayed strengths they had not been aware of before.

- However few teacher deviate from the traditional curriculum and the curriculum conveys what constitutes knowledge as determined by the state - and those in power. This knowledge isn't very meaningful to many of the students, who see it as pointless.

- Wilson & Wyn state that the students realise there is little or no direct link between the subjects they are doing and their perceived future in the labour market.

- Anti-school values displayed by these children are often derived from their consciousness of their real interests.

- Sargent believes that for working class students, striving to succeed and absorbing the school's middle class values, is accepting their inferior social position as much as if they were determined to fail.

- Fitzgerald states that "irrespective of their academic ability or desire to learn, students from poor families have relatively little chance of securing success".

- On the other hand, for middle and especially upper-class children, maintaining their superior position in society requires little effort. The federal government subsidises 'independent' private schools enabling the rich to obtain 'good education' by paying for it.

- With this 'good education', rich children perform better, achieve higher and obtain greater rewards. In this way, the continuation of privilege and wealth for the elite is made possible.

- Conflict theorists believe this social reproduction continues to occur because the whole education system is overlain with ideology provided by the dominant group.

- In effect, they perpetuate the myth that education is available to all to provide a means of achieving wealth and status. Anyone who fails to achieve this goal, according to the myth, has only themselves to blame.

- Wright agrees, stating that "the effect of the myth is to…stop them from seeing that their personal troubles are part of major social issues". The duplicity is so successful that many parents endure appalling jobs for many years, believing that this sacrifice will enable their children to have opportunities in life that they did not have themselves.

- These people who are poor and disadvantaged are victims of a societal confidence trick. They have been encouraged to believe that a major goal of schooling is to strengthen equality while, in reality, schools reflect society's intention to maintain the previous unequal distribution of status and power

Drawback of Conflict Theory

This perspective has been criticized as deterministic, pessimistic and allowing no room for the agency of individuals to improve their situation.

It should be recognized however that it is a model, an aspect of reality which is an important part of the picture.

Check your Progress – 3

1. Discuss the main features of Conflict theory

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2.6 SYMBOLIC INTERACTIONISM

Symbolic interactionism, or interactionism for short, is one of the major theoretical perspectives in sociology. This perspective has a long intellectual history, beginning with the German sociologist and economist, **Max Weber** (1864-1920) and the American philosopher, **George H. Mead** (1863-1931), both of whom emphasized the subjective meaning of human behavior, the social process, and pragmatism. Herbert Blumer, who studied with Mead at the University of Chicago, is responsible for coining the term, "symbolic interactionism," as well as for formulating the most prominent version of the theory.

- Interactionists focus on the subjective aspects of social life, rather than on objective, macro-structural aspects of social systems.

- One reason for this focus is that interactionists base their theoretical perspective on their image of humans, rather than on their image of society (as the functionalists do).

- For the interactionist, society consists of organized and patterned interactions among individuals.

- Research by interactionists focuses on easily observable face-to-face interactions rather than on macro-level structural relationships involving social institutions.

- Furthermore, this focus on interaction and on the meaning of events to the participants in those events shifts the attention of interactionists away from stable norms and values toward more changeable, continually readjusting **social processes**.

- Whereas for functionalists socialization creates stability in the social system, for interactionists **negotiation** among members of society creates temporary, socially constructed relations which remain in constant flux, despite relative stability in the basic framework governing those relations.

- For interactionists, humans are **pragmatic actors** who continually must adjust their behavior to the actions of other actors. We can adjust to these actions only because we are able to **interpret** them,

- This approach focuses attention on interactions between groups – peers, teacher-student, teacher-principal, on student attitudes and achievement, on students' values, on their self –concepts and their effect on aspirations and the relationship between students' socio-economic status and their achievement.

Two interaction theories are of great importance in sociology of education. They are **labelling theory** and **exchange theory**. The labeling theory is concerned with how the self-identity and behavior of individuals may be determined or influenced by the terms used to describe or classify them, and is associated with the concept of a self-fulfilling prophecy and stereotyping. If a child is repeatedly told that s/he is stupid or lazy, s/he will make the 'label' a part of her/his self concept and behave accordingly. Students almost always fulfill teachers' expectations.

Exchange theory emphasizes the idea that social action is the result of *personal choices* made by considering relative benefits and costs. The theory of social exchange predicts that people will make choices with the intention of maximizing benefits. A key component of this theory is the postulation of the *"comparison level of alternatives"*, which is the actor's sense of the best possible alternative (i.e., the choice with the highest benefits relative to costs)based on the assumption that there are costs and rewards involved in our interactions. The reasons that make people to engage in a social exchange are:

1. anticipated reciprocity;
2. expected gain in reputation and influence on others
3. altruism and perception of efficacy
4. direct reward.

Reciprocal interactions bind individual and groups with obligations. From 1975 onwards, a growing number of educationists felt that a radical approach was needed to understand educational systems. As a reaction to 'macrocosmic' approaches which had little emphasis on interaction, they based their ideas on symbolic interaction.

Ethnomethodology is a partial offshoot of phenomenological sociology with deep roots in classical social theory and sociolinguistics. It is the descriptive study of the reporting and accounting practices

('methods') through which socially embedded actors come to attribute meaning and rationality to their own and others' behavior. Ethnomethodologists study interactive, ad hoc sense making at the sites where social structures are produced and reproduced through talk and coordinated action.

Applied to education this has taken the form of studying interaction processes in classrooms, the management and the use of knowledge, the question- what is to be 'educated', curriculum content etc.

Interactionists tend to study social interaction through **participant observation**, rather than surveys and interviews. They argue that close contact and immersion in the everyday lives of the participants is necessary for understanding the meaning of actions, the definition of the situation itself, and the process by which actors construct the situation through their interaction. Given this close contact, interactionists cannot remain free of value commitments, and, in fact, interactionists make explicit use of their values in choosing what to study but strive to be objective in the conduct of their research.

Drawbacks of Symbolic interactionism

Symbolic interactionists are often criticized by other sociologists for being overly impressionistic in their research methods and somewhat unsystematic in their theories.

Check your progress – 4

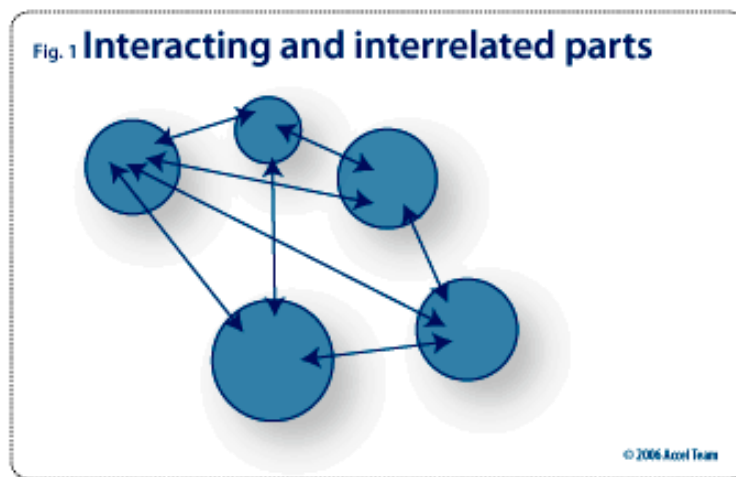1. Explain the main features of Symbolic Interactionism

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2. Discuss the role of a labeling theory

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2.7 OPEN SYSTEM THEORY

Open system theory was initially developed by Ludwig von Bertanlanffy (1956), a biologist, but it was immediately applicable across all disciplines. It defines the concept of a system, where "all systems are characterized by an assemblage or combination of parts whose relations make them interdependent".

A system is defined by its properties

- A system is a - physical and / or conceptual entity composed of interrelated and interacting parts existing in an environment with which it may also interact
- The system has a preferred state
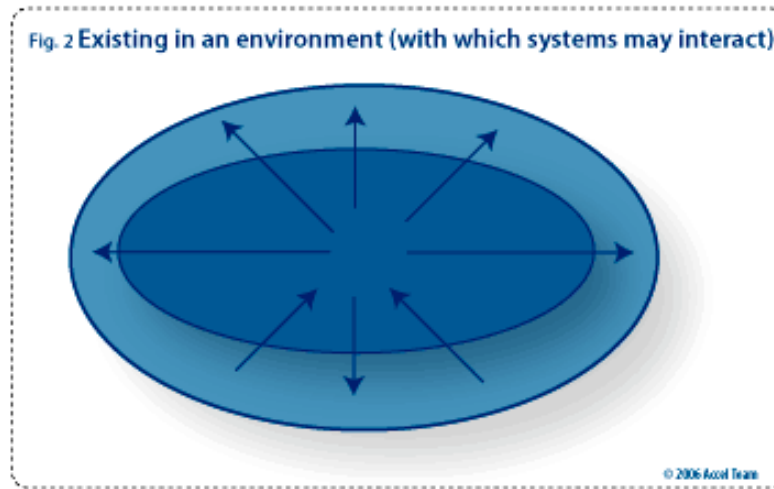- The parts of the system may in turn be systems themselves

Fig. 1 **Interacting and interrelated parts**

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Systems approach is the process of understanding how things influence one another within a whole. In nature systems approach examples include ecosystems in which various elements such as air, water, movement, plant and animals work together to survive or perish. In organizations, systems consist of people, structures, and processes that work together to make an organization healthy or unhealthy.

A systems thinking has been defined as an approach to problem solving, by viewing "problems" as parts of an overall system, rather than reacting to specific part, outcomes or events and potentially contributing to further development of unintended consequences. Systems approach is not one thing but a set of habits or practices within a framework that is based on the belief that the component parts of a system can best be understood in the context of relationships with each other and with other systems, rather than in isolation. Systems approach focuses on cyclical rather than linear cause and effect.

The **open systems approach** to modeling the key variables, both inside the organization and outside it, is an investigative tool that promotes critical examination of an organization (or part thereof.) It enables those using it to more quickly be in a position of understanding these key

variables and their interrelationships. The technique is scaleable up and down. That is it can be used to describe situations and systems at both a macro and micro level. For instance, it is quite practical to use the technique for a department (as the system) within an organization (the environment.)

Existing in an environment (with which systems may interact)

Fig. 2 **Existing in an environment (with which systems may interact)**

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An environment surrounds all systems. The environment contains other systems

- Closed systems do not interact with the environment. A totally closed system is a convenient theoretical abstraction - all systems are affected to some extent by their environment.

- Open systems interact with their environment. The environment may impose conditions and contingencies on the system.

- Conditions. One set of circumstances in the environment, which the system encounters. In a dynamic environment the conditions will change with time.

- Contingency. An unexpected, sharp change in circumstances in the environment, which will disturb the system the system, or place the system under shock.

2.8 THE EDUCATION SYSTEM

The analysis of educational systems falls into 2 main areas: **process** and **structure. Processes** are the action parts of the system bringing structure alive. Examples of processes include teaching, learning, communication and decision making as well as those formal and informal activities that socialize students into their place in school and later life roles. These are **dynamic parts** of the education system.

Structure of a system includes the hierarchy or roles people play – administrators, teachers, staff, parents and of course students as well as the organization of learning, classroom and school lay out, types of school and structure of curriculum.
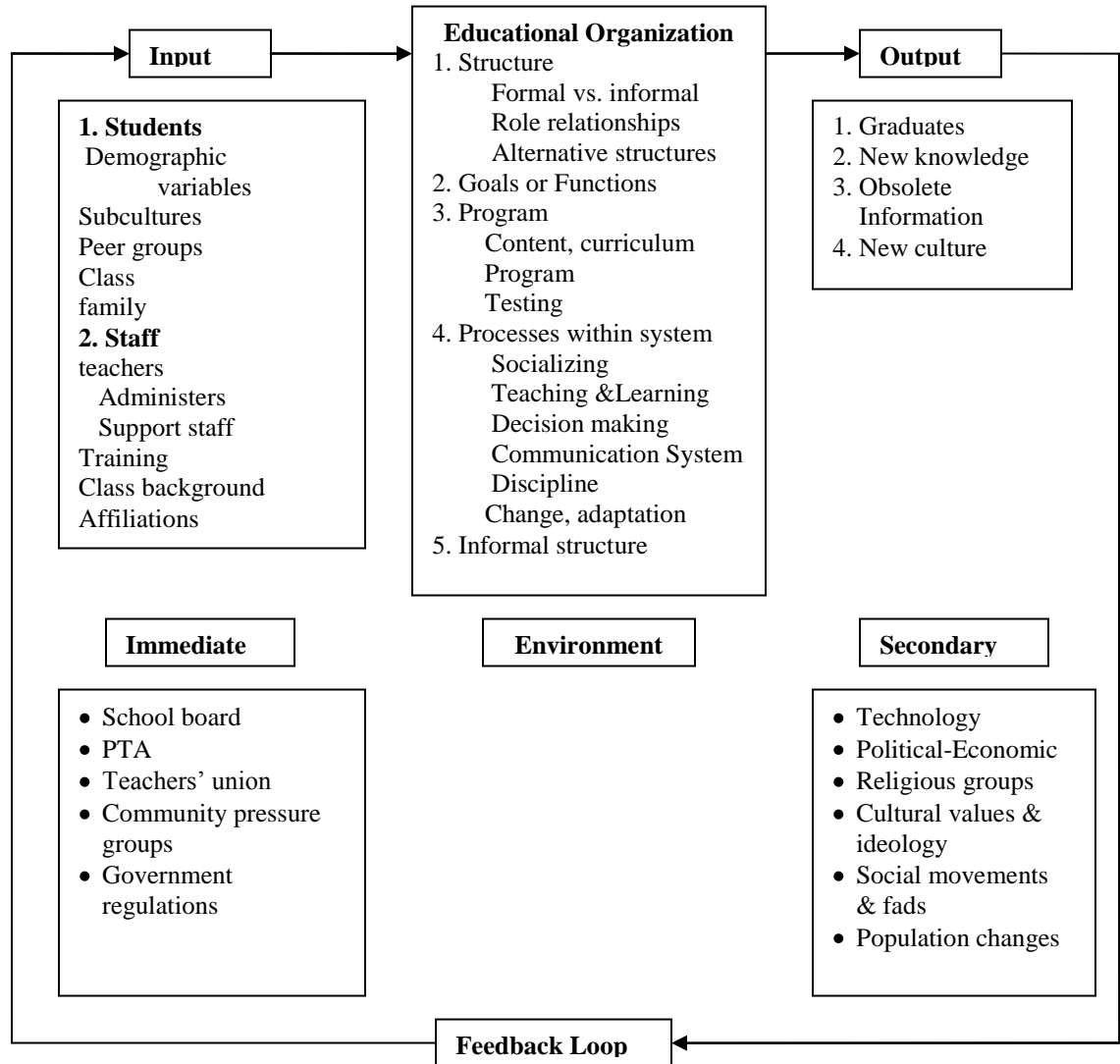
We cannot ignore the schools **environment** which consists of groups, organizations, other institutions and even the global society outside the school all of which influence school functioning. For example, parents sometimes put pressure on the management to start a co-curricular activity like roller skating or introduce the services of a counselor for the students, communities may provide unequal academic opportunities to different groups of students and the government – political economic structures shape policies and resources available to schools.

2.9 THE OPEN SYSTEMS APPROACH TO EDUCATION

The open systems perspective looks at the education system as a whole, integrated entity. This

- provides a useful way of visualizing many elements in the system;
- helps to order observations and data
- represents a generalized picture of complex interacting elements and sets of relationships

The figure below shows basic components in any social system. These components are the organization, the environment, input, output and feedback

Input	Educational Organization	Output

Input

1. Students
 Demographic
       variables
Subcultures
Peer groups
Class
family
2. Staff
teachers
  Administers
  Support staff
Training
Class background
Affiliations

Educational Organization
1. Structure
        Formal vs. informal
        Role relationships
        Alternative structures
2. Goals or Functions
3. Program
        Content, curriculum
        Program
        Testing
4. Processes within system
        Socializing
        Teaching &Learning
        Decision making
        Communication System
        Discipline
        Change, adaptation
5. Informal structure

Output

1. Graduates
2. New knowledge
3. Obsolete
   Information
4. New culture

Immediate   **Environment**   **Secondary**

Immediate

- School board
- PTA
- Teachers' union
- Community pressure
  groups
- Government
  regulations

Secondary

- Technology
- Political-Economic
- Religious groups
- Cultural values &
  ideology
- Social movements
  & fads
- Population changes

Feedback Loop

(Schools and Society: A sociological approach to education P. xiv)

Step 1: Organization

Focus your attention at the central box, the organization. This refers to the centre of activity. It represents society (say India), an institution (such as education), an organization (such as a particular school), a subsystem (such as a classroom), or an interaction (such as between a teacher and students or between peers). For purposes of discussion this is referred as 'the organization'. It is in the organization that the activities take place, showing that it is more than a structure, positions, roles, and functions. Within its boundaries is a structure

consisting of parts and sub-parts, positions and roles. Though it is referred as a structure, it is the personnel here who carry out activities and take decisions. The processes in the system bring it alive.

These processes do not take place in a vacuum. The decision makers holding positions and carrying out roles in the organization are constantly responding to the demands from both inside and outside of the organization. The boundaries remain pliable, flexible in order to respond to the demands of the environment. This is called as open system or open boundaries. Students' experiences depend upon their social class boundaries, the responses of the school staff to their behavior within schools and action of students and staff that create school cultures.

Step 2: Environment

The environment refers to everything that surrounds the organization and influences it in some way. Typically environment includes other surrounding systems. For schools an important aspect of environment is financial - from where they get their money. Another critical factor is what rules are imposed on the schools as schools exist in the maze of socio, economic and political expectations such as the recent notification by the government that no child should be detained /failed in any class up to the 8th standard. Another important aspect of environment is employment market and the job skills needed for it.

Organizations depend on environment to get their information and resources. For every school the factors in the environment will differ and change over time. The set of challenges will be different. Interactions with the environment could be desirable or unpleasant. They take place in form of inputs and outputs.

Step 3: Input

An organization receives inputs in terms of information, raw materials, personnel, finances and new ideas from the environment. Persons who belong to an organization are also part of surrounding communities and bring in influences from the environment. For most organizations some inputs are undesirable but unavoidable like new legal restrictions, competition etc. Organizations are able to exert some control over some inputs like selection of teachers, textbooks, and curriculum. They have less control over admissions.

Step 4: output

Output refers to material items and non-material ideas that leave the organization such as products, waste, information, evolving culture and new technology. There may be personnel spanning boundary lines, like salesmen, secretary. Normally speaking for universities and colleges new knowledge is in terms of research papers and articles.

Step 5: Feedback

A key aspect of the systems model is the process of feedback. It implies that the organization's leaders are constantly learning about and adapting to changes and demands of the environment through the news it receives. Organizational personnel compare the current affairs with desired goals and environmental feedback to to determine the new course of action.

Uses of Open Systems approach

- It facilitates analysis of a complex problem by focusing on specific important elements within the system and in the environment. A problem can thus be simplified and outlined more clearly.

- Interactions among elements or variables in the system and in the environment, and their likely effects on the system can be identified and analyzed.

- Likely future developments and their implications can be considered in the same way.

- The tabulating of variables, trends and implications can serve as a useful stimulus to both logical and imaginative thinking, by forcing people to think of various possibilities and changes, and their effects on the problem situation, that is it facilitates brainstorming within a rational framework.

- This leads to understanding of problems and development of alternative solutions that are essential for sound decision-making.

- A systematic analysis of a business problem and likely future developments (whether this be a case study or real life situation) promotes:
  - better decision-making
  - better planning
  - better preparedness
  - adoption of the system concerned (often the firm) to the environment
  - the possibility of adjusting relevant variables in the environment in order to achieve the preferred state of the system
  - the recognition and consideration of some of the intangible, unquantifiable and future oriented variables which are often overlooked in business situations because it is difficult to get to grips with them.
  This could be particularly useful- in analyzing the economic and

political environment and in the development of scenarios for future-oriented planning.

Check your Progress – 5

1. What is Open systems approach?

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2. Discuss the use of Open system's approach to education.

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3. State the uses of Open system's Approach.

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_____

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3

PROFESSIONAL SOCIALIZATION OF TEACHERS

UNIT STRUCTURE

3.0 Objectives

3.1 Introduction

3.2 Meaning

3.3 Phases and Stages of Professional Socialization of Teachers

3.4 Professionals as an Interest Group

3.5 Teachers' Organizations as Teachers' Interest Groups:

3.6 Occupational and Organizational Issues

3.7 Relationship of Teachers with Administrators, Colleagues, Students and Guardians

3.8 Student Control Ideology

3.9 Let us Sum up

3.0 OBJECTIVES

After reading this unit, you will be able to:

- Explain the meaning of professional socialization of teachers
- Describe the stages of professional socialization of teachers
- Explain the role of Professionals as an Interest group.
- Explain the occupational and organizational issues in the professional socialization of teachers
- Discuss the relationship of teachers with Administrators, colleagues, students and guardians.
- Analyze the different types of student control orientations.

3.1 INTRODUCTION

Socialization is a lifelong process by which a person learns the ways of a group or society in order to become a functioning participant. It is a process that produces attitudes, values, knowledge, and skills required

to participate effectively as an individual or a group member. Professional Socialization of a teacher implies the transition of the graduate to a full-fledged professional that is facilitated if there is congruence between the norms, values, and expectations of the educational program and the realities of the work setting.

3.2 MEANING

Professional Socialization is a process by which an individual learns the roles and responsibilities of his or her profession and emerges as a member of the professional culture. Weidman, Twale and Stein (2001) define socialization as "the process by which persons acquire the knowledge, skills and disposition that makes them more or less effective members of society". They add "socialization has also been recognized as a subconscious process whereby persons internalize behavioural norms and standards and form a sense of identity and commitment to a professional field".

Waugman and Lohrer (2000) also include in the definition:

- Taking on the group's organizational goals and social mission;
- Advocating its knowledge;
- Learning technology and language of the profession and
- Integrating the professional role into one's identity and other life roles as components of professional socialization.

Howkins and Ewens (cited in Secrest, Norwood and Keatley 2003) state that professional socialization encompasses values and norms as well as skills and behaviours.

According to Olesen and Whittaker professional socialization is "The process of culture change in which more or less continuous contact between two or more culturally distinct groups results in one group taking over elements of the culture of the other group"

Pema and Hudgins (1996) offer the following; "Acquiring a professional identity involves learning not only knowledge and skills required to perform a particular job task but also the attitudes, values, norms, language and perspectives necessary to interpret experience, interact with others, prioritize activities and determine appropriate behaviour".

3.3 PHASES AND STAGES OF PROFESSIONAL SOCIALIZATION OF TEACHERS

There are different Models of Professional Socialization. They are as follows;

Simpson Model
- **Stage 1**: Proficiency in specific work tasks.
- **Stage 2**: Attachment to significant others in the work environment.
- **Stage 3**: Internalization of the values of the professional group and adoption of the behaviors it prescribes.

Hinshaw Model

- **Phase I**: Transition of anticipated role expectations to the role expectations of societal group.

- **Phase II** has two components: <u>Component One</u>: Attachment to significant others. <u>Component Two</u>: The ability to note incongruencies between anticipated roles and those presented by their significant others. This phase may involve strong emotional reactions to conflicted sets of expectations. Resolution of conflicts is successful if their role models demonstrate appropriate behaviors and show how conflicting systems of standards and values can be integrated.

- **Phase III**: Internalization of role values/behaviors. The degree of internalization and extent of resolution of conflicts is variable.

The professional socialization process is often defined by three phases:

- Recruitment.

- Professional preparation

- Organizational socialization

The first two phases are considered preservice or anticipatory socialization phases that occur before and during the professional education period. Organizational socialization is considered the in-service period during which the individual interprets and assumes the role of a quallified professional within a given work environment.

(Olensen and Whittaker 1970). Staton and Hunt (1992) created a chronological model of the socialization process of teachers. The model consists of three categories: Biography, pre-service experience and in-service experience. The initial role is played by the first two processes: Biography and Pre-service Experience which can be considered as an early form of a teacher's socialization. Many authors including Wright (1959) and Wright and Tuska (1967) argue that the kind of relationship between teachers and essential people in their early childhood affects their choice of work as educators in the future. Teachers create stereotypes that affect their behavior and role as teachers. For some this role model will become the guideline of how a teacher should be.

Weidman, Twale and Stein (2001) undertook a comprehensive review of graduate and professional socialization in higher education. They devised a model that provides a useful base to explain socialization in the higher education setting. The model is presented in fig 1.
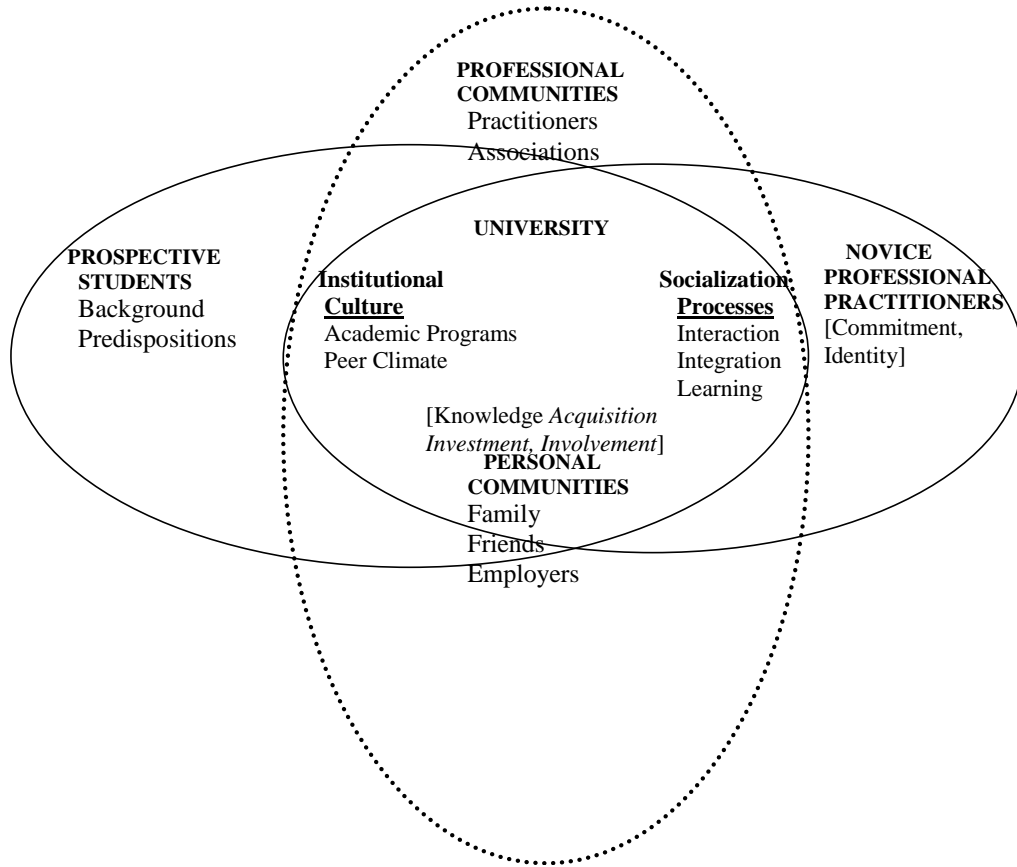
PROFESSIONAL
COMMUNITIES
Practitioners
Associations

UNIVERSITY

PROSPECTIVE
STUDENTS
Background
Predispositions

Institutional
Culture
Academic Programs
Peer Climate

Socialization
Processes
Interaction
Integration
Learning

NOVICE
PROFESSIONAL
PRACTITIONERS
[Commitment,
Identity]

[Knowledge *Acquisition
Investment, Involvement*]

PERSONAL
COMMUNITIES
Family
Friends
Employers

Fig 1:
Weidman, Twale and Stein (2001) Model for the
Professional Socialization of Teachers

Thus Professional socialization is a two step process that is **formal and informal** in which the skills and values acquired in training must be adjusted to the demands of the work setting.

According to the learning style theory, learning is a four stage process: "Concrete experience, reflective observation, abstract conceptualization and active experimentation" (Kolb, 1974).In order to become a high achiever, a student should be encouraged though learning, i.e. through teaching, to get involved, integrated and make a great effort at

academic tasks. (Astin 1984; Kuh 1996; Pascarella and Terenzini 1991). Thus, students should be encouraged by faculty members, to participate in student's activities, integrate into the major program, and participate in research projects. According to McKinney, et al (1998) outside classroom activities lead to the socialization process of students.

"Professional socialization" or informal socialization such as: independent research papers, volunteer service, informal interaction with faculty members and teachers ... May be seen by some as unimportant but considered crucial for others. McKinney, et al, (1998) emphasized that "Providing learning opportunities and experiences, as well as knowledge and skills help students understand the workings of college life, the importance of a well-rounded academic experience, the sociological imagination, and the ethics and standards of our discipline." Other authors defined these activities as the "Other" or "Informal" curriculum that is activities outside the traditional classroom. (Kuh 1993; Kuh, et al,1994). According to Weidman (1989) both formal and informal socialization influence students' values, aspirations and career choices.

The importance of professional socialization outside class room activities was discussed by McKinney, et al. (1998). They argued that: Professional socialization encourages active rather than passive learning, a process which would fit the diverse student population inevitably breaking the ice and acting as a remedy to the declining enrollments. Hence, it works on retaining the top students and preparing them for graduate programs. On the other hand, Brooks (1997) considered professional socialization as a solver for the problem of isolation that takes place because of the use of technology in the teaching and learning process.

Many positive relations exist between professional socialization and student outcomes. Neapolitan (1992) studied the effect of a small scale internship program on the clarity of career plans of students. He concluded that students who participated in internship programs were more confident about their career choices and majors. Pascarella (1980) suggests that a positive relation exists between informal socialization and: students' satisfaction with the college experience, with greater educational aspirations, intellectual development, academic achievement and persistence in college. In addition, "greater student-faculty interaction, out of class interaction with faculty members, or working with faculty members on research outside the class" were found to be positively related to students' satisfaction with the institution (Astin 1993), persistence (Grosset 1991), educational aspiration (Hearn 1987; Pascarella 1985), academic growth (Terenzini and Wright 1987), knowledge acquisition (Kuh 1993; Springer et al. 1995) and career interest and selection (Astin 1993). Others researchers studied the effects of "students' involvement in extra curricular activities". The results showed a positive correlation with persistence (Caroll 1988; Christie and Diham 1991; Pascarella and Chapman 1983), academic growth (Terenzini and Wright 1987), and level of intrinsic interest in learning (Terenzini et al. 1995) of students.

According to McKinney, et al (1998) the majority of students defined professional socialization "in terms of learning what behaviors, norms, or roles, are expected in their filed or future employment. Students talked about learning the job, about acting, speaking, interacting, and dressing professionally." The same students suggested a variety of means to improve professional socialization. They talked about: "improving internship programs, providing more information about career options, using of mentoring, and more interaction with faculty members". On the other hand, faculty members defined professional socialization in terms of "involving students in research, pro-seminars, capstone courses, informal contact with faculty members, taking students to professional conferences, participating in faculty-student social event, and/or department research symposia, and/or field trip, and/or career days, and/or departmental newspaper ..."

Despite the fact that the majority of researchers encourage informal socialization due to the various benefits it offers, many barriers still exist. Many faculty members complain of the additional work requiring extra time and extra efforts, as well as the extra cost for the institution promoting such a form of socialization. Other problems relate to resistance to change that might take place because some faculty members and chairs are unwilling to accept reform. Another opposing party might be parents and legislators. In this case, students may not be able to cope in such an environment or may become unmotivated to do the extra job, as well as the faculty reward structure might be unable to evaluate the job of every faculty member and thus compensate accordingly, which in fact can be another demotivator. (McKinney, et al, 1998)

In his quest to find the characteristics of an excellent teacher, Collinson (1999) defined three kinds of knowledge an excellent teacher should have. It is no more a matter of professional knowledge or the degree to which the teacher has control over his subject, but interpersonal and intrapersonal knowledge as well. Interpersonal knowledge defined as "People Skills" is "The relationship and interactions related to the teacher with his/her surrounding". Howey and Collinson. (1995) supported the importance of interpersonal knowledge since it makes teachers more tolerant to criticism, to various points of view and push them to accept new methods in learning and teaching. Sternberg and Horvard (1995) emphasized the link between successful informal socialization in its various forms and interpersonal knowledge. On the other hand, Intrapersonal knowledge is defined as "Who we are" it is concerned with "ethic of care, work ethic, and disposition toward learning". The ability of a teacher to translate his own ethics and disposition to students will definitely affect student's performance, commitment and confidence.

To sum up and according to Weidman (1989) both formal and informal socialization influence students' values, aspirations and career choices.

Check your Progress:

1) Explain the meaning of professional socialization of teachers.

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2) Describe the stages of professional socialization of teachers.

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3) What is the importance of informal socialization of teachers?

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3.4 PROFESSIONALS AS AN INTEREST GROUP

Advocacy groups (also **pressure groups**, **lobby groups** and some **interest groups** and **special interest groups**) use various forms of advocacy to influence public opinion and/or policy; they have played and continue to play an important part in the development of political and social systems. Groups vary considerably in size, influence and motive; some have wide ranging long term social purposes, others are focused and are a response to an immediate issue or concern.

Motives for action may be based on a shared political, faith, moral or commercial position. Groups use varied methods to try to achieve their aims including lobbying, media campaigns, publicity stunts, polls, research and policy briefings. Some groups are supported by powerful business or political interests and exert considerable influence on the political process, others have few such resources.

A **Special Interest Group** (**SIG**) is a community with an interest in advancing a specific area of knowledge, learning or technology where members cooperate to effect or to produce solutions within their particular field, and may meet communicate, meet and organize conferences.

3.5 TEACHERS' ORGANIZATIONS AS TEACHERS' INTEREST GROUPS:

Teaching got its legitimate status as a profession in the landmark work of A.M. Carr Saunders and P.A. Wilson, (1933), who identified sixteen professions including teaching. Teaching is, as we can recall from an earlier discussion, based on a body of knowledge. The practitioners of teaching pass through a rigorous path of discipline orientation before they are brought into the scope of teachers' profession. They commit themselves for the cause of teaching throughout their life. They are bound by a code of conduct. Persons pursuing a profession, after assessing their occupational situation, come to associate in a 'professionally meaningful' fashion. Such professional organizations promote professionalization of the occupation by contributing towards professional identity, solidarity, autonomy and status.

Teachers' organizations are formed in order to promote their members' interests through activities such as political and social action, collective bargaining, publication, conferences and training. They foster the welfare and security of their members, facilitate information exchange and generate and promote codes of conduct. Some of them even openly operate as direct pressure groups in the formulation of public policy. Teachers' organizations vary in terms of their membership, internal governance, goals and activities, and effects.

Teachers' interest groups provide an opportunity for teachers to participate in the affairs of the profession, serve as a liaison between teachers on the one hand and the administrators and the public, on the other, and assist in legislative campaigns has been recognized. Thus it would be difficult to exaggerate the importance of teachers' organizations for the effective functioning of teachers as professionals.

The Education Commission (1964-66) conceived of the role of the teachers' organizations as a very important input in the professionalization of teaching. It enunciated the following functions of teachers' organization;

   i)   to secure for their members, individually and collectively, their rightful status – social, economic and professional;

   ii)   to safeguard their professional interests and secure satisfactory conditions of work and service;

iii) to secure the professional growth of teachers through refresher courses, seminars, publications, library service and research;

iv) to work for the improvement of education in response to the challenge of the ever changing socio economic situation;

v) to improve the teaching of subjects through the establishment of teachers' associations and

vi) to establish a professional code of conduct for teachers to ensure that it is followed by members.

The Teachers' Interest groups help in the fostering of teacher professionalism. Some of the activities are:

- organize seminars and symposia,

- run orientation and inservice courses,

- form subject teachers associations,

- help teachers in conducting examinations,

- run regular training courses for teachers once in two years,

- provide literature on academic matters of larger interest,

- conduct research work

- help in the curriculum development, conduct of examinations and evaluation,

- publish monthly journals, papers and newsletters evolve a code of conduct or professional ethics for its members and the academic community to follow.

Check your Progress:

1) What is an Interest group?

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2) Explain the functions of Teacher Interest groups

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3.6 OCCUPATIONAL AND ORGANIZATIONAL ISSUES

The Cohen et al Model explains why investment in professional development development by low capacity schools and school systems often has no effect or negative effect on morale and performance. An organization should be able to

- support the teacher in navigating the complex interactions among the new skills and knowledge he/she has acquired, existing patterns of student engagement and the modifications to curricula and content that may be necessary to execute the new practices in this particular setting with these particular students.

- Offer consistent messages to principals, teachers and students about what goals are most important and what resources are available to support the work of meeting them.

- Make no judgements about performance of teachers and students without first ensuring that the conditions for high performance have been met

- Have no expectations from its people to demonstrate knowledge and skills that they haven't had the opportunity to learn.

These conditions create a formidable agenda of organizational redesign for most schools and school systems. For this the organizational system would have to;

- Have considerable expertise about the instructional practices they expect teachers to acquire. That expertise would have to entail, not just teaching teachers how to teach differently, but actually working with teachers in their classrooms to solve problems of practice in a way that supports continuous improvement.

- Manage its resources to support and fund the work of teachers and professional developers in sustained interaction.

- Set priorities, clearly stating what problems of instructional practice are central and which peripheral to overall improvement before deciding how to allocate professional development resources. Schools would have to become learning environments for teachers as well as for students.

- Make public and authoritative distinctions among teachers and administrators based on quality, competence, expertise and performance.

- Identify people who know what to do, to develop the capacity of those in the organization to learn what to do and to create settings in which people who know what to do teach those who don't.

Effective professional development requires the development of expertise as an organizational capacity and this requires differentiated organizational roles.

The issues that need to be looked into are;

- Objective and comprehensive evaluation of teachers.

- The belief that all teachers are equal in their skill and knowledge. This undermines the possibility that teachers can learn from each other in powerful ways, as well as learning from experts who are not part of their immediate circle of colleagues.

- Teaching is a largely undifferentiated occupation.

- Teachers work in isolation from each other.

- The culture of passivity and helplessness that pervades most institutions. Teachers and administrators learn this culture of passivity and helplessness as a consequence of working in dysfunctional organizations, not as a consequence of choosing to think and behave that way. Improving the organization will change what adults learn.

- The excuse that problems of "change" and improvement will require a long time and lot of money.

So the practice of improvement is about changing three things fundamentally and simultaneously:

1. The values and beliefs of people in schools about what is worth doing and what is possible to do;

2. The structural conditions under which the work is done; and

3. The ways in which people learn to do the work.

Forging working relationships in a multicultural environment requires genuine commitment, empathy, and sensitivity from administrators, educators, and staff members. Here are some key principles to remember:

- *Respect individual differences*. Just as teachers respect students for their uniqueness, they ought to respect colleagues for their unique values, beliefs, and opinions.

- *Get out of the comfort zone.* We tend to be most comfortable with those people who are like us. But clustering with only members of our own group prevents us from getting to know our colleagues.

- *Refrain from making judgments about others.* One must not use one's own group's standards as a frame of reference. "Different" does not mean "inferior." There is intrinsic worth in every human being.

- *Learn to communicate more effectively.* Become proficient in "low context" and "high context" communication. Listen and watch closely. Be empathetic to those learning the English language. Speak slowly and distinctly (not loudly) in order to be understood.

- *Accentuate the positive.* Share the positive aspects of your culture. Build up a positive environment through praise and appreciation.

Check your Progress:

1) Discuss the organizational issues in the professional socialization of teachers.

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3.7 RELATIONSHIP OF TEACHERS WITH ADMINISTRATORS, COLLEAGUES, STUDENTS AND GUARDIANS

Teachers and Administrators

As employees teachers should a) discharge their professional responsibilities according to existing rules, and at the same time they may undertake the responsibility to initiate moves and conduct movements through professional organizations for change of any existing rule detrimental to professional interest; b) conduct professional business through proper channels; c) refrain from undertaking any gainful employment or commitment which is likely to interfere with their professional responsibilities or which may impair their standing with students, their associations and/or the community; d) co-operate in the formulation of policies of the institutions by accepting various offices and discharge responsibilities which such offices may demand; e) co-operate

through their organization in the formulation of policies of the institution and accept offices; f) co-operate with the authorities for the betterment of institutions keeping in view the interest and in conformity with dignity of the profession; g) should adhere to the contract until (1) service thereunder has been performed (2) the contract has been terminated by mutual consent; or (3) the contract has otherwise been legally terminated; h) give and expect due notice before a change of position is made; and i) refrain from availing themselves of leave expect on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedules.

Teachers and colleagues

It also seems most fair and natural that teachers should a) treat other members of the profession in the same manner as they themselves wish to be treated; b) speak respectfully of other teachers and render assistance for professional betterment; c) refrain from lodging secret complaints against colleagues to higher authorities; d) refrain from raising questions of castes, creed, religion, race or sex in their relationship with their colleagues or trying to use the same for improvement of their prospects.

Teachers and the students

teachers should a) respect the right and dignity of the student in expressing her opinion; b) deal justly and impartially with students regardless of their religions, castes, political, economic, social and physical characteristics; c) recognize needs; d) encourage students to improve their attainments, develop their personalities and attend to community welfare; e) inculcate among students a scientific outlook and respect for physical labour and ideals of democracy and peace; f) be affectionate to the students and not behave in a vindictive manner towards any of them for any reason; g) assess most of students on their attainment; students must be assessed with utmost objectivity and integrity; h) make themselves available to the students even beyond their class hours and help and guide students without consideration of remuneration or reward; i) aid students to develop an understanding of our national heritage and national goals and j) refrain from inciting students against other students, against colleagues or administration. (This however should not interfere with the rights of teachers to freely express any difference on principle in seminars, meetings or other places where students also may be present.)

Teachers and non-teaching staff

(i) Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution

(ii) Teachers should help joint staff-councils covering both teachers and non-teaching staff.

Teachers and guardians

Teachers should a) try see through teacher's bodies and organizations that institutions maintain contact with the guardians of their students, send reports of their performances to the guardians whenever necessary and meet the guardians in meetings covered for the purpose for mutual exchange of ideas and for the benefit of the institution.

3.8 STUDENT CONTROL IDEOLOGY

Student Control Ideology is defined by two constructs – Autonomy versus Control and Humanistic versus Authoritarian. The concept of teachers' autonomy versus control orientation grew from Cognitive Evaluation Theory (Deci & Ryan, 1985) which argues that adults tend to have a general orientation towards dealing with children that can be viewed as ranging from supporting the children's autonomy to controlling the children's behaviour. Teachers who tend to motivate behaviour through the use of external controls as rewards and comparisons are considered controlling whereas those who sought to minimize salient external controls and instead attempt to take the student's internal frame of reference with respect to problems, ideas and initiatives are considered as autonomy supportive.

There are four categories of the teachers' control versus autonomy construct:
- highly control
- moderate control
- moderate autonomous
- highly autonomous

The highly controlling teacher identifies a solution and uses tangible extrinsic motivators or sanctions to ensure that his or her solutions are implemented. The moderate controlling teacher identifies a solution and encourages its implementation by appealing to the child's internalized sense of obligation or invoking guilt ("Do what you should") to what others think is right ("it's for your own good"). The moderately autonomy teacher encourages the child to use social comparisons information which emphasizes understanding how his or her peers diagnose and solve the same problem. The highly autonomy supportive teacher encourages the child to diagnose his or her own problem, generate a solution, and try it out for himself or herself.

The second aspect of teacher orientation to be understood is the student control orientation whether it is humanitarian or authoritarian. From a humanistic orientation, the school is viewed as an educational community in which the students learn through co-operative interaction and experience. In this model learning and behaviour are viewed in

psychological and sociological terms, not moralistic terms. This orientation stresses the importance of the individuality of each student and the creation of an atmosphere to meet the wide range of students' needs. Educators classified as humanistic are patient, congenial and easily approached by students. They are responsive to students' suggestions and ideas and encourage pupil self discipline and independence.

In contrast the authoritarian orientation depicts a classroom environment with a rigid and highly controlling setting concerned primarily with the maintenance of order. In this orientation, misbehavior is viewed as a personal affront and students are perceived as persons who must be controlled through the application of punitive sanctions. Authoritarian educators manifest suspicion and distrust of pupils, often addressing them in an unpleasant and angry manner. They react personally and judgmentally towards students who misbehave.

Check your Progress

1) How should a teacher's relationship be with the administrators, colleagues, students and guardians?

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2) Discuss the student control ideology.

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3.9 LET US SUM UP

Professional Socialization of teachers is an absolute necessity for the professional growth of teachers. This will ensure a healthy relationship between the teachers and the personnel involved in the organization. Teachers' organizations serve as very important interest groups that work towards the professional interests of the teachers.
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4

EDUCATION, SOCIAL STRATIFICATION AND DEVELOPMENT

Unit Structure

4.1   Education and Social Stratification
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4.1 EDUCATION AND SOCIAL STRATIFICATION:

In Sociology and Anthropology, social stratification is the hierarchical arrangement of individuals into social classes, castes and divisions within a society. These hierarchies, which may be overtly or covertly preset, or not present at all in some societies, are quite common in state-level societies. In our society we rank people according to the scarce resources they control. Money and property are scarce resources in our society and those who own a great deal of money and property, wealthy people, can use this resource to gain power. It has been said that very respected people also control another scarce resource – public respect and that they can use this resource to gain power. Political leaders are likewise powerful because they are in a position to control the members of a political party. This ranking of people according to their wealth, prestige or party position is known as Social Stratification. Stratification separates the rich from the poor, the powerful from the powerless. Those who possess scarce resources have a high rank and those who do not possess them have a low rank. Our place in the stratification system influences every part of our lives; where we live, go to school and work; what we eat how we vote and whom we marry. Our sexual behaviour, sports, hobbies and health are all affected by the rank society gives us. Therefore social stratification is an area of great interest to sociologists.

4.1.1   MEANING OF SOCIAL STRATIFICATION:

The term stratification is derived from the geological concept of 'Strata' which means rock layers created by natural processes. Stratification is a hierarchy of positions with regard to economic production which influences the social rewards to those in the positions.

DEFINITION:-

According Raymond W. Murray; "Social Stratification is horizontal division of society into 'higher' and 'lower' social units."

Every society is divided into more or less distinct groups. Even the most primitive societies had some form of social stratification.

According to Gilbert; "Social Stratification is the division of society into permanent groups or categories linked with each other by the relationship of superiority and subordination."

According to Kurt B. Mayer; "Social Stratification is, a system of differentiation which includes social positions whose occupants are treated as superior, equal or inferior relative to one another in socially important respect."

Lundberg writes, "A stratified society is one marked by inequality, by difference among people that are evaluated by them as being 'lower' and 'higher'.

According to Peter Robert Saunders, "In modern Western Societies, Stratification depends on social and economic classes comprising three main layers: upper class, middle class and lower class. Each class is further subdivided into smaller classes related, in part, to occupation.

It can be said that, people classify one another into categories and rank these categories from higher to lower. The process of defining such categories is called 'Social Stratification', and the resulting of ranked categories is called the stratification structure. The categories themselves are known as strata, popularly termed as classes.

4.1.2 FEATURES :

The main features of social stratification are;

1. It is a social and economic categorization of individuals within a societal framework.

2. It is based on Caste, Class, and Status & Power of a Community or Section of People within the framework of a society.

3. Social Stratification exists because of natural differences in peoples abilities.

4. Due to Social Stratification societies tend to be stable and are held together through consensus.

5. It lessens conflicts & provides structure.

6. Social Stratification is a natural & voluntary separation according to race, social & economic status.

4.1.3 THE CATEGORIES OF SOCIAL STRATIFICATION:

The categories of social stratification are; social class, gender, race and ethnicity and age and disability.

Some indicative features of these categories are as follows:

a) Social Class
- Distinction between wealth and income and their distribution in society.
- Social mobility and the link between class and life chances.
- Changing nature of class and its relationship to the economy and occupational structure.

b) Gender
- Difference between biological notion of sex and the socially constructed notion of gender.
- Nature and consequences of gender-role socialisation.
- Gender inequalities in terms of occupation, family and social roles and expectations.

c) Race and Ethnicity
- Nature, size and distribution of different racial and ethnic groups in modern society.
- Inequality relating to race and ethnicity; in particular, discrimination in education, employment and on life chances.
- Role of the mass media in the formation of stereotypes and the consequences for ethnic groups.

d) Age
- Social construction of the concept of age, including awareness of different notions of childhood, adolescence and old age in different societies.
- Inequalities as a result of age, such as employment, unemployment, low pay, access to benefits and restrictions on social behaviour.
- Implications of changes in the age structure of modern society.

e) Disability
- Social construction of disability.
- Inequality relating to disability; in particular, discrimination in education, employment and on life chances.
- Role of the mass media in the formation of negative stereotypes and the consequences for disabled individuals and groups.

4.1.4 The effects of stratification on the lives of individuals and groups :

The above aspects of social stratification should be studies in order to explore the nature of social relationships, processes, structures and

issues. Sub-cultural, cross-cultural, historical, contemporary or anthropological examples should be used wherever possible and candidates should be encouraged to apply insights to current social issues or their own life experiences. Cross-cultural and/or anthropological examples may be drawn from the Socialization.

4.1.5. Causes of Social Stratification:

There are five basic points which gives clear idea about the causes of social stratification;

(1) Inequality – Inequality exists because of natural differences in people's abilities.

(2) Conflict – Stratification occurs due to conflict between different classes, with the upper classes using superior power to take a larger share of the social resources.

(3) Power – Power influences one's definition of self and the importance of ideas in defining social situations.

(4) Wealth – Difference in the wealth is also one of the causes of social stratification.

(5) Instability – Instability in the society being the cause of social stratification enhances stability and induces members of the society to work hard.

4.1.6. The Process of Stratification:

People's differing ranks in society are based on class and status. Class rankings are based on wealth, income, and life chances to acquire wealth and income. Status comes from the honour and respect people receive from others. Class and status are sources of power, and they are the criteria used to rank people in a system of stratification. Structural functionalists believe that systems of stratification develop because societies need scarce leadership skills and reward to those who are willing to assume the responsibility of leadership. Conflict theorists contend that stratification develops because certain groups gain a monopoly of the scarce resources through inheritance or conflict and use those resources to maintain their high positions.

Research indicates that Stratification becomes more pronounced as wealth and the division of labour increase.

Very simple societies have little division of labour and little stratification. Agrarian and industrial societies have more wealth, greater division of labour, and more stratification. There are several types of stratification systems. In a caste system, positions assigned of birth according to the position of the caste, and a person's caste is fixed for life.

The class system is found only in industrial societies and allows movement into higher or lower strata through the accumulation or loss of wealth and status. The differences are especially profound between the rich and the poor, and the most important ones are found in housing, health care, and educational opportunity. It is these variations that affect life chances.

4.1.7. Types of Social Stratification :

(1) **Caste :** Caste can be defined as a hereditary intermarrying group which determines the individual's status in the social stratification by his occupation, etc. e.g. Brahmin has the highest place in the social stratification of castes in India.

(2) **Class :** Social stratification is also based on Class. Class is a status group and in only society the social status of one group always differs from that of another. Class is also a person's economic position in a society. However, as per Weber, Class is not a supreme factor in stratification. He noted that how Managers of corporations or industries control firms they do not own.

(3) **Status :** Status is a person's prestige, social honour, or popularity in a society. Social stratification is also based on status of a person. Weber noted that political power was not rooted in capital value society, but also in one's individual status. Poets or saints can possess immense influence on society with often little economic growth.

(4) **Power :** A person's ability to get their way despite the resistance of others. For example, individuals in state jobs may hold little property or status but they still hold immense power.

4.1.8 Major Explanations of Stratification :

Why are societies stratified? This question was widely debated by early sociologists, and their different viewpoints have shaped current debates on the subject. Spencer believed that superior people would educate themselves and become leaders, whereas inferior people would remain in the bottom ranks of society. However Marx contended that the poor would become aware of their plight and would revolt.

The theories of those early writers have had a strong influence on the two prevailing modern theories of stratification, structural functionalism and conflict theory.

4.2. FUNCTIONAL THEORY OF STRATIFICATION :

Structural functionalists have refined Spencer's nation that society, like any other organism, is self-regulating and self-maintaining and that it

consists of interrelated parts that serve a function in maintaining the system as a whole.

According to this view, stratification is necessary for society to function. Complex industrial system needs to be centralized, and power is place in the hands of people who are capable of being leaders. Leadership requires advanced learning, hard work, and the ability to assume responsibility. Society rewards those who serve as leaders by giving them wealth. Wealth and status, both scarce resources, provide power, so those who serve society by providing scarce skills became the powerful people. Thus, inequality is created by the needs of the society, to by the desires and needs of the individuals. If society had an equal need for all types of work, then all its members would be equal.

4.2.1 Conflict Theory of Stratification

Conflict theorists reject the functional viewpoint, arguing that inequality develops as a result of people's desire for scarce resources, and close-knit groups compete with one another to gain possession of these resources. According to this view, resources are not rewards for talent or for assuming difficult tasks but are acquired through inheritance, coercion, or exploitation. Inequality results when one group acquires more resources than other group.

Once the dominant group gets power, it tries to make its power appear legitimate by using propaganda to appeal to the masses through education, the mass media, religion, and politics. If the masses are influenced by the propaganda of the upper class, they are said to have what Marx called 'false consciousness', a belief that the upper class is superior and has the right to rule, If, on the other hand, the masses reject the propaganda of the upper classes and are aware that they are being exploited, they are said to have 'Class Consciousness'. Regardless of their consciousness, there is little conflict if the masses have jobs and can live lives they find satisfactory. Serious conflicts develop only when the masses are severely exploited and possess class consciousness..

4.2.2 Neo-Marxists

To view class in relation to ownership of the means of production; this means ownership of industry, factories, banks, etc. Simply put – you are either in the class that owns and controls the country's wealth, or you are not.

Marxists use the term 'exploitation' to describe the relationship between the class who own the means of production – the bourgeoisie – and the people who work for a living –the proletariat. They claim that the bourgeoisie try to keep the wages of the proletariat as low as possible so that they can make as much profit as possible.

Marxists the interests of these classes are opposite to each other. The bourgeoisie want to increase profits and the proletariat want to increase their wages –Marxists argue you can't really do both.

4.3. DETERMINANTS OF SOCIAL CLASS :

A social class is 'one or two or more broad group of individuals who are ranked by the members of the community in socially superior and inferior positions'. Max Weber held that classes are aggregates of individuals' who have the same opportunities of acquiring goods, the same, exhibited standard of living'. Social class can also be said as 'Culturally defined group that is accorded a particular position or status within the population as a whole'.

Social class is based on several closely related factors; Wealth, the power derived from wealth, and 'life chances' to acquire wealth.

4.4. EQUALITY OBJECTIVES:

4.4.1 ACCESS:

Without exception modern societies such as our own are socially stratified. This means that they contain social groups (i.e.), families, classes or ethnic groups that have unequal access to important advantages, such as economic resources, power and prestige. Such inequalities have not always existed, however. During most of human history, more equalitarian societies were the rule. Such equalitarian have some differences in advantages based on age, gender, or particular ability but all the families within them have the same access to rights and advantages.

Based upon customs or rules that confer or deny unequal access to economic resources, power or prestige, anthropologist has a model of three different kinds of societies.

1. Equalitarian Society
2. Rank Society
3. Class Society

(1) Equalitarian Societies are unstratified; no social group has unequal access to economic resources, power or prestige.

(2) Rank Societies are partly stratified; social groups do not have very unequal access to economic resources or power but they do have unequal access to prestige.

(3) Class societies are stratified; Social groups have unequal access to economic resources, power and prestige. Such stratified societies may range from somewhat open class systems to more rigid caste systems when caste membership is assigned at birth and unlikely to change throughout life. Within a society composed of people from

widely varied backgrounds and different physical features racism is often associated with social stratification.

"Race" is not a scientifically useful device for classifying humans. Access to higher learning should be made possible for all regardless or race, ethnicity, gender, economic or social class, age, language, religion, location or disabilities. Equitable access and academic excellence are essential and compatible aspects of quality higher education.

(1)   Division of society into groups that differ greatly in wealth, power and prestige.

(2)   Class based on achieved status.

(3)   Caste based on ascribed status.

4.4.2 Principles of social stratification :

Stratification refers to a system of inequality, society is stratified. There are five principles :

(1) It is social, not natural

(2) It's persistent, even as societies change.

(3) It is omnipresent in nearly all social settings, even in socialist systems.

(4) It is supported by ideology.

(5) It is micro – as well as a macro –level.

4.4.3 Liberal and Radical :-

1. Liberals:
Liberals support a moderately high level of social services but tend to favour equality of opportunity more than equality of social condition. They do believe that society has a duty to help the poor and oppressed, and to make appropriate arrangements for the young and elderly, but they would not go as social democrats and other radicals in the pursuit of these goals. Many liberals also believe that the educated elite should lead society and that the power of rational persuasion ("ideas" again) are sufficient to convince voters of the moral correctness of their aims; they are thus "idealists" in the strictly philosophical sense of the term.

2. Radical :

RADICAL SOCIAL CHANGE

The important theoretical question of whether our interpretation of the relationship between social structure and personality applies also during times of radical social change.

Social change as change in the structure of the society, not merely as an eventful or dramatic period in the life of that society: "Change occurs when there is a shift in pattern, when new relationships emerge..." By radical social change, we prefer not to the pace of change but to the nature of the change--the transformation of one political and economic system into a quite different system. The idea of a relationship between social structure and personality implies a dynamic interchange. What we learn about this interchange during times of social stability offers a static slice of a dynamic process. Whether what we learn is typical of a more general process or is specific to times of social stability is an open question. The null hypothesis, so to speak, is that our general interpretation of the relationships between social structure and personality will prove to be valid even during periods of radical social change. Contrary hypotheses would predict that radical social change might greatly modify the relationships between social structure and personality: either because the social structures of the countries were themselves in process of change; or because the relationship between social-structural position and occupational self direction may weaken during periods of transition from one system to another, when the occupational structure itself may be in flux; or because the pivotal role of occupational self direction as an explanatory link between social-structural position and personality may be challenged under conditions of change and uncertainty; or simply because the experience of radical social change--particularly the uncertainties and fears that it engenders--may itself have such wide-ranging psychological consequences as to overwhelm all else.

How does one test these hypotheses? Poland certainly has been experiencing radical social change, and for our purposes a restudy of Poland was strategically central. We studied Ukraine for much the same reason that my collaborators and I originally studied Poland and Japan--to differentiate social-structural universals from single-nation particularities

4.4.4. Liberal and Distributive Models of Social Justice

The definition of the 'Distributive Liberal Social Contract' is proposed which appears ethically and practically acceptable. The logical consistency of the liberal social contract is established in a theorem which proves the existence of such a contract for all initial distributions of wealth, when individual agents share the common opinions that wealth should be consumed by individuals rather than disposed of, and that gifts should flow down the scale of wealth. The distributive liberal social contracts are then the Pareto efficient distributions that are unanimously preferred to the initial distribution of rights.

4.5 STRATIFICATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY:

Social stratification refers to differential access to resources, power, autonomy, and status across social groups. Social stratification implies social inequality; if some groups have access to more resources than others, the distribution of those resources is inherently unequal. Societies can be stratified on any number of dimensions. In the United States, the most widely recognized stratification systems are based on race, social class, and gender. The challenge for those of us interested in understanding the implications of social stratification and social inequality for mental health is to trace the processes through which macrostructures of social stratification become manifest in the micro conditions of individual lives. Those micro conditions can be objective or subjective, and the effects of objective conditions often depend on how those conditions are subjectively perceived. Thus, the study of social stratification and mental health requires that we think at multiple levels of analysis and about the connections between objective and subjective experiences. Given renewed interest in macro-micro links among sociologists (e.g., Huber, 1990) and the centrality of subjective perceptions in social-psychological theory, the study of social stratification and mental health is a quintessentially sociological project.

"Even though social stratification is a multi-disciplinary and multi-dimensional field of study, there is a tendency to understand it mainly from the perspective of sociology. Further, most analysts perceive Indian society as a series of antinomies such as caste/class, caste/power, structure/culture and structure/process. Departing significantly from both these viewpoints, this book provides a comprehensive understanding of social stratification and mobility in India drawing essential inputs from major debates and dialogues in various branches of the social sciences.

"Focusing on different segments of society--such as rural-agrarian and urban-industrial--K.L. Sharma covers a wide gamut of theoretical and methodological issues. He emphasizes the need to study the ideology, structure and process of social inequality both temporally and contextually. The inclusion of discussions on social stratification particularly enriches the comparative perspective of the study. The role of the state and its policies in the structuring of social stratification is also explored.

"The author maintains that while the cult urological explanation of social mobility suffers from serious inadequacies, the structural perspective alone is unable to explain the entire range of structure and change in the context of social inequality. He suggests that the caste-class-power nexus approach is not only more relevant for analyzing social stratification and mobility, but does away with antinomies as well.

"On the whole, this chapter provides a holistic understanding of the complexities of Indian society by analyzing the historical, cultural and political bases of social stratification. It will be of particular interest to students and scholars of sociology, social anthropology, and political sociology, as also to concerned intellectuals and planners."

4.5.1 Equality of Educational Opportunity

Equality is said to exist only when inequality has been removed. But in reality inequality is not totally eliminated. Whatever measures may be taken to ensure equality, inequality will exist to some degree. Thus what the programmes of equality do or can do is to narrow down the inequalities. It means "elimination of that level or type of Inequality which is considered undesirable or unacceptable within the society." So the purist of equality aims not at total equality in the philosophical sense, but at an equitable distribution of societal resources.

Modern society views education as an important societal resource and a means of achieving the goal of egalitarianism. Education is looked upon as a means of raising the social status of an individual in various ways. It is accepted as a basic human need to have a desirable quality of life. Given equal opportunity for general, vocational, technical and professional education most citizens have equal status in the society. Education is often considered as an equalizer.

Equality of educational opportunities means that an individual has equal access to education. Equality of educational opportunities is one of the goals of the ideology of Egalitarianism. However, inequality of educational opportunities exists throughout the world and more so in India.

The Education Commission (1964-1966) has observed: "The main social objectives of education is to equalize opportunity, enabling the backward or underprivileged classes and individuals to use education as a lever for the improvement of their condition. Every society that values social justice and is anxious to improve a lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population.

4.5.2 Differential standard of Educational Institutions:

Children from poor families receive education in substandard institutions which are not properly equipped with teachers, teaching aids and apparatus. Usually urban schools and colleges are of better standard than rural schools and colleges. Differences in the standard of educational institutions ultimately cause inequality in the standard of students.

4.5.3 Positive Discrimination in the Indian context:

In order to ensure equalization of educational opportunities certain measures to be taken with immediate effect. These measures may be based on the needs and status of disadvantaged groups, disabled children, and girls.

1. Primary Education:

Primary education should seek to satisfy the basic needs of all people. There should not be any differentiation of curricula at this stage. Equality of educational opportunities at the primary stage requires provision of free and compulsory education for all children without any discrimination.

2. Secondary Education:

Individual differences among boys and girls are more prominent at the secondary stage diversified curricula should be introduced to cater to the needs, interests and capabilities of students.

3. Higher Professional Education:

At the stage of higher education and professional education emphasis should be placed on individual capacity or merit and maintenance of quality and standard.

4. Compensatory Education:

Disadvantaged children have an unstimulating environment. They attend primary schools without prerequisite learning which are necessary for successful completion of primary education.

Common School System:

Equalization of educational opportunity necessitates adoption of a common school system-both at the primary and secondary stages. It will be a system-

1. Which will be open to all children without any discrimination?
2. Where admission will be based on talent.
3. Which will maintain adequate facilities and reasonably good standards?
4. Where no tuition fee will be charged.
5. Which will meet the needs and aspirations of the middle and lower classes.

Nationalization of education system is an important step to equalize educational opportunities. There should be only one agency in the country to spread and control education. No private agency should be allowed to function in the field of education. Uniform educational facilities can only be provided in a national system of education.

4.5.4   Free Education and Scholarships

To provide free and universal primary education for the age group 6-14 is a constitutional obligation. All Education should be tuition free. Free textbooks and writing materials should be made available to poor and meritorious students to ensure equality no limited for introducing large number of loan-scholarships, improving the method of selection.

4.5.5   Equalization of Educational opportunity

The equalization of educational opportunities is essentially linked with the equality notions in the social system. The social system which intends to provide equal opportunities for the advancement of all has to make provisions for equal educational opportunities also. In modern industrial society education has become the main agency for socializing new born into law abiding citizens and productive members of the society. Formal education has become almost indispensable because to participate in economic production one needs to learn specialized skills which cannot be acquired through family or any other agency. Due to the indispensability of formal education in advanced industrial societies education is provided by the state as a matter of right for all its citizens. Formal institutions – schools, colleges and universities are organized for this purpose.

In most societies today legislations exist guaranteeing equality of the right of education. In fact to realize this ideal of equality of educational opportunities special efforts are made by the welfare states in industrial societies to provide compulsory education to the socially deprived. In developing countries like India state has assumed the responsibility to provide universal free education at the school level. Special policy measures have been developed to spread modern scientific secular education to rural areas and policy of protective discriminating has been adopted to encourage the traditionally deprived section like SC and ST to take to modern education. However in spite of the creation of a legal framework in most societies to ensure quality of educational opportunity such an ideal continues to be elusive in reality even in the industrially advanced societies.

Bourdon relates the costs and benefits of course selection to family and peer group solidarity. His work has important implications for practical solutions to the problem of inequality of education opportunity. Even if positive discrimination worked and schools were able to compensate for the primary effects of stratification considerable inequality of educational opportunity would remain.

Bourdon argues that there are two ways of removing the secondary effects of stratification. The first involves the educational system. If it provides a single compulsory curriculum for all students the element of choice in the selection of course and duration of stay in the system would be removed. The individual would no longer be influenced by his courses

and remain in full time education for the same period of time. He said that more the branching points there are in the educational system point at which the student can leave or choose between alternative courses the more likely working class students are to leave or choose lower level courses. The gradual raising of the school leaving age in all advanced industrial societies has reduced inequality of educational opportunity but the present trend indicates that this reduction will at best proceed at a much slower rate. Bourdon's second solution to the problem of inequality of educational opportunity is the abolition of social stratification. He feels that this is the direction of economic equality as the most effective way of reducing inequality or educational opportunity. As a result he argues that the key to equality of opportunity lies outside rather than inside the schools. Bourdon concludes: for inequality or educational opportunity to be eliminated, either a society must be unstratified or its school system must be completely undifferentiated.

4.5.6 Problems concerning equality of opportunities in education

Education helps in establishing equality and ensuring social justice but the system of education itself can add to the existing inequalities or at least perpetuate the same. Inequalities of educational opportunities arise due to -

- Poverty as the poor cannot afford to meet the expenses of education.
- Children studying in the rural schools have to compete with the children in urban areas where there are well-equipped schools.
- In the places where no primary, secondary or collegiate educational institutions exist children do not get the same opportunity as those who have all these in their neighborhood.
- Wide inequalities also arise from differences in home environments. A child from a rural household or slum does not have the same opportunity as a child from an upper class home with educated parents.
- There is wide sex disparity in India. Here girl's education is not given the same encouragement as boys.
- Education of backward classes including SC and ST and economically backward sections is not at par with that of other communities or classes.

4.5.7 Compensatory Education Programmes

DEFINITION:

COMPENSATORY EDUCATION is a program of supplementary instruction designed to meet the individual needs of students performing significantly below expected achievement levels in language arts, maths, and/or reading.

POLICY:

1. Compensatory education, in the form of supplementary instruction, will be provided to selected students who are performing significantly below expected achievement levels in language arts, mathematics, and/or reading. The CEP is intended to be primarily for students who do not require special education services. However, special education students who meet the CEP entrance requirements would be eligible to be considered for the CEP.

2. The CEP is designed to be a program of Supplementary instruction and as such will not be used to provide the primary instruction for regular or special Education students.

3. An ongoing assessment program, which may include criterion referenced tests, will be conducted to identify students eligible for compensatory education supplementary instruction and to determine student progress and program effectiveness.

4. Testing procedures used for placements and progress evaluation of students will be valid and fair.

5. For staffing, budget, and overall program planning, the number of students performing at or below the 40th percentile on norm-referenced standardized tests in language arts, maths, and reading will be used.

6. Compensatory education programs will include a parent involvement component.

7. Instructional priority will be given to students in grades one through four. Preventative measures at these grade levels are proven to be the most reliable.

8. Systematic procedures for annual program evaluation, to include recordkeeping, will be used to ensure maintenance and improvement of compensatory education services.

4.5.8 Responsibilities

1. The Director is responsible for:
   a. Ensuring the development, implementation, program –evaluation.
   b. Coordinating with the chiefs of the Education, Fiscal, Logistics,

2. The regional director is responsible for:
   a. Ensuring the development, implementation, program evaluation, and improvement of a regional CEP consistent-with concepts identified.

    b.   Providing enrollment figures, test data, and other pertinent information, as required, to support staffing and resource allocations.

3.   The district superintendent is responsible for:
    a.   Coordinating with regional office staff regarding the CEP's.
    b.   Ensuring implementation and evaluation of school level CEP's

4.   The school principal, where staff is assigned, is responsible for:
    a.   Ensuring the development, implementation, an annual evaluation, and improvement of a school CEP consistent with the concepts and processes identified.
    b.   Making recommendations to the district superintendent and/or regional director identifying the school's specific needs in compensatory education.
    c.   Utilizing a committee to develop a plan for a school CEP.
    d.   Implementing the plan for compensatory education services.
    e.   Providing the regional director and/or district superintendent with enrollment figures, test data, annual evaluation report, and other pertinent information, as required, to support staffing and resource allocations.

4.5.9   Enriching the Compensatory Education Programme

The development of compensatory education programs has traditionally been informed by the belief that disadvantaged students can benefit most from a less challenging curriculum and limited achievement goals. Evaluations "effectiveness" reinforce the curriculum deficiency by measuring only the improvement in scores on reading and arithmetic tests, and by failing to deal with the overall achievement of students.

4.5.10   Coordination of Regular and Compensatory Education Classes

Often there is a lack of clarity about the purpose of compensatory education services, with divergent perceptions found among the support staff, the core classroom teachers, and administrators. Most studies indicate that there are few efforts to coordinate various special or supplementary programs with core or regular programs, few procedures for cooperative/joint planning among the various program teachers at the school, and even fewer district- or building-level policies to foster cooperative planning among the various suppliers of programs or services. Thus, students often end up with less instructional time than other students.

For instance, regular classroom teachers often report that the reading resource teachers rarely offer instructional information, suggestions, or materials. Support program teachers are often unable to identify the reading instruction material their remedial students use in the regular classroom. Regular classroom and reading resource teachers are often confused about who is responsible for which aspects of instructional planning and delivery. Reading is often taught as an "unrelated skill"--i.e., reading of reading texts--not as a skill needed for other learning and study areas. What is needed is congruence between curricula what is to be taught, in what order, and using which materials, and between the methods of instruction (Ellington & Johnson, 1986). Conflicts arise when the reading strategies taught and learned in one setting are radically different from those in the second setting, such as emphasis on decoding versus a focus on comprehension.

4.5.11 Cognitive Development

A sound educational program provides for learning opportunities in both cognitive and affective areas, in skills of learning how-to-learn and learning how to be a "student."

However, the services emphasize mastery learning techniques that may improve scores on standardized tests, but fail to help students learn how to work independently and develop coherent mental representations for school work in general (Doyle, 1986).

If there is a trend, at least among the theorists and researchers, it is that curriculum and instruction for the disadvantaged should emphasize developmental over remedial learning. Cognitive science research in mathematics and reading underscores the importance of emphasis on meaning and understanding beginning in the early elementary grades. The Commission on Reading (Anderson, Hilbert, Scott, & Wilkinson, 1985) concluded that from the beginning children should be given all of the elements necessary for constructing meaning because they must be made aware that reading is always directed toward meaning. However, students receive more instruction in factual and lower-level skills--drill and practice--and less in higher-order skills.

Peterson (1986) concluded that low achieving students can successfully be taught a variety of cognitive strategies, such as memory, elaboration, self-questioning, rehearsal, planning and goal setting, comprehension, problem-solving, hypothesis generating and study skills; and that compensatory education should give greater emphasis to their development. Adams (1986) encourages teaching thinking skills to allow students to create the "schema" necessary for the mind to store, order, and make sense of various observations, facts, and events that they are exposed to.

It should be noted, however, that, as another pullout activity taught by someone other than the regular classroom teacher, a "thinking class" can create as many problems as it solves; compensatory education should give greater emphasis to the development of students' cognitive strategies--the strategies needed for learning (learning how-to-learn skills).

4.5.12. Reading :

Despite efforts over the last quarter century to improve the reading achievement of disadvantaged students, the correlation between economic status and reading achievement remains (Calfee, 1986). In addition, Calfee asserts, literacy does not begin with a concept of basic skills or minimum competency; a literate person has "an approach to language that transcends the medium of print" (p. IV-51). Nevertheless, disadvantaged students are taught relatively low-level skills that do not transfer to the higher level knowledge and skills that comprise literacy (Calfee, 1986). More attention needs to be paid to integrating the reading, writing, and oral language elements of literacy and comprehension.

4.5.13   Mathematics :

If remedial reading programs fail to provide opportunities for cognitive development, their mathematics counterpart narrows the students' focus even further. Romberg (1986) observed that compensatory programs in mathematics fall into three broad categories: enrichment programs, which are supposed to provide low-income children with experiences and intellectual challenges that the middle-class have; differential programs, which treat disadvantaged students differently from middle-class children, and are comprised of mastery learning that uses computers and other aids as management tools and standardized tests as assessment instruments; or direct drill methods that teach arithmetic skills by emphasizing right answers rather than appropriate processes; and developmentally based programs, which are geared to the level of a child's conceptual thoughts after his or her cognitive functioning has been determined.

Romberg (1986) argues that a mathematically sound program should not fragment math into literally thousands of pieces as these methods do. Rather it would provide all children with an opportunity to learn mathematics by emphasizing the interdependence of ideas and the use of reasonable procedures to arrive at an answer. Math should be conceived as "a language and a science that orders the universe, a tool for representing situations, defining relationships, solving problems, and thinking".

4.5.14   Challenge and Coherence :

The curriculum for disadvantaged students should not be limited to pullout instruction in reading and math. It should be as rich and balanced as that provided high achieving students. While student success on basic

tests of reading and achievement is important, such minimal competencies are only a part of the total educational goals and objectives for all students.

Disadvantaged students need access to a sound core curriculum of reading and language arts, writing, mathematics, social studies, science, fine arts, health, physical education, and even possibly a second language. They also need access to vocational and technical curricula, and a rich array of electives. The skills, knowledge, understanding, and insights that constitute a general and common education (especially at the elementary level) are essential for all children. They constitute the "cultural imperatives," and the remediation services of compensatory education should provide access to them.

4.5.15 Education as a right and as an element of social stratification

There exists some social differentiation in all human societies. Societies are divided into ranks corresponding to the social positions they have for their individual members.

These ranks are based directly or indirectly on the division of labour and influenced by the historical context. This vertical hierarchy is called "social stratification". The concept of stratification is usually applied to studies of structural social inequality. That means studies of any systematic inequalities between groups of people, which arise as unintended consequences of social processes and relationships. The major variables in this respect are social class, gender and 'race' (or ethnic group). Gender and 'race' cannot be reduced to social class.

In contemporary societies education is one of the most important elements for social stratification because the knowledge, skills and attitudes learnt in school are considered important for the sustaining and development of a society. However, basic education is also a social right by e.g. the United Nation's Declaration of Human Rights. Every individual should have right to education despite her/his social class, income and place of residence. Globally, we are far from this goal. Nearly one third of world's adult population is illiterate. In industrially developed societies, equal opportunities to education have realized rather well in many areas.

The reason to the expansion of education is not, however, only justice, but also a particular ideology called meritocracy (Halsey et al. 1997, 632). Meritocracy has become the major justification for the process of socialization, selection and control exercised by education system. According to meritocracy individuals should be treated by their abilities. It should be allowed to an individual to make efforts for her/his success based on her/his personal abilities or as an equation:

INTELLIGENCE + EFFORT = MERIT

By the educational expansion the number of students from lower social classes and from different ethnic background as well as the number of female students has increased tremendously. In terms of relative and relational differences inequality is still there and often it has increased.

4.5.16   Definitions of educational equality

1. Provision (quantity and quality of education available, organization of education system),

2. Access (selection and its criteria), 3. utilization (meaning of education in people's life) and

3. Outcomes (degrees and performances and the definitions of them). The perfect equality of outcomes would be both impossible and undesirable, but still it is grounded to analyze the outcomes.

We can identify a narrow or conservative and wide or radical definition of educational equality depending on whether an intervention into conditions to inequality is included or not the definition of equal opportunity (Husen 1972).

One way to assess equal opportunity from a wide perspective is to compare the distributions of students and graduates by social class, sex and ethnic group to the corresponding distributions in the whole age group. This practice is common in social research as is connecting this analysis to intergenerational social mobility by including parents' social and cultural background.

The highly optimistic view of education's role in reducing social inequality prevalent in 1960's and early 1970's has not realised. A more pessimistic view is well expressed in Shavit's and Blossfeld's (1993) comparative study on education and intergenerational mobility in 13 countries. The title of this book is 'Persistent Inequality'.

4.5.17   Explanations of inequality

On the comparative level, patterns of social mobility are very similar in countries where a market economy and a nuclear family are central social institutions . morel remark is that it seems to have been rather similar also in those communist countries in Eastern and Central Europe that participated in comparative studies. Does it mean that a nuclear family is a sufficient condition to inequality or are there other explanations.

An accelerated economic competition and globalization have been influencing social inequality in general and thus less and more indirectly educational inequality. There is a female majority among secondary and higher educated population in some countries, An understanding of the expansion of the number of women in education must consider, in

addition to the structure of the educational system, recent economic, demographic, social and cultural changes in contemporary Europe (Jonsson 2003).

The first conclusion was that Sweden is not a very different case but an extreme case within the same pattern. Second, equalization has not touched all social classes and not the whole after World War II period. In a detailed statistical analysis of the survey data, two variables explained more than 50% of the correlation between social class and participation in education in all countries. Those variables were school achievement and attitude to transitions.

In several studies, including my own studies on educational life courses and life histories, it has been observed and interpreted, that since the early school years an individual often follows the cultural manuscript of her/his social class and its way of life with images of self and personal abilities. Theoretically, Pierre Bourdieu's concept of habitus as a system of cognitive ('eldos'), ethical and moral ('ethos') and body ('hexis') schemes dispositions could explain this phenomenon (Bourdieu 1990).

The first habitus, primary habitus, has been formed already in early (class-based) family socialization. The secondary habitus acquired at school and among peers can be different, but not without struggle against structural constrains. Often, the change of habitus requires a change in life course in the form of challenge or even crisis.

4.6 UNIT END EXERCISE:

1. How do the concepts, knowledge, and theories of social stratification and inequality illuminate your own experience?

2. How is social stratification part of your own life experience?

3. What is your theory of social stratification and inequality?

4. How do you describe and explain social stratification and inequality?

5. What is the source and distribution of class, power, economic resources, prestige, social mobility, and poverty?

6. How and why have social stratification and inequality in America changed during the past century and what is the significance of these changes?

7.   Is America a middle class middle mass society?

8. What is poverty? What determines the rate of poverty?

9.   What determines who is poor? How can, how should, poverty be reduced?

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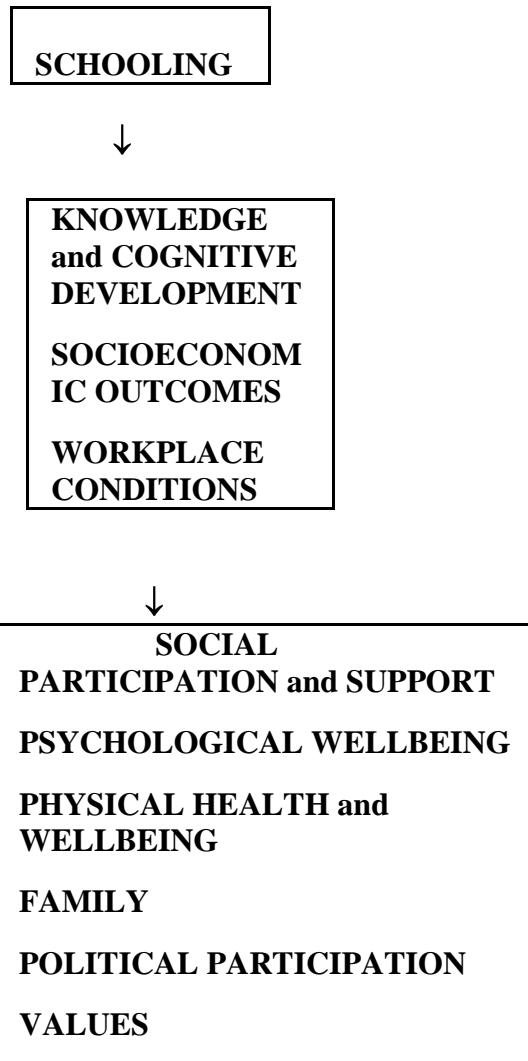18. C Lévi-Strauss, 1949, The elementary structures of kinship, Eyre and Spottiswoode.

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5

EFFECTS OF SCHOOLING :
MAJOR APPROACHES TO VIEWING
THE EFFECTS OF SCHOOLING ON
INDIVIDUAL LIVES

Education and Society are intertwined and thus influence individual lives. Let us examine the effects of schooling in multiple institutional domains including the family, the workplace and the polity and the effects of schooling on an adult individual's attitudes, beliefs and behaviour.

A heuristic model of schooling's effects on adult outcomes:

> **SCHOOLING**

↓

> **KNOWLEDGE and COGNITIVE DEVELOPMENT**
>
> **SOCIOECONOMIC OUTCOMES**
>
> **WORKPLACE CONDITIONS**

↓

> **SOCIAL PARTICIPATION and SUPPORT**
>
> **PSYCHOLOGICAL WELLBEING**
>
> **PHYSICAL HEALTH and WELLBEING**
>
> **FAMILY**
>
> **POLITICAL PARTICIPATION**
>
> **VALUES**

LEISURE TIME

KNOWLEDGE AND COGNITIVE DEVELOPMENT:

Individuals with more schooling have greater knowledge about a wide range of areas than their less educated peers, for example, current events, politics both domestic and foreign, the environment, science etc. Highly educated people also display greater cognitive flexibility and problem solving skills than poorly educated people. Moreover individuals with high levels of schooling create opportunities to learn by participation in and exposure to the media of mass communication.

Schooling creates an enduring receptivity to learning across the life course. The educated have command of specific factual knowledge, display higher levels of literacy skills , namely prose literacy (the understanding of narrative prose), document literacy (the understanding of documents one might encounter in everyday life), quantitative literacy (the understanding of basic mathematical skills in authentic contexts) than those with less schooling. There is a strong relationship between educational attainment and the level of literacy proficiency.

Adult literacy proficiency reflects skills learned in school. Education is an indicator of socio-economic status and also a socialization agent. Education as a dimension of socio-economic status influences an individual's psychological well being such that highly educated individuals are likely to feel in control over their lives and in turn to try to understand problems and solve them.

Individuals with more schooling are more open to new ideas and more likely to adopt innovations than those with less schooling, for example, a well educated farmer is more likely to adopt new technology and overcome resistance to change in productive technologies.

Further individuals with more schooling are exposed to mass media that may increase their knowledge. They are more likely to read newspapers, magazines and books. They spend less time watching television and or listening to the radio. They believe that the print media conveys more authentic knowledge than other media. Thus the differential exposure to the media widens the knowledge gap among individuals with different amounts of schooling. The exposure to the mass media serves as an informal indicator of one's opportunities to learn about current events and other contemporary lifestyle concerns.The educated also seek out and create additional opportunities to advance their learning. They voluntarily participate in formal and informal adult education and are more aware of opportunities for further education and more confident of benefiting from them They have access to a richer array of information than those with

less schooling and know more about their social, cultural and political worlds and can thus apply that knowledge to shape their futures.

While socializing is a result of schooling, schooling also indicates a person's achieved socio-economic status which in turn locates individuals in positions in the social structure that provides greater opportunities to learn and that enmesh them in cultural groups that hold distinctive values about learning.

Socioeconomic Outcomes:

The amount of schooling one obtains affects a broad array of indicators of an individual's economic wellbeing like labour force participation, career transitions, occupational status and wealth. Individuals who are more educated are more engaged in the workplace, have more orderly careers, earn more money and hold jobs with higher levels of prestige and status.

The level of education attainment influences labour force participation. A low level of education results in difficulty in settling into a career or floundering from one job to another. Conversely a high level of education results in full time jobs with greater stability, is more rewarding and affects one's status and earning capacity. It also results in an increase in the total household wealth.

Workplace Conditions :

Schooling has varied effects on the conditions and contexts that individuals experience at work. The amount of schooling an individual obtains affects the tasks that one performs on the job and influences one's control over one's own work and the work of others. The educated settle for "white collar" work that allows for considerable control over the nature and pace of the job. Schooling also shapes the satisfaction derived from work. In turn workplace conditions mediate the effects of schooling on other outcomes. For example, the highly educated are less likely to have jobs that require physical effort. They are more likely to supervise others on the job, have more control over own work and autonomy on the job, engage in non-routine work irrespective of age or gender. The educated have occupations involving direction, control and planning, time pressures and a large amount of responsibility associated with the job. However once work place conditions, earnings and occupational prestige are controlled, highly educated individual are less satisfied with their jobs than the less educated individuals.

A lower level of schooling results in "blue collar" jobs that require manual rather than mental labour and those which provide few opportunities for control.

An implicit assumption is that schooling inculcates knowledge ,skills and values that employers either want or need in the individuals especially to fill high status, white collar jobs.

Social Participation and Support :

Individuals with a higher level of schooling have stronger and more powerful social ties in their social worlds. They participate in cultural events and organizations, have more extensive social networks and perceive a greater level of social support than those with lesser education. Schooling enables participation in adult social life, for example, belonging to voluntary groups, engaging in greater number of organizational
activities including self help groups. Since individuals have more ties to social groups, schooling is related to social support. A higher level of schooling increases the likelihood of talking to others when faced with a problem for the perception is that there are others on whom one can rely for advice and encouragement.

Psychological Wellbeing:

Individuals with more schooling are reported to have more positive psychological health and wellbeing (personal control, purpose in life, stress/distress, depression and emotional health status) than those with less education. Such individuals have more personal control than those with less education and also see a greater purpose in life.

There exists an inverse relationship between educational attainment and psychological stress and distress. Individuals with higher levels of schooling have greater access to work that is non-alienating and well paid. The substantive content of the work and its socioeconomic benefits produce a greater sense of personal control which inhibits the likelihood of psychological distress such as anxiety, anger and malaise. These individuals are intellectually flexible and have high social status both of which provide access to broad social networks that can provide supportive social relationships that buffer the individual from psychological distress.

Since individuals with more schooling gain access to jobs that involve more direction, control and planning, it increases their sense of control and mastery over daily life thus reducing the likelihood of depression.

Psychological stress and distress are frequently viewed as responsive to an individual's material situation in life which in turn is clearly tied to socioeconomic conditions stemming from the nature of one's work. There is a linkage between educational attainment and access to occupations that provide social-psychological resources, for education

can by virtue of the status it confers and the cognitive skills it promotes enable individuals to enter into supportive social relationships. This social support mediates the possible psychological consequences of exposure to distressing life events.

Family Effects :

It is important to realize the effect of schooling on adult family lives. How much schooling one obtains affects who one chooses to marry, which in turn influences the risk of marital disruption. Schooling also affects the timing of family events including the timing of marriage and of childbearing. Schooling is associated with educational homogamy, that is the tendency of an individual to marry another individual with similar levels of educational attainment. However the level of educational attainment does not guarantee marital satisfaction or happiness. An increase in women's educational attainment have influenced fertility patterns as much as they have shaped marriage formation and dissolution. Highly educated women increasingly delay child bearing for they recognize the difficulty of combining the roles of student, worker and mother. This hesitancy reflects their desire to place their children in organized childcare programs and the need to wait till they can afford the expenses of such childcare. Thus delayed childbearing is the result of delayed marriage among those highly educated. Another factor that highly educated women are at risk of is marital disruption because schooling conveys information about values, priorities and foregone opportunities all of which may make educated women chafe against traditional societal norms.

Political Participation :

Individuals with more schooling are more involved in the political process than those with less education. The educated express a sense of civic duty and profess an interest in politics. Such individuals are also more likely to vote in local, state and national elections. They express a high sense of citizen duty which affects both voting behaviour as well as political attitudes.

Education increases an individual's capacities for working with the complexities and abstractions of political ideas and gives a greater knowledge of the issues that may lead to a greater press for political participation. An individual thus evinces a greater interest in the political process and feels a moral pressure to participate in the process. Being intensively aware of the process, such individuals serve to reduce the costs of voting by navigating the bureaucratic aspects of registering to vote and the process of voting.

Values and Leisure Time:

Research has indicated that one's social class and background shapes both how far one goes in school and the values one imbibes. Education trains one to value independence. Since one's social advantage influences one's adult occupational status, it is important to note that it also affects the values an adult holds. Further it influences how an individual uses his leisure time. An educated individual uses his leisure time fruitfully either by equipping himself with new skills or by broadening his perspective of culture by enjoying and patronizing art, classical music and literature, and the performing arts like opera and ballet.

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6

EFFECTS OF EDUCATION ON CULTURAL DEVELOPMENT

Unit structure

6.0 Objectives

6.1. Introduction

6.2 Culture: An Overview

      (i) Invisible Culture

      (ii) Kinds of Culture

      (iii) Types of Culture

      (iv) Education and Cultural Lag

      (v) Cultural Growth and Development

6.3 Education and Culture

      (i) Impact of Culture on Education

      (ii) Influence of Education on Culture

6.4 Summary

6.5 Unit End Exercise

6.0 OBJECTIVES

After going through this unit you will be able:

- To have an overall idea about the concept of culture.

- To understand the relation between education and culture.

- To understand the impact of culture on education.

- To understand the influence of educational development on culture.

6.1 INTRODUCTION

In the words of Golda Meyer "The purpose of education is to civilize the thousands of barbarians that are born in to this world every hour". If education fails to bring change in the learner, then it is worthless. Education is considered the most powerful tool in bringing change in man. On one hand, education acculturates an individual; on the other hand, it preserves, transmits and develops the culture of a society. In short, education and culture are mutually interdependent, complementary and

supplementary in all their aspects and activities. Thus the relation between education and culture is inseparable.

Culture plays a vital role in man's life. Education of various elements of culture can help man in the adaptation to the natural and social environment, development of individual's personality, socialization of the individual, proper use of leisure, and understanding other cultures and proper meaning of liberality. Education in culture is imparted mainly by the family, society and the school. Considering the importance of culture in man's life and the role played by education in the socialization and acculturation of an individual, it is worthwhile to analyse the changes that have taken shape in our culture. Before embarking on the discussion on the impact of education on culture, let us briefly understand the concept of culture itself.

6. 2 CULTURE: AN OVERVIEW

Kroeber and Kluckhohn examined the history of the word 'culture' in various linguistic settings. They reviewed the meaning of culture under a number of headings, such as psychological and genetic. They found 164 definitions. They also gave a definition of their own. But they wouldn't consider it the 165th, because it is contained in the others. "Culture consists of patterns explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments and artefacts. The essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may on one hand, be considered products of action, on the other hand as conditioning elements of further action."

Culture is the key that opens the door to an analysis of human societies and human behaviour. For example, take the case of shedding of tears: Why it is different on different occasions in different societies. Why men become saints in some societies for actions that would land them in jail in others. This can be explained better with the prevailing culture of that society.

All societies have their culture and they are unique. What we do is greatly conditioned by our culture – eating and drinking, loving and hating, playing and working; so is thinking. All societies seem to have ideas that are peculiar to their culture and that cannot be precisely translated into the language of another society. The problem is that while translating, one has to sacrifice either the flavour of the original or its meaning. As a French translator puts it "Translations are like women. When they are beautiful, they are not faithful, and when they are faithful, they are not beautiful.

Another interesting aspect of culture is that whether we learn and how much is a function of intelligence. But what we learn is a function of

culture. Obviously, we can learn, only those things that are there in our culture, and especially, in complex societies only a small part of that. Our goals and aspirations are set for us by the culture of our society. For example, no Eskimo wants to win the Nobel Prize for literature. Yet another factor about culture is that it exerts influence upon biological factors and ultimately alters their character. For example, people starve in the midst of plenty because the food physically available to them is for one reason or other culturally tabooed. The cannibal chieftain cannot really understand why people in some societies would rather go hungry than eat their neighbours. The standards of feminine beauty are themselves cultural standards. In short, culture is the key concept in all attempts to explain and to understand the social life of man.

By culture we mean the system of norms and standards that a society develops over the course of many generations and which profoundly influence the everyday behaviour of people in that society. In more simple terms, culture is as people do. It is that complete whole which includes knowledge, beliefs, customs, art, morals, law and any other capabilities and habits acquired by man as a member of the society.

The purpose of culture is to give the society by conscious process of learning and experience, patterns of behaviour which are found useful for harmonious existence and smooth functioning in all occupations and interactions and thereby individual and group survival and perpetuation. It is the integrated social, biological, and ethnic, modes of behaviour of a group or a society. It is implied that even the possession of ideas, attitude, values, etc. from culture.

(i) Invisible Culture

Visible and invisible culture is otherwise called explicit / implicit or overt /covert culture. Much of culture is not only held outside conscious awareness but is also learned and taught outside awareness, hence, neither the cultural insiders nor the newcomers are aware that certain aspects of their culture exist. In multicultural education and in discussions of cultural diversity more generally, the focus has been on visible, explicit aspects of culture, such as language, dress, food habits, religion, and aesthetic conventions. While important, these visible aspects of culture, which are taught deliberately or learned consciously, are only the tip of the iceberg of culture.

Implicit and invisible aspects of culture are also important. How long in clock time one can be late before being impolite, how one conceives or experiences emotional or physical pain, how one displays such pain behaviourally, what topics should be avoided at the beginning of a conversation, how one shows interest or attention through listening behaviour, how loud is too loud or not loud enough in speaking, how one shows that one would like the speaker to move on to the next point – these are all aspects of culture that we learn and use without realizing it. When

we meet other people whose invisible cultural assumptions and patterns of action differ from those we have learned and expect implicitly, we usually do not recognize what they are doing as cultural in origin. Rather we see them as rude or un-co-operative. We may apply clinical labels to the other people-passive-aggressive or suffering from low esteem.

Differences in invisible culture can be troublesome in circumstances of intergroup conflict. The difficulty lies in our inability to recognize others' differences in ways of acting as cultural rather than personal. Often we blame them – attributing intentions, judging competence- without realizing that we are experiencing culture rather than nature.

(ii) Kinds of Culture

According to the subject there are four types of culture.

1. **Individual culture**: Each individual has some personal traits and qualities which guide his habits of thinking and behaving in all fields of human activities. These personal likes and dislikes, interests, modes of thinking and patterns social behaviour constitute his personal culture.

2. **Communal culture**: As in the case of individual culture, different communities exhibit their distinct traits of life styles comprising specific modes of community beliefs and life styles. All the members of different communities show different traits known as community culture.

3. **National culture**: Similarly, each nation has some distinct national traits and attributes of character which condition its national patterns of ideals, values, modes of thought and behaviour. Such national traits are known as national culture.

4. **World culture:** Due to the rapid rise in the means of transport and communication, the world has shrunk into a small unit with the result that different nations of the world live together as members of a world community having common values, namely co-operation, sympathy, social service, social awakening and social sensitiveness etc. there by constituting a world culture.

(iii) Types of Culture

According to contents there are two types of culture in each society.

1. **Material Culture**: Material culture includes all those man-made things and objects which human society has created for its physical welfare in times of peace and war. Items such as clothes, utensils, homes, roads, ornaments, T.V., radio, various machines, gadgets

and various means of transport and communication are some examples of material culture.

2. **Non-material Culture**: Non-material culture includes all those ideals, attitudes and values which modify the behaviour of man, language, literature, art, music, religion, customs, traditions etc. are some of the examples of non-material culture.

(iv) Education and Cultural Lag:

Due to rapid progress of scientific inventions and technological advancement, material aspect of culture has gone ahead and its area has been greatly widened. The modern society is gradually adopting more and more of these techniques and scientific achievements in their day to day styles of living, while the non material aspect of culture has been left far behind. The vast difference between the material and non-material culture is known as social and cultural lag. As the pace of material culture cannot be slackened, the need is to speed up the changes in the non-material cultural patterns of thinking and living. Both should proceed together in a corresponding pace as the two wheels of a chariot. Education is the only means to bridge this cultural lag. Through scientific inventions, investigations and discoveries many of our own Indian people are enjoying the fruits of material culture, yet there are vast masses of people steeped in ignorance, inertia ad utter backwardness. Education can do eliminate this cultural lag and inspire the general people to march on the road of progress and modernisation as they best can.

(v) Cultural Growth and Development

The growth and development of culture of a society is dependent on different factors which govern perception and learning and the development of behaviour. Different functions and institutions in societies are need based. In the course of time they give rise to cultural patterns. In other words, the needs determine many acts and functions which are passed on from generations to generations. Culture is, therefore, integrated with socioeconomic conditions and also the biological needs. It is not inherited or transmitted biologically. Culture is constantly undergoing change. Culture is therefore, a dynamic ongoing process. Culture binds the individuals in society together. When new things happen in a society, there is growth and development of culture. Culture is thus the progressive growth into humanization and liberalization of the human spirit.

Review Exercise:

Fill in the blanks with suitable options.

1. Invisible culture is also called _____ culture.
   a) Explicit b) Overt c) Covert d) development

2. _____ is the only means to bridge this cultural lag.

a) Education   b) inventions   c) humanization   d) modernisation

3. All the members of different communities show different traits known as _____.
   a) Liberalization b) Community culture c) progressive growth
   d) world culture

4. Culture is, integrated with _____conditions and also the _____needs.
   a) sensitivity / technology   b) material / non-material
   c) Inertia / political   d) socio-economic / biological

6.3 EDUCATION AND CULTURE

Education and culture are intimately and integrally connected. The cultural pattern of a society conditions its educational pattern. For example, if a society has a spiritual pattern of culture, then its educational procedures will emphasize the achievement of moral and eternal values of life. On the other hand, if the cultural pattern of a society is materialistic, then naturally its educational pattern will be shaped for the attainment of material values which promote pleasures of senses and material comforts. A society devoid of any culture will have no definite educational organization. Hence the culture of a country has a very powerful impact on its educational pattern.

The ultimate relationship between culture and education is evident from the fact that one of the major aims education is to impact to the child his cultural heritage. In any human group, the various elements and parts of culture evolve after thousands of years of the experience, and these are handed down as a whole to the succeeding generations. Hence every individual is born into a particular culture which provide him definite patterns of behaviour and values which guide his conduct in different walks of life. He has thereby saved the necessity of making fresh experiments every time. Obviously, then, culture plays an important part in man's life in the adaptation to the natural environment, in the adaptation to the social environment, in the development of personality and socialization.

Every society has a culture or a method of operating which is unique to it. To live harmoniously in a given culture, its members must be aware of the various modes of conduct which are acceptable to that culture. It is through the process of education that children and new members are apprised of these facts. Also, in order to survive, the individual must become acquainted with the nature of these things in his environment with which he may have to cope. In very general terms then, it may be said that universally, the purpose of education is to inform the individual about the nature of his culture and the acceptable methods of

coping with that culture. The implication, clearly, is that education should teach the students of a particular country how to look at the world and doing things according to the way of doing things of his own country.

(i) Impact of Culture on Education

As mentioned above, culture and education have a give and take relationship. Both compliments and supplements each other in various aspects. The following are some of the influences of culture on education.

1. **The aims and ideals** of education are mostly determined by the values and patterns of society.

2. **Curriculum** is conditioned according to the culture of society. It is framed according to the ideals and needs of the society to realize the cultural values.

3. **Methods of teaching** and culture are intimately connected. The changing cultural patterns of a society exert powerful influence upon the methods of teaching also. The shift from the old teacher centred teaching to child centred education is an example. Socialized methods like project method, seminar, symposium, discussion, etc. are widely used in the teaching learning process because of the influence of culture.

4. **Discipline** is also influenced by the cultural values. The present cultural patterns of thinking and living are directly linked to our concept of discipline. The concept of repressive discipline of ancient and Middle Ages has been replaced by the modern values of life.

5. **Text books** which are written according to the formulated curriculum and promote and foster cultural ideals and values are welcomed.

6. **Teacher** who has imbibed the cultural ideals and values of the society only can achieve his mission successfully. Only such teacher is able to infuse higher ideals and moral values in children.

7. **School** is a miniature of society. The total activities and programmes of the school are organized according to the cultural ideals and values of society. Hence school is the centre of promoting, moulding, reforming and developing the cultural patterns of the society.

(ii) Influence of Education on Culture

Wherever there are human groups there is culture, i. e. a man-made part of environment and learned patterns of behaviour. Wherever there is culture, it is diffused and transmitted to succeeding generations by education. Since human beings live in groups, we might say that wherever there are human beings there is culture and education in various forms. School education is limited mainly to literate cultures. The role of education is much smaller in non-literate groups.

Just as culture influences education, much is the same way education also exerts a powerful influence upon the culture of a country. Following are the various ways by which education influences the culture of country.

1. **Preservation of culture**: Each country believes and flaunts the superiority of its own culture over the rest. Hence it tries to preserve its culture in its original form. Education is the only means to complete this task. Thus education preserves the culture of the society.

2. **Transmission of culture**: the process of preservation includes the process of transmission as well. Transmission of culture from one generation to another is the best guarantee of its preservation. In the words of Ottaway, the famous sociologist, "The function of education is to transmit the social values and ideals to the young and capable members of the society".

3. **Development of culture**: The function of education is to bring about the needed and desirable changes in the cultural ideals and values for the progress and continued development of society, without which social progress will stratify and come to a naught. Education accultures individuals, modifies cultural processes by research and deeper investigations into all areas of human requirements.

4. **Continuity of culture**: Culture is the life blood of society. Without culture a society is bound to decay and die sooner or later. Education upholds the continuity of culture through its diverse activities and programmes. A society establishes schools to preserve and transmit its culture from generation to generation. It is found that some schools try to develop undesirable cultural chauvinism and superiority complexes among its children. Children should be motivated to learn more and more from cultural interaction among various cultures. Ideally education should help them to develop the qualities of tolerance and adjustment along with mutual give and take attitude. This cultural integration and cultural synthesis is the dire need of the world society in modern times. Dr. S. Radhakrishnan says that one of the important aspects of Indian culture is its perennial nature. He observed; "the more Indian culture changes, the more it remains the same. The power of Indian spirit has sustained us through difficult times. It is the intangibles that give a nation its character and vitality".

5. **Development of personality**: Education employs diverse cultural patterns of thinking, behaviour and items of cultural values so that children are physically, mentally, socially and emotionally developed to the maximum extent. Thus education aims at developing the personality of the child.

6. **Removing cultural lag**: Material culture develops at a fast pace due to scientific researches and innovations, whereas non-material culture consisting of ideals, values and norms lags behind creating a gulf between the two. Education is the only means to bridge this cultural lag by its activities and programmes of development.

7. **Attaining unity**: For the unity of mankind, there should be diffusion of culture of various groups in the world. The cultural isolation should go, and there should be no iron curtain between one culture and another. Dr. Zakir Hussain observes, "The characteristic mark of an educated man should be a positive attitude towards the goals of culture, that is, towards the ultimate objective values. The attitude should be the cherished product of educational and institutional activity".

8. **Correction of cultural ills:** Education is corrective for the cultural ills. By explaining the dimensions of culture, education corrects egoism and false individuation. Educational enlightenment does not imply only aesthetic appreciation of art and beauty, it also means having kind and generous heart and soul. Culture liberates the mind. Literacy and moral education and education in arts constitutes real techniques for realization of the cultural values.

9. **Education and racial prejudices and antagonism:** Education reduces racial prejudices and antagonism, which result from ideas about other cultures. Imbibing of one's own culture, taking pride in it and preserving the same is a patriotic act. But resisting any change in it shutting doors to the entry of other cultural patterns and maintaining a strong iron curtain to preserve one's culture shows jingoism. It is not conducive to the cultural growth. Cultural diffusion is good for the individual cultural group, and for the humanity as a whole.

10. **Human culture as a whole:** Too much of emphasis on one's own culture will lead to disunity and lack of international understanding which is one of the tasks of education This is possible by bringing about diffusion of various cultures. Education should treat human culture as whole, "like a flower with different petals, and each petal representing one cultural group". Education should strive for unity in diversity and not over-emphasise diversity.

11. **Function of school**: A school is the simplified environment to explain the present culture of the society and the school education makes the child imbibe the same and even makes its own contribution. The school (in its broader meaning) determines the quality of culture with a view to play the role of cultural construction-agent. Education, being the absorber and reflector of culture, is the best medium for the initiation of the rising generation into the cultural norms and process of the society. Due to the concerted efforts of the government and other agencies in

the area of education people have come to realize the importance of education. More and more people are taking interest in education. Parents want to send their children to schools. Of late there is an enhanced demand for English education. More and more English medium schools International Schools, ICSE, CBSE, and State Board Schools are opened and they all get enough and more students. This is a clear indication of the trend in motion. This is the result of renewed demand for quality education. This has been accelerated by the impact of Globalization also. Co-education, now a days, receive better acceptance by the society. The intensity of resistance against sex education in schools now faces less opposition. All these can be considered as the positive results of education.

12. **Inter-cultural understanding**: Education can promote inter-cultural understanding among various cultures. To quote Dr. S. Radhakrisnan, "the greatness of a nation is to be measured not by its material power and wealth but by the inter-cultural relationships of its people". Inter-cultural understanding refers to the development of that insight and attitude in the individuals who, rising above their own selfish and narrow interest, find out the really valuable items in all other cultures, besides their own. It is now realised by educational planners and educationists alike that we should provide such educational experiences and programmes which develop this understanding of other's culture and that development of such understanding will promote co-operation and through a process of give and take, a cultural synthesis will take place. Education will be able to achieve the goal of national culture so essential to national unity and national integration. Klausmeir says "Inter cultural education is concerned with helping students to understand the differences and likeness of individuals who comprise our society and the world".

13. **Education of culture and for culture**: Culture enables a person to appreciate good ideas and art. It enlivens human interests and social efficiency. A cultured person is neither too assertive nor too dogmatic and aggressive. He does not manifest extremes of passions or violence of feelings or extravagance of language. Education plays a crucial role in the making of such persons.

14. **Flux in the traditional culture**: Culture is in constant flux. It changes as society changes. No nation has had constant cultural traditions. India is no exception to it. Every generation adds something new and modifies something old. The family bond in India is considered to be one of the strongest in the world. The joint family system is gradually disappearing giving way to nuclear family, bringing freedom, although at the same time accentuating loneliness and insecurity. We can see that the pattern of nuclear family and its culture is being accepted among the educated

rapidly, among the semi-educated progressively and among the illiterate gradually. Due to education, and coming to contact with other cultures, our food habits are changing, our dress pattern is changing, our appreciation of art has new criteria time to time, and our religious beliefs are undergoing change. Majority of people have come to welcome these changes without much resistance even though there is a sort of resistance from certain quarters due to vested interest or pressure from certain religious sects etc.

Development in education has given an impetuous in the socialization of scheduled castes and scheduled tribes there by giving them a feeling of oneness with all other castes in India. Another outcome of educational development is that the number of inter-caste marriages is on the rise. This has also resulted in a ceaseless campaign against dowry system, to ban which several State Governments have passed legislations.

The technological advancement, the result of education has helped him change his living habits. Machines are taking over more and more of man's mechanical activities. Now he has more leisure time at his disposal. There is tremendous burst of inventive skills.

The scientific attitude and training is relieving the Indian of his static background of the inherited past of dogma, superstitions, inflexibility, and loaded moral values and predetermined behavioural patterns. Today the Indian mind carries not only its racial and cultural memories but also the technological and scientific truths of others.

The population explosion is the single largest factor responsible for the breakdown of environmental patterns and social and economic mores. The impact of this is visible on all aspects of life. The small family norm is widely accepted among the educated. The media especially the visual media has helped in educating even the illiterate about the ill effects of having more children in one household, and weakening the wrong cultural belief of having a son for lighting the pyre and rendered meaningless many other cultural ills of the society.

15. **Women's status** is on the rising in the Indian society. More and more people have come to accept the equality of sexes. The legislations by the Central Government and State Governments and the programmes of governmental and non-governmental organizations have given a fillip to this cause. Right to education, equal right to parental property, right to employment, equal wages for equal work, etc. have brought tremendous changes in the status of women and far reaching implications in the social, familial, cultural, economic, political, and other aspects of life. The recent attempt to pass the 'Women's Reservation Bill' in the two Houses of Central Government is a clear indication of the sort of changes taking place in this direction.

Education has brought cultural changes in the distribution of possessions and rewards to women. Women now have equal rights in the parental property. Equal wages for equal job is an accepted norm at all levels. Of course resistance can be seen in various quarters. But further spread of education is sure to bring changes in the mind set of people and the positive attitude will become an integral part of our culture.

16. **Realization of common culture by human beings**: Education is intimately bonded with the intellectual, emotional, cultural and social life of the human race. On the one hand it enables the individual to realise the qualities with which he is endowed and on the other hand it gives him the realisation that all human beings share a common culture, which contributes to the common good. In the words of Addison, "Education, when it works on a noble mind, draws out to view every latent virtue and perfection". Education derives its meaning and strength from the surrounding environment of things and men. So it cannot ignore the cultural values, which give meaning to the environment. Man learns from the circumstances in which he lives, the people he meets, the ideas he receives and the geographical situations and times of history. Education is the vital configuration of the societal system, shaping the personality of younger generation and their culture raising them for life and preparing them for the kind of society they live in and they should live in.

17. **Attitude towards child labour** is another field where we find drastic changes in values. There is a culture developed in the Indian society against employing children in carpet industry and other fields. Due to the efforts of government, the enactment of law making education free and compulsory for children between the age group of 6 – 14, the positive role of media and voluntary organisations in this direction and various programmes of government involving local people like Sarva Shiksha Abhiyan, Adult education programs, have educated even the common public about the need and importance of education. This has resulted in more and more children and adults taking into education. They are becoming more and more aware of their rights and duties. The welfare programmes get more acceptance and diffused easily. Still there is a long way to go and much to be done in this regard.

18. **Teacher as cultural reconstruction-agent**: A resourceful teacher with his discontentment of things as they are can evolve new models of culture in conformity with the emerging aspirations of the society, through formal and non-formal education. This will enable the young to develop adaptive capacities and adjust to changes in the society. In the ultimate analysis the teacher is the conservator and democratic mediator of culture. He is the architect of the culture-to-be by drawing

upon the old cultural experiences and reconstructing new experiences thus producing innovations.

The above discussion substantiates the fact that education has tremendous influence on various aspects of culture. Development in education brings progressive change in the culture of a society. Education makes the learner uncomfortable in the obsolete and irrelevant prevailing system in the society and constantly strives to bring change for the better.

6.4 SUMMARY

Education has tremendous scope as an instrument of social and cultural change. One should bear in mind that through education not only knowledge is imparted, but skills, interests, attitudes, aspirations and values are developed, social and cultural progress is facilitated, and at the same time social and cultural level of the people is raised.

Education brings cultural changes which may result in many transitions and alterations in the society in many forms. This may be observed in every aspects human culture like variations in norms of values and thinking modes, changes in material culture, ideas, family relations, political culture, patterns of administration at the local, state, regional and national level, involvement in social activities, change in abilities and attitudes of personnel; in short in every aspects of human activity.

Review exercise:

1. According to the content there are two types of culture. Write them below.
   (i)   -------- ------- ------------------------------------
   (ii)   ----------- --------------- ------------------------

2. According to the subject there are four types of culture. List them below.
   (i)   .... (ii)   .... (iii)
            ....
   (iv) ....

3. There are six functions of education. Write the rest in the following.
   (i)   ....
   (ii)   ....
   (iii)   ....
   (iv)   ....
   (v)   ....
   (vi)   ....

6.5 UNIT END EXERCISE

1. Explain Kroeber and Kluckhohn's definition of culture.

2. Classify culture on the basis of subject and content.

3. Culture is a dynamic ongoing process. Justify.

4. Education influences culture. Prove.

5. How does education influence culture? Explain.

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7

EDUCATION AND DEVELOPMENT

Effects of Education on Economic Development

Unit structure

7.0 OBJECTIVES :

After reading this unit, you will be able to:

- Understand the relation between economics and education.
- Know the various facets of education- as investment, as industry, as human capital, social capital, intellectual capital etc.
- Understand the influence of education on growth and development of individual and nation.
- Understanding the three models to study the effect of education on productivity and development.

7.1 INTRODUCTION :

Economics has been defined as science of man in relation to his 'wealth getting' and 'wealth spending' activities. It is related to wants of

man and means to satisfy them. The problem is that man's wants are unlimited and the means are limited. So he has to make a wise choice according to the priorities. The same is the case with the nations. A democracy has to be a welfare state. The states resources are limited and so has to make allocations of funds according to its predetermined policies and priorities it has decided upon democratically. Education is one of the most important areas of development where any welfare state has to pay attention if it has to progress and keep pace with other developing and developed nations. Education of the citizens influences economic growth of a nation and reciprocally, the economic policies and allocation of funds for education affects the educational progress of the citizens. Let us see the mutual relationship between the two in detail.

7.2 HOW IS ECONOMICS RELATED TO EDUCATION?

Philosophy, Sociology and Psychology have been considered as the three foundations of education. But of late, Economics is no less connected with education than these three branches of knowledge. Briefly speaking, the common areas of inter-relationship of economics and education are the following.

i.   Economics determines some major aims of education.

ii.   Economics explains the importance of education in so far as the economic growth of the country is largely based on development of education.

iii. Education itself is an investment in economic terms.

iv.   Education alleviates poverty as it produces skilled labour and creates right attitude to work and development. It also creates awareness for better living.

v.   Education determines the wage structure, the profile of professional values and guarantees economic security of the people.

vi.   Besides the social, moral, cultural and spiritual aims of education, the purely simple 'bread and butter' aim of education cannot be lost sight of. In fact, the aim of education as for earning a living and that too making a good economic living is one of the major aims.

7.3 ECONOMICS OF EDUCATION:

Education as economic goods: Two conditions are to be fulfilled for a 'goods' to become economic goods. 1) Availability should be limited. 2) It should be subject to allocation.

Economic goods are of two types. 1) Material goods – physical or tangible goods. Education plays a vital role in the production of material

wealth. It makes a man more intelligent, more ready to change, more trustworthy in his ordinary work. 2) Non-material goods – services that satisfy human wants. Education is non-material economic goods. It satisfies a human want. It is limited in supply and can be allocated. It should be borne in mind that education develops talents and virtues. Higher level of economic welfare depends on mental out-look, technical knowledge and skills. An awakened mind, right knowledge, appropriate skills and desirable attitudes hastens economic development. It enhances dynamism and releases forward flowing energy. The constructive urges of man are aroused through education. The direct results of education are better organized skills and sharp inventiveness. This will help produce integrated personalities and helps them lead a harmonious life.

Education is both a producer's goods and consumer's goods. It is a producer's goods as it is used in the process of producing other goods. Those who are educated can educate others there by producing more number of educated people. It is producer's goods as required for becoming a teacher, lawyer, engineer, mechanic, etc. It is a consumer's goods if received merely for satisfaction of one's wants like enjoyment etc.

7.4 EDUCATION AS AN INVESTMENT :

In olden times, education was considered an end in itself and unproductive expenditure. Hence, budgetary allocation was always cut in education by developing countries whenever there was a resource crunch. Modern view is that education is an essential expenditure. It is a productive investment. The returns are in the form of useful, dynamic and efficient citizens. They contribute more to the welfare of the country. Education is an investment for national development.

H. G. Wells says, "Investment in education has a unique importance to any nation because the effect of under-investment in this field can never be fully recovered. Human history becomes more and more a race between education and catastrophes". Education has numerous consequences for individuals and society. For many people, there is some "*consumption value*" from the educational process as human beings are curious creatures, and they enjoy learning and acquiring new knowledge. Education also has considerable "investment value." Those who acquire additional schooling generally earn more over their lifetimes, achieve higher levels of employment, and enjoy more satisfying careers. Education may also enable people to more fully enjoy life, appreciate literature and culture, and be more informed and socially involved citizens.

7.5 EDUCATION IS AN INDUSTRY :

Gross National Income (GNI) is spent on various sectors like agriculture, industry and education for more returns year after year.

Education is a growth industry and provides employment and produces services needed by the total economy as any other industry contributes to the G. N. P. of the country. It thus contributes substantially to the total economy of the country; and without it the economy would be all too poor. It is to be noted that education produces no-material goods which satisfy human wants. All these suggest that education is an industry. It is evident that education is amenable to supply-demand analysis. As students, parents and employees, and the government demand education at different prices and this demand is met by the education output as educated manpower, well trained citizens, literate people, etc., the theory of demand and supply becomes applicable to education also. The supply of different kinds and quantities of education involves corresponding costs. All these once again suggest that education can be treated in terms of economic analysis. Education produces a society with productive capacity to satisfy the material and non-material wants of the population.

Investment in education is considered as a long term investment as its returns start coming only after a certain period of time, say, after the education is over and they start earning. Of late, due to the influence of 'Globalization', education is commercialized, especially, higher and technical education. In fact, education has become a business. The various education providers' interest is mainly in profit making. Many terms used in business like '*stake-holders*' and '*entrepreneurs*' for educational providers, '*customers*' or '*clients'* to students are widely used in educational system. The fees and allied expenses have gone through the roof making it unreachable to the marginalized and common man. The WTO and GATT agreements have played the decisive role in reducing education in to a service that can be traded across the nations of the world. Many European countries, USA and Australia have major share of their GNP coming from third world countries by selling education there.

Education ideally should acts as an important factor in reducing the gap between the rich and poor. Education provides better opportunities for better jobs. Better jobs enable one to have better income. Better income leads to higher standard of living as well as better savings. Better savings help one to have more investments both in capital goods and education. This allows them to get their children quality education. The cycle continues. This is one of the strongest justifications for providing reservation to socially and economically backward people in educational institutions by the Constitution of India. Yet, a majority of the population remain outside the fold of education especially higher and technical education, thanks to the policy of liberalization, privatisation and globalization which has made quality education beyond the reach of most of the middle class and lower class due to the high cost of education. Only the upper class who can afford to invest in their children's education can avail quality education there by perpetuating and often widening the gap between the rich and poor. Indians are said to be great planners, but poor executers. Various schemes and programmes have been mooted to overcome the problem, but largely remained ineffective in getting the

desired results. One should not forget the benefits brought by Globalization. But it is a fact that the benefits have not percolated to the lowest strata, instead, it has enabled the rich to become richer and the poor poorer. Only suitable and effective intervention by the government can save the situation. More and more state funding of education can save this situation to a greater extent.

7.6 EDUCATION IS HUMAN CAPITAL :

Anything that yields a stream of income over time is capital. As such, capital plays a vital role in the process of economic development which consists largely in its power to produce or accumulate income immediately or in the long run. In this context H. G. Johnson categorised capital as follows.

i) *Capital goods* which provide specific services to production or consumption by the owner.

ii) *Human capital* (conveniently known as labour). The distinguishing characteristic of which is that both inherently and by legal tradition, control over the use of the capital is vested in the individual embodying the capital regardless of the source of finance or the investment in it.

iii) *Social capital* or collective capital. Due to its inherent necessity or administrative convenience, its services to production or consumption are not charged to individual users but are paid for by the taxation of community at large.

iv) *Intellectual capital.* The underlying characteristic is that once created it is a free good, in the sense that use of it by any one individual does not diminish its availability to others. Education is necessarily a human capital as it directly promotes the quality and capability of human beings. It also contributes to intellectual and partly at least makes social capital. The quality of human beings count a good deal, for it is the human brain and power that makes physical capital what it is worth. Economists consider human beings as a form of capital due to the following reasons.

1. Formation and development of human capital demands cost.

2. Skilled human resources add to national product.

3. Expenditure on human resources is concurrent with National wealth.

The factors which affect human capital formation are investment in formal education, improved health, on the job training, manpower rehabilitation, migration, etc. chief among the factors is formal education for it raises the economic value of human capital by raising earning power and current asset value of human beings. Education is important since it makes man to be a better producer. Education also acts as a guarantee of economic security as education determines professional values, the wage

structure etc. It is also an established fact that economic prosperity of the country is directly proportional to the educational development.

Knowledge is Capital:

Intellectual capital, knowledge or professional competence is one of the four capitals. Capital is the key to the production of income and consequently to economic growth. Capital is anything that involves costs but yields a strain of income over time. Schultz says that an educated man invests a lot of himself in acquiring education and that investment is also in capital. Educational expenditure is thus, not consumption, or expenditure but investment expenditure.

7.7 EDUCATION FOR ECONOMIC GROWTH AND DEVELOPMENT:

Economic growth of a country is largely based on educational development. Economic growth is identical with prosperity and better life. Faster economic growth helps the citizens of the nation to enjoy higher standards of living. This also leads to better social services. Some economists believe economic development means the proportion of national income that is devoted to physical investment. According to this, developed countries continuously increase their capital stock by way of huge investment and the developing countries accumulate relatively less capital stock due to their low level of national income. Another argument is that it is not the quantum of investment which is the clue to growth, but it is the technical knowhow which should come from education.

Yet another group of economists consider that the per-capita income is an indicator of economic growth. In that sense, the rich oil producing countries like Iran, Saudi Arabia and Kuwait which have a high rate may boast of sound economies. Still some other economists are of the view that a well oriented labour force can increase the income of a country. But a labour surplus with limited capital or no tools and place to work can only stand in the way of development. Considering the above views, John Vaizey redefines economic development as the total effect of "development of the labour force, the accumulation of physical capital, and additions to the stock of knowledge and the skill available in the community".

Check your Progress

1. What is meant by economic development?
2. How does education help in the process of economic development? Illustrate.
3. Explain the concept 'education is an industry'.
4. Why is education said to be human capital?
5. Per capita income is not an appropriate measure of economic development. Justify this statement.

_____

_____

_____

_____

_____

_____

Fill in the blanks:

1. ------------- explains the importance of education in the economic growth of a country.

2. Education alleviates -------------- as it produces skilled labour and creates right attitude to work and development.

3. Education to become a --------- ----------- should be subject to allocation and limited in supply.

4. Education is a consumer's goods if it is received only for satisfaction of wants like ------- etc.

5. Educational expenditure is investment expenditure because it yields a strain of ----------- over a period of time.

6. Faster economic growth helps the citizens to enjoy higher ----------- ------------ and leads to better -------------- ------------.

7.8 RELATIONSHIP BETWEEN EDUCATION AND ECONOMIC DEVELOPMENT :

Adam Smith, the philosopher–economist and **Marshall**, the most versatile contributors to the discipline of economics had long back identified the relationship between education and development. **Adam**

Smith in his book 'Enquiry into the Nature and Causes of Wealth of Nations' said, "Education confers great indirect benefits even on the ordinary workman. It stimulates his mental activity, it fosters in him a habit of wise inquisitiveness; it makes him more intelligent, more ready, more trustworthy in his ordinary work; it raises the time of his life in working hours; it is an important means towards the production of material wealth". Adam Smith observed that the acquisition of talents through education cost a real expense, which formed a capital fixed and realized in the persons concerned; further, those talents made a part of their fortune as well as that of their society.

Recent perceptions into the field have provided the insight that the economic contribution of education could be interpreted in terms of human capital formation through education. **Schumpeter** while upholding the effect of organization and innovation in the context of economic growth emphasized 'nothing but improving available resources which is possible among other things, through education'. **Karl Marx** pleaded for education on the ground that 'it is a counter balance to the inhuman results of the *division of labour*'. The potentialities of education for economic growth were clearly stressed by **Theodore Shultz** also.

Economic development through human resource development is very significant in underdeveloped and developing countries. **Harbison** and **Mysers** hold the view that the educational process is of human resource development, is necessary for the transformation of social and political institutions, for which the people of modernizing countries strive.

However it should be noted that the system of education and economic growth in a given social set-up are interrelated in such a way, that one cannot exist without the other. Deterioration in education therefore will affect economic development and slow economic development will affect educational system and standards.

The economists and educationists have joined hands to attack one of the most complicated of all social problems, the planning of a country's whole educational system as an integrated part of the economy.

The economist wants the educationists to produce engineers, doctors, teachers and other technical personnel with the least cost. The economist goes by the quantitative considerations while the educationists are concerned with quality. John Vaizey says "in order to produce one graduate in a given system there have to be ten people in the secondary school and a hundred people in the primary school". The point of interest in the partnership between the economist and educationist is that both are not concerned so much with provision of funds for the educational programme as with some reduction in cost without affecting the rise in production. The economists wish the educators come out with some innovation by which the productivity of schools is increased with little or no rise in cost. To enhance quantity and quality in education it is necessary

to have quality labour, efficient administrators, well trained teachers, educational innovations and research. But this needs further support with finance. The allocation for education is strained too much under the argument that funds are scarce and the available funds are diverted to other developmental activities. In the words of Dean Rusk, "Education is not something which is a luxury which can be afforded after development has occurred. It is an integral part, of the development process itself".

Education has the power to improve quality and make human resource more productive. The USSR of 1920's is a valid example for the above statement. "It was estimated that the work of the people who had received primary education was almost one and a half times more productive than that of illiterate workers of the same age doing the same work, and that the work of those who had received secondary education was twice as productive, while that of graduates was four times as productive". Japan of twentieth century is another example. It could make very rapid economic progress even though it had serious problems like paucity of natural resources, large density of population and a late entry in the field. The reason; at least partly, could be due to the stepping up of her public expenditure on education after World War II.

Literacy in developing countries is far below than that in the developed countries. Illiteracy is thus concomitant with underdevelopment. India could gain only 6 per cent increase in literacy during the period 1961-71. As illiteracy is a common feature of underdeveloped countries and is common among low income groups, it acts as a barrier in economic development. It is found that uneducated people are neither motivated nor qualified to make full use of the facilities created for economic growth in the field of agriculture, family welfare programmes, and adoption of new technology in rural areas or the efficient use of credit for increasing production.

A positive attitude towards practical work and manual work counts much in economic growth. There is always the danger of a situation in which education entitles one to have white hands, avoiding practical work and enjoy the fruits of belonging to the intelligentsia. Education has a prominent role to play in effecting changes in the attitudes and habits of the people as well.

Economic growth becomes really meaningful when the people participate extensively in the production process. The real challenge of growth is to provide full employment. The small scale sector is the symbol of that fact of our economy which reflects production by masses rather than means to production.

Check your Progress

1. What was the view of Adam Smith on the effect of education on workmen?

2. Why did Karl Marx argue for the need for education?

3. Education "is an important means of towards the production of material wealth". How?

4. What is the need for education according to Harbison and Mysers?

5 What is the observation you make from the example of USSR of 1920's with regard to education?

6.   What is the relationship between illiteracy and development?

7.9 THE RETURNS OF EDUCATION :

An important distinction can be made between the private and the social returns to education. Private returns refer to benefits received by the individual who acquires the additional schooling. These include economic benefits such as higher lifetime earnings, lower levels of unemployment, and greater job satisfaction. They may also include consequences such as improved health and longevity. Social returns refer to positive (or possibly negative) consequences that accrue to individuals other than the individual or family making the decision about how much schooling to acquire. They are therefore benefits (possibly also costs) that are not taken into account by the decision-maker. If such "*external benefits*" are substantial, they could result in significant under-investment in education in the absence of government intervention.

Many observers have suggested that schooling has substantial social benefits, and on this basis has advocated government involvement in the financing and provision of education. Indeed, when discussing education policy, many classical economists departed from their usual

laissez faire position on the appropriate role of government. For example, in The Wealth of Nations, Adam Smith states: "The state derives no inconsiderable advantage from the education of the common people. If instructed they ... are less liable to the delusions of enthusiasm and superstition, which among ignorant nations, frequently occasion the most dreadful disorders" A more contemporary illustration of this point is Milton Friedman's position on the role of government in schooling: "A stable and democratic society is impossible without widespread acceptance of some common set of values and without a minimum degree of literacy and knowledge on the part of most citizens. Education contributes to both. In consequence, the gain from the education of a child accrues not only to the child or to his parents but to other members of the society; the education of my child contributes to other people's welfare by promoting a stable and democratic society." (Friedman, 1955).

7.10 EFFECTS OF EDUCATION :

Governments typically have strong direct involvement in the financing and provision of schooling at various levels. Hence, public policies in these areas have major effects on a country's accumulation of human capital. For a given level of initial per capita GDP, a higher initial stock of human capital signifies a higher ratio of human to physical capital. This higher ratio tends to generate higher economic growth through at least two channels. First, more human capital facilitates the absorption of superior technologies from leading countries. This channel is likely to be especially important for schooling at the secondary and higher levels.

Second, human capital tends to be more difficult to adjust than physical capital. Therefore, a country that starts with a high ratio of human to physical capital — such as in the aftermath of a war that destroys primarily physical capital — tends to grow rapidly by adjusting upward the quantity of physical capital. Upper-level schooling in the growth panel is that many countries follow discriminatory practices that prevent the efficient exploitation of well-educated females in the formal labour market. Given these practices, it is not surprising that more resources devoted to upper-level female education would not show up as enhanced growth. Female primary education promotes growth indirectly by encouraging lower fertility.

7.11   IMPACT OF EDUCATION ON IMPROVEMENT OF PRODUCTIVITY :

There are different theories which are widely used to explain the labour market outcomes. These models put forward different approaches to the study of impact of education on employment prospects and productivity. Given below are three such models.

(i) Human Capital Model:

Human capital theory is widely used to explain labour market outcomes. The essence of the theory is that investments are made in human resources in order to improve productivity, and therefore employment prospects and earnings. Individuals acquire skills through formal schooling and/or work experience, and these skills increase the individual's value to employers and therefore their future earnings. Several key elements of human capital theory are worth noting. First, it is a theory of investment decisions: individuals incur costs at the present time in return for benefits in the future. This investment dimension is particularly important because the benefits of human capital acquisition typically accrue over a long period, in the form of a higher earnings stream over many years. Second, because the benefits accrue in the future there will typically be uncertainty about the extent to which the investments will pay off. Human capital investments are generally risky investments. Third, a major component of the costs of acquiring human capital is typically the opportunity cost -- the income foregone by not working. Decisions about education -- both the amount of time to devote to schooling and choice of educational programs -- will be influenced by both the "*investment"* and *"consumption"* components of human capital formation. The latter refers to the fact that learning may be a very enjoyable activity for some, but a less enjoyable or even unpleasant activity for others. Other factors being equal, individuals who enjoy learning are more likely to remain in school longer. Similarly, other things being equal, students are more likely to choose educational programs that they regard as interesting and stimulating. An important distinction is that between private and social returns to human capital formation. Private returns are those based on the costs incurred by and benefits received by the individual acquiring the education. These benefits include both the consumption and investment consequences of schooling. Social returns are based on the costs incurred by and benefits received by society as a whole. There may be differences between private costs and social costs, as well as between private and social benefits. This distinction is important because individuals can be expected to base their schooling the lifetime earnings profile of more educated workers lies above the equivalent earnings profile of less-educated workers.

(ii) Signalling / Screening Model:

Human capital theory emphasizes the role of education as enhancing the productive capacities of individuals. A contrasting view of education, where it has no effect on individual productivity, is the signalling/screening model. According to this theory, education may act as a signal of the productive capacity of individuals. Central to this theory is the importance of imperfect information. In their hiring decisions, employers are imperfectly informed about the capabilities of potential employees. They therefore may use education as a signal of a new hire's future productivity. If employers' beliefs are subsequently confirmed by

actual experience (that is, if more educated workers turn out to be more productive), employers will continue to use education as a signal. Employers will thus offer higher wages to more educated workers. Facing a positive relationship between education (which is costly to acquire) and wages, individuals will have an incentive to invest in education. A central assumption of the signalling model is that education is less costly to acquire for individuals who are innately more skilled or able. If this assumption holds, higher ability individuals will invest more in education than will lower ability individuals. Both high and low ability individuals face the same potential benefits from investing in schooling, but low ability workers face higher costs and therefore will acquire less education. In these circumstances, employers' beliefs about the relationship between education and worker productivity will be confirmed. Even though schooling has (by assumption) no effect on worker productivity, employers have an incentive to offer higher wages to more highly educated workers and higher ability individuals have an incentive to invest in education. In this model, education serves as a "*sorting device*", separating the high from the low ability workers. Like human capital theory, the signalling/screening model can explain the positive relationship that exists between schooling and labour market outcomes such as earnings. However, there are important differences between the two theories. In the human capital model, education is privately and socially productive. In contrast, in the signalling model education is privately productive (high ability individuals benefit from investing in education) but not socially productive because education has no effect on the total goods and services produced by society. Another important difference is that in the human capital model, schooling exerts a causal influence on worker productivity and thus earnings. In the signalling theory, education has no effect on worker productivity so there is no causal influence of education on earnings. Rather, the positive relationship between schooling and earnings arises because both variables are related to a third factor – worker ability. In many circumstances, worker ability is unobserved so it is difficult to determine whether the positive relationship between education and earnings arises because schooling enhances workers' productive capacities (the human capital explanation) or because schooling sorts out high and low capacity individuals.

(iii) Job-Matching or Information-Based Model

In the human capital model, individuals choose among alternative educational programs according to the costs of these programs and the associated lifetime earnings streams (and other benefits) that they generate. Information may play a role in helping to identify or forecast the benefits of alternative educational choices. An alternative view of the educational process is that it helps individuals to determine what types of careers they are most suited for. In this case, education plays the role of providing individuals with information about their comparative advantages -- the types of occupations and jobs they are likely to do well in. This mechanism is characteristic of job-matching and information-

based models. The perspective is similar to human capital theory in several ways, including the implication that education has both private and social benefits. However, the emphasis is different. Human capital theory emphasizes the acquisition of skills that are valued by the labour market, while job-matching models emphasize the acquisition of information about one's abilities and aptitudes. Human capital theory focuses on the direct increase in skills provided by schooling, whereas information-based models highlight the role of education in identifying the most productive applications of a given set of skills. The job matching approach also has important implications for the interpretation of returns to work experience. It views jobs as having an idiosyncratic, or firm-worker

7.12 EVIDENCE ON THE CONSEQUENCES OF EDUCATION AND SKILL DEVELOPMENT :

Many individuals invest in education in the belief that doing so will yield future benefits such as greater employment opportunities, higher earnings and more interesting and varied careers. Similarly, many public policies encourage individual citizens to increase their educational attainment and enhance their skills and knowledge. Increased educational attainment and skills are not necessarily valued for their own sake but often because they are believed to result in better labour market and social outcomes.

Schooling may have numerous consequences for individuals and society. For many people, there is some consumption value from the educational process. Human beings are curious creatures and enjoy learning and acquiring new knowledge. Even focusing on the investment aspects, education may enable people to more fully enjoy life, appreciate literature and culture, and be more informed and socially-involved citizens. Although these and other potential consequences of schooling are important and should not be ignored, the consequences of education for employability, productivity, and earnings are also of substantial importance. As many studies have documented, schooling is one of the best predictors of "who gets ahead". Better-educated workers earn higher wages; have greater earnings growth over their lifetimes, experience less unemployment, and work longer. Higher Education is also associated with longer life expectancy, better health, and reduced participation in crime. As many studies have documented, schooling is one of the best predictors of "who gets ahead". Better-educated workers earn higher wages; have greater earnings growth over their lifetimes, experience less unemployment, and work longer.

Higher Education is also associated with longer life expectancy, better health, and reduced participation in crime. Estimates of life-cycle earnings profiles from data on groups of individuals with different levels of education. Combining these estimated earnings profiles with information on the costs of acquiring additional education -- both the

direct costs and the opportunity costs associated with the income foregone by not working -- allows the implied rate of return on the investment in additional education to be estimated. For example, the rate of return to a university degree compared to a high school diploma is estimated using the life-cycle earnings profiles for these two groups together with information on the direct and opportunity costs of attending university compared to entering the labour force after completing high school.

The second approach is based on estimation of an earnings function in which a measure of earnings is regressed on years of completed schooling (or highest level of educational attainment), years of labour market experience, and additional variables that control for other influences on earnings. This earnings function approach is widely used because it readily provides estimates of the rate of return to education, as well as yielding insights into the relative magnitudes of other influences on earnings.

The strong positive relationship between education and earnings is one of the most well established relationships in social science. Many social scientists have, however, been reluctant to interpret this correlation as evidence that education exerts a causal effect on earnings. According to human capital theory, schooling raises earnings because it enhances workers' skills, thus making employees more productive and more valuable to employers. However, as discussed previously, the positive relationship between earnings and schooling could arise because both education and earnings are correlated with unobserved factors such as ability, perseverance, and ambition (hereafter simply referred to as "ability"). If there are systematic differences between the less-educated and the well-educated that affect both schooling decisions and labour market success, then the correlation between education and earnings may reflect these other factors as well. According to signalling/screening theory, such differences could arise if employers use education as a signal of unobserved productivity-related factors such as ability or perseverance. In these circumstances, standard estimates of the return to schooling are likely to be biased upwards because they do not take into account unobserved "ability". More generally, those with greater ability or motivation may be more likely to be successful, even in the absence of additional education. That is, the Correlation that exists between earnings and education, after controlling for other observed influences on earnings, may reflect the contribution of unobserved influences rather than a causal impact of education on earnings. This "*omitted ability bias*" issue is of fundamental importance not only for the question of how we should interpret the positive relationship between earnings and schooling, but also for the emphasis that should be placed on education in public policies. The marginal return—the impact of additional schooling for someone with low levels of education—may be substantially below the average return. In these circumstances, education may not be very effective in improving the employment or earnings prospects of relatively disadvantaged groups.

Review exercise:

Fill in the blanks

1. Private returns of education refer to benefits received by the ------------- who acquires the additional schooling.

2. Government involvement in the financing and provision of education is necessary because of the substantial ----------- ---------- --------.

3. Human capital theory emphasizes the role of ----------- as enhancing the productive capacities of individuals.

4. A stable and democratic society is impossible without a minimum degree of ------------ and ------------- on the part of most citizens.

7.13 SUMMARY :

Anything that satisfies a human want is a good. A good can be treated as an economic good only when it is limited and is capable of allocation. Education is thus an economic good. Education is a non-material economic good in that it is a service. Education is both a consumer's good and a producer's good. Education produces a society with productive capacity to satisfy the material and non-material wants of the population. Education makes for human capital primarily, and for intellectual and social capital as well. Human resource development or human capital formation depends on to a large extent on education.

Education and economic development have reciprocal relationship marked by mutual contribution. Education enlightens the masses to fight against economic and social exploitation. It also increases the productive efficiency of the individual and the group – in fact of the whole production system. Human capital formation has both quantitative and qualitative dimensions. Many researchers argue that the quality of schooling is more important than the quantity. In the Indian context educating the vast majority of the masses is a daunting challenge before the government. At the same time quality of education has become all the more essential in the wake of globalization. Concerted effort on the part of the government is warranted to bring India on the path of economic, social, political and cultural development.

7.14 UNIT END EXERCISE

1. "Education is an important means towards the production of material wealth". How?

2. Do you agree with the argument for quantitative improvement in preference to qualitative improvement in education? Justify your view point.

3. Explain the various facets of education.

4. Describe the three models of studying the effects of education on economic development.

5. Outline the type of education that you would suggest for rapid economic development of India.

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8

EDUCATION AND DEVELOPMENT

Effects of Development on Educational Outcomes (especially mass schooling and higher education) as a Function of Development Variables

Unit Structure

8.0 OBJECTIVES :

After going through this chapter you will be able to

- Understand the need for schooling for all in India.

- Appreciate various educational programmes of the government in India like Sarva Shiksha Abhiyan (SSA), DPEP, NFE, NLM, MLL, Rural Education, Adult and Continuing Education.

- Understand the aspects of Higher Education and the effects of development on educational outcomes in higher education.

- Understand the efforts made by the government in Higher Technical Education.

- Evaluate the overall effects of development on educational outcomes.

8.1 INTRODUCTION :

At the time of independence in 1947, India inherited an educational system which was not only quantitatively small but was also characterised by striking regional and structural imbalances. Only 14 percent of the population was literate and only one child out of three had been enrolled in primary school. The low levels of enrolment and literacy were compounded by acute regional and gender disparities. Recognizing that education is vitally linked with the totality of developmental process, the reform and restructuring of the educational system was accepted as an important area of state intervention. Accordingly, the need for a literate population and universal education for all children in the age group 6-14 was provided with a precisely defined and delineated framework in the Indian Constitution as well as in successive five year plans.

The continuous efforts made by the Government and other agencies have made its impact in various aspects of Indian education system for better though anomalies still exist in them. Efforts are still on to improve the educational system in India and the changes are seen in different areas of education. The development that has taken place during the period in various aspects of education has its impact on social, political, cultural, technological, and other fields. Reciprocally, these aspects have worked in the direction of development of education. This chapter is dedicated to the analysis of effects of development on educational outcomes especially of 'Mass schooling' and 'Higher education.'

8.2 ASPECTS OF MASS SCHOOLING :

Constitutional commitment to ensure free and compulsory education for all children up to the age of 14 years, under the scheme of universal elementary education has been a salient feature of national policy since independence. This resolve has been spelt out emphatically in the National Policy of Education (NPE) 1986, and the Programme of Action (POA) 1992. A number of schemes and programmes were launched in pursuance of the emphasis embodied in the NPE and the POA. These included the scheme of Operation Blackboard (OB); Non Formal Education (NFE); Teacher Education (TE); Mahila Samakhya (MS); State specific Basic Education Projects like the Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), Lok Jumbish Project (LJP) in Rajasthan, Education for All Project in Uttar Pradesh; Shiksha Karmi Project (SKP) in Rajasthan; National Programme of Nutritional Support to Primary Education; and District Primary Education Programme (DPEP).

8.3 WHY EDUCATION FOR ALL? :

There are strong reasons for implementing elementary education for all with vigour in India. Social justice and equity are by themselves a strong argument for providing basic education for all. It is an established fact that basic education improves the level of human well - being especially with regard to life expectancy, infant mortality, and nutritional status of children etc. Studies have shown that universal basic education significantly contributes to economic growth. The other compelling reasons are the following.

1. **The Constitutional, Legal and National Statements for UEE** has time and again upheld the cause of Universal Elementary Education.

2. **The Constitutional mandate 1950 states** "The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education to all children until they complete the age of'14 years."

3. **National Policy of Education 1986** - "It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty first century".

4. **Unnikrishnan Judgement, 1993** - "Every child/citizen of this country has a right to free education until he completes the age of fourteen years."

5. **Education Ministers' Resolve, 1998** - "Universal elementary education should be pursued in the mission mode. It emphasised the need to pursue a holistic and convergent approach towards UEE."

6. **National Committee's Report on UEE in the Mission Mode: 1999** - UEE should be pursued in a mission mode with a holistic and convergent approach with emphasis on preparation of District Elementary Education Plans for UEE. It supported the fundamental right to education.

7. **Article 26 of the Universal Declaration of Human Rights 1948** states that "Education shall be *directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace".*

The Scenario So Far: In a global sense, the right to education and the right to learn unfortunately still constitute a vision rather than a reality, although the demands on and for 'educated people' continue to grow. Today some 1000 million with women as the silent majority are labelled illiterate. Over 130 million children, almost two-thirds of them girls in the developing countries, have no access to primary education. Against this alarming background, the 1989 United Nations Convention on the Rights of the Child reaffirmed the right of every child to education.

The Indian scenario is slightly different. The impact of development could be seen in the field of education. Consequent to several efforts, India has made enormous progress in terms of increase in institutions, teachers, and students in elementary education. The number of schools in the country increased four-fold - from 2, 31,000 in 1950 - 51 to 9, 30,000 in 1989-99, while enrolment in the primary jumped by about six times from 19.2 million to 110 million. At the upper Primary stage, the increase of enrolment during the period was 13 times, while enrolment of girls recorded a huge rise of 32 times. The Gross Enrolment Ratio (GER) at the Primary stage has exceeded 100 percent. Access to schools is no longer a major problem. At the primary stage, 94 percent of the country's rural population has schooling facilities within one kilometre and the upper primary stage, it is 84 percent.

The country has made impressive achievement in the elementary education sector. But the flip side is that out of the 200 million children in the age group of 6 - 14 years, 59 million children are still not attending school. Of this, 35 million are girls and 24 million are boys. There are problems relating to drop-out rate, low levels of learning achievement and low participation of girls, tribals and other disadvantaged groups. There are still at least one lakh habitations in the country without schooling facility within a kilometre. Coupled with it are various systemic issues like

inadequate school infrastructure, poorly functioning schools, high teacher absenteeism, large number of teacher vacancies, poor quality of education and inadequate funds.

In short, the country is yet to achieve the elusive goal of Universalization of Elementary education (UEE), which means 100 percent enrolment and retention of children with schooling facilities in all habitations. It is to fill this gap that the Government has launched the Sarva Shiksha Abhiyan.

8.4 SARVA SHIKSHA ABHIYAN (SSA) : PROGRAMME FOR UNIVERSAL ELEMENTARY EDUCATION IN INDIA :

The Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of Universalization of Elementary Education (UEE) through a time bound integrated approach, in partnership with State. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6 - 14 age group by 2010.

The SSA is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in mission mode. It also envisages bridging of gender and social gaps.

Structure for Implementation: The Central and Slate governments will together implement the SSA in partnership with the local governments and .the community. To signify the national priority for elementary education, a National Sarva Shiksha Abhiyan Mission is being established with the Prime Minister as the Chairperson and the Union Minister of Human Resource Development as the Vice Chairperson. States have been requested to establish State level Implementation Society for DEE under the Chairmanship of Chief Minister / Education Minister. This has already been done in many States.

The Sarva Shiksha Abhiyan will not disturb existing structures in States and districts but would only try to bring convergence in all these efforts. Efforts will be made to ensure that there is functional decentralization down to the school level in order to improve community participation.

Coverage and Period: The SSA will cover the entire expanse of the country before March 2002 and the duration of the programme in every district will depend upon the District Elementary Education Plan (DEEP) prepared by it as per its specific needs. However, the upper limit for the programme period has been fixed as ten-years/ i.e. up to 2010.

8.5 STRATEGIES CENTRAL TO SSA PROGRAMME :

- **Institutional reforms-** As part of the SSA, institutional reforms in the States were carried out. The states had to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already effected institutional reforms to improve the delivery system for elementary education.

- **Sustainable Financing -** The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State governments.

- **Community ownership -** The programme calls for community ownership of school based interventions through effective decentralisation. This was augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions. Thus involvement of community is an added dimension to the existing system of education due to the development in education.

- **Institutional capacity building** -The SSA conceives a major capacity building role for national and state level-institutions like NIEPA/NCERT/NCTE/SCERT/S1EMAT. Improvement in quality requires a sustainable support system of resource persons. Vigorous efforts have been augmented in this direction which is again a result of development in education.

- **Improvement in mainstream educational administration -** It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches, and by adoption of cost effective and efficient methods.

- **Community based monitoring with full transparency-** The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community based information from micro planning and surveys. Besides this, every school will have a notice board showing all the grants received by the school and other details thus making educational system more transparent.

- **Habitation as a unit of planning** -The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans thus ensuring full and complete coverage of the area.

- **Accountability to community-** SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency. This made the educational programmes need-based and community relevant.

- **Education of girls -** Education of girls, especially those belonging to the scheduled castes and scheduled tribes, was one of the principal concerns in Sarva Shiksha Abhiyan. This enabled the otherwise neglected sections of people in to the fold of education.

- **Focus on special groups -** There will be a focus on the educational participation of children from SC/ST, religious and linguistic minorities disadvantaged groups and the disabled children leaving no one outside the fold of education.

- **Pre Project phase -** SSA commenced throughout the country with a well planned pre project phase that provided for a large number of interventions for capacity development to improve the delivery and monitoring system. This was one of its kind programme well-planned and executed.

- **Thrust on quality -** SSA lays a special thrust on making education at elementary level useful and relevant for children by improving the curriculum, child centred activities and effective teaching methods.

- **Role of teachers -** SSA recognizes the critical role of teachers and advocates a focus on their development needs. Setting up of BRC/CRC, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum related material development, focus on classroom process and exposure visits for teachers designed to develop the human resource among teachers.

- **District Elementary Education Plans -** As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made in elementary education sector, holistic and convergent.

Components of Sarva Shiksha Abhiyan includes appointment of teachers, teacher training, qualitative improvement of elementary education, provision of teaching learning materials, establishment of Block and Cluster Resource Centres for academic support, construction of Classrooms and school buildings, establishment of education guarantee centres, integrated education of the disabled and distance education.

8.6 DISTRICT PRIMARY EDUCATION PROJECT (DPEP) :

Earlier the trend had been towards sector-based investments such as Operation Blackboard or Non-Formal Education (NFE) programme. The planning for these and other programmes was centralised and schematic. Education for All (EFA) initiatives are now becoming more area and people specific.

The districts chosen under DPEP represent those where female literacy is below the national average of 39.2 per cent and where the 'Total Literacy Campaigns' (TLCs) have successfully generated a demand for elementary education.

The DPEP, however, has a much broader focus and agenda than the Bihar Project and the Uttar Pradesh Education Project. The main thrust of DPEP is (i) District level planning (ii) Community participation and decentralised management (iii) Focus on Education of girls, scheduled castes, scheduled tribes and handicapped (v) Improving the quality of education through a process of demand creation for better service (vi) A reduction in the overall dropout rate in primary education to less than 10 per cent for all students.

The failure of Indian primary education is hard to escape. Sixty years after India's political independence, India is placed 126th out of 175 countries ranked in the 2006 'Human Development Report.' India's adult literacy rate is a dismal 61%, below Cameroon (68%), Angola, Congo, Uganda (67%), Rwanda (65%), and Malawi (64%). That 40% of today's Indian adults cannot even "both read and write a short, simple statement related to their everyday life" implies that they did not get the equivalent of the most basic of primary education. Compare that to China's 90% adult literacy. [Source: *UNDP Human Development Report}*

India has made a huge progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress in education has been credited to various private institutions. The private education market in India is estimated to be worth $40 billion in 2008 and will increase to $68 billion by 2012. However, India continues to face challenges. Despite growing investment in education, 35% of the population is illiterate and only 15% of the students reach high school. The programmes chalked out were very ambitious and relevant to India's needs. But it is once again proved that Indians are great planners, but poor executors.

8.7 NON-FORMAL EDUCATION (NFE):

The formal system of education has been found inadequate to meet the growing needs of children's education. Directive for Universalization of elementary education 1960 could not be realised even by 1994. Rather the goal has been eluding the grasp and the target is being postponed from time to time. The NPE unequivocally mentions "A large and systematic programme of non-formal education will be launched for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole-day schools". Since the dropout and deprived children cannot be given education in the formal schools, they have to be

provided education in NFE Centres. The approach can be aptly put in the quote, "If Mohammed does not come to mountain, the mountain should go to Mohammad. If children do not come to schools, schools should go to children."

Children who on account of various reasons cannot continue their schooling and those who cannot attend schools at all need non-formal education to realize the Constitutional Directive. Adults who cannot study in primary schools partly because they are engaged in various vocations for earning their living and partly because they require functional and part time education can be provided only through NFE centres.

The concept of non-formal education has undergone changes over the past few decades. Non-formal education is rightly regarded by many as complementary to the formal system of education and for some others it is an alternative to the formal one. Both are however correct to a great extent and the NFE actually aims at universalization of elementary education in a particular period or by a specific dead-line.

Prof. Malcom Adiseshaiah has observed that the non-formal education is wide-ranging because it comprehends all learning outside of the formal system, and has no parameters of time or space. It can be classified for pre-school, unschooled or dropouts for all learners in the age group 15 – 60. Non-formal learning can also be classified by the learning content where the major emphasis is on the general education and also those where the content is mainly vocational. If we remove the rigidities of the formal system of education with regard to hours and place of study, type of students, methods of teaching and learning, content of courses, qualification requirements of the students and the teachers and methods of evaluation and still organize a systematic learning process with clear goals of learning, we will have a non-formal educational system which will have different degrees of flexibility and hence different degrees of non-formality.

NFE is regarded as an instrument of development which is not only economic, but also political as well as cultural in character. Since it helps improving productivity, it is also called as part of skill development programme. In the developing countries where elementary education has not been universal NFE serves as a lever for promoting literacy.

NFE is linked with general development- health, sanitation, family planning, environment, industry, agriculture, etc. The people coming to the non-formal education system would learn skills and understandings besides literacy and numeracy. NFE is closely connected with improving people's quality of life and with social as well as national development. Since it promotes literacy and literacy has positive correlation with development, NFE has great impact on development and as much on GNP which is the outcome and indicator of the country's productivity and peoples' competencies as citizens and producers of wealth.

The Programme of Action (1986) pointed out that the essential characteristics of NFE are organisational flexibility, relevance of curriculum, diversities in learning activities to relate them to the learners' needs and decentralisation of management. Different models of NFE have been evolved and various agencies implementing the programme have been encouraged to develop and adopt the most suitable model suiting the needs and conditions of target groups.

8.8 NEED AND IMPORTANCE OF NFE IN INDIA :

It has been universally acknowledged that an educated and enlightened citizenry is a pre-requisite condition for success of democracy. Although in the developed countries, education up to secondary education has been made compulsory for the purpose in the developing countries elementary education is considered essential for effective functioning of democracy. In 1947, about 85% of its population were illiterate and hardly 31% of its children in the age group of 6-11 went to schools. This was a national concern at that time and the same problem still persists which may be in a diminutive form.

With a view to realising this objective of Universalization of elementary education, it has been felt that we have to universalise provision of schooling facilities, (a) enrolment and (b) retention in schools. But unfortunately, on account of social, economic, educational and political reasons, Universalization of elementary education has still remained a distant goal. It is a fact that formal education has proved inadequate for catering to the needs of growing number of children many of whom are suffering from various social, economic and cultural disabilities. It will be difficult to realize the goal of universal elementary education with the formal system of education alone. Non-formal education has therefore to be provided in our country to universalize elementary education, to meet the constraints of resources, to serve the scattered and sparsely populated areas, to meet the inadequacy of formal education, to enable the pupils to learn while they earn, to meet the needs of late bloomers, and to provide education to socially and economically deprived classes of the society.

India has made considerable progress since independence in terms of increase of all types of institutions, enrolment and sophistication and diversification of educational programmes. It has the nation's aspirations from the view point of overall coverage, equitable distribution and quality of education.

Non-formal education is mainly meant for national development, of course, any form of education contributes to national development in one form or the other. But NFE programmes are visualised, planned and implemented for majority of our people, who are deprived, downtrodden and debarred for many decades and are now aspiring to come to the main

stream. For them, education is not for status up-gradation or academic satisfaction, but for improving their employability or productivity. Thus education promotes the social and individual development. National development means country's development, social, economic, cultural, political and so on. The concept of development has been changing and cannot be equated with economic growth alone. It would include social, cultural and political development. Similarly, we cannot equate development with industrialization (or even modernization for that matter). For example, we attach so much importance to justice and equality, but growth in GNP is accompanied by great in-equalities as well as injustice. Social justice has, therefore, been taken as an integral part of the development process. Similarly, we used to emphasise consumerism, and the growth of goods and services, but now we lay stress on the development of man himself.

NFE's main objective is the development of the large segment of rural folk. The rural areas are plagued with superstitions, ill-health, bad housing and restricted avenues of economic development. This also aims at removing the wide disparities lying between rural and urban, rich and poor, male and female segments.

National development is generally equated with Gross National Product (GNP). But it does not mean only economic growth. Economic growth also cannot be explained by capital and labour. There is a large residual factor which can only be explained in terms of education. The take off stage in development process is reached when an advance in education, science, research, and technology leads to a growth in GNP, which, in turn, makes larger amount available to education and helps it to advance.

As visualised by Gandhiji, the Indian people won freedom but the formal education has been perpetrating dependence, injustice and inequality in various sectors of society. By propagating Basic Education and its principles of "learning by doing" inter alia, Gandhiji emerged as the best exponent of non-formal education which seeks to achieve productivity, equality and justice for the poor, oppressed and deprived individuals. It integrates both education and development as its programmes are generally built around developmental tasks. Since the programmes of NFE are relevant and feasible and free from various rigidities and formalities, non-formal education is well received by the learners, who are motivated, but have had a bitter taste of irrelevant and meaningless learning experiences. They are now interested to get themselves educated and thereby empowered to improve their productivity, citizenship and quality of life, so that they can face the challenges of the emerging society in the 21st century. This new born awareness and vigour are the positive results of development in education.

Review Exercise:

1. The non-formal education covers all learners in the age group of ----------.(a) 6 -14 (b) 15 – 60 (c) 18 -35 (d) 21 – 60.

2. Universal elementary education has been a salient feature of national policy this resolve has been spelt out emphatically in the ------------------ (a) NPE1986 and POA 1992 (b) State Policy of Education (c) UGC communiqué (d) National Literacy Mission.

3. A pre-requisite condition for success of democracy is a ------------- (a) Educated and enlightened citizenry (b) Wealthy and healthy citizenry (c) Well behaved citizenry (d) Law abiding citizenry

4. NFE's main objective is the development of the large segment of--------- (a) Urban folk (b) Tribal folk (c) Rural folk (d) Educated folk.

5. The districts chosen under DPEP represent those where --------- (a) Male literacy is below National average (b) Adult literacy is below National average (c) Female literacy is below National average (d) Higher education is below National average.

6. SSA envisages bridging of ---------and-----------(a) gender and social gaps (b) economic and political gaps (c) rural and urban gaps (d) rich and poor gap.

8.9 EDUCATION OF WOMEN AND THE GIRL CHILD:

Women have much lower literacy rate than men. Far fewer girls are enrolled in the schools, and many of them drop out. According to a 1998 report by U.S. Department of Commerce, the chief barrier to female education in India are inadequate school facilities (such as sanitary facilities), shortage of female teachers and gender bias in curriculum (majority of the female characters being depicted as weak and helpless).

Since 1947 the Indian government has tried to provide incentives for girls' school attendance through programs for midday meals, free books, and uniforms. This welfare thrust raised primary enrolment between 1951 and 1981. In 1986 the National Policy on Education decided to restructure education in tune with the social framework of each state, and with larger national goals. It emphasized that education was necessary for democracy, and central to the improvement of women's condition. The new policy aimed at social change through revised texts, curricula, increased funding for schools, expansion in the numbers of schools, and policy improvements. Emphasis was placed on expanding girls' occupational centres and primary education; secondary and higher education; and rural and urban institutions. The report tried to connect problems like low school attendance with poverty, and the dependence on girls for housework and sibling day care. The National Literacy Mission

also worked through female tutors in villages. Although the minimum marriage age is now eighteen for girls, many continue to be married much earlier. Therefore, at the secondary level, female dropout rates are high.

The number of literate women among the female population of India was between 2-6% from the British Raj onwards to the formation of the Republic of India in 1947. Concerted efforts led to improvement from 15.3% in 1961 to 28.5% in 1981. By 2001 literacy for women had exceeded 50% of the overall female population, though these statistics were still very low compared to world standards and even male literacy within India. Recently the Indian government has launched **Saakshar Bharat Mission for Female Literacy**. This mission aims to bring down female illiteracy by half of its present level.

8.10 RURAL EDUCATION :

Following independence, India viewed education as an effective tool for bringing social change through community development. The administrative control was effectively initiated in the 1950s, when, in 1952, the government grouped villages under a Community Development Block—an authority under national programme which could control education in up to 100 villages. A Block Development Officer oversaw a geographical area of 150 square miles which could contain a population of as many as 70000 people. Setty and Ross elaborate on the role of such programmes, themselves divided further into *individual-based*, *community based*, or the *Individual-cum-community-based*, in which microscopic levels of development are overseen at village level by an appointed worker:

The community development programmes comprise agriculture, animal husbandry, co-operation, rural industries, rural engineering (consisting of minor irrigation, roads, buildings), health and sanitation including family welfare, family planning, women welfare, child care and nutrition, education including adult education, social education and literacy, youth welfare and community organisation. In each of these areas of development there are several programmes, schemes and activities which are additive, expanding and tapering off covering the total community, some segments, or specific target populations such as small and marginal farmers, artisans, women and in general people below the poverty line.

Despite some setbacks the rural education programmes continued throughout the 1950s, with support from private institutions. A sizable network of rural education had been established by the time the *Gandhigram Rural Institute* was established and 5, 200 Community Development Blocks were established in India. Nursery schools,

elementary schools, secondary school, and schools for adult education for women were set up. The government continued to view rural education as an agenda that could be relatively free from bureaucratic backlog and general stagnation. However, in some cases lack of financing balanced the gains made by rural education institutes of India. Some ideas failed to find acceptability among India's poor and investments made by the government sometimes yielded little results. Today, government rural schools remain poorly funded and understaffed. Several foundations, such as the *Rural Development Foundation* (Hyderabad), actively build high-quality rural schools, but the number of students served is small.

Progress in the field of education of girl child is visible of late due to the development in economic, social, cultural, political and other areas in the country. Education of girls has been high on both national and state agenda for quite some time. Primary education constitutes a very important part of the entire structure of education. It is at this stage, the child starts going to a formal institution and formal education starts. And it is at this stage that the child empowerment starts to build up.

Special commissions and committees were set up from time to time to assess the progress of girls' education and to propose suitable intervention to promote their educational participation. Several strategies were adopted to promote education of girls as an integral part of the planned socio-economic development of the country. The removal of women's illiteracy and obstacles inhibiting their access to, and retention in primary education started to receive overriding priority, through provision of special support services, time targets and effective monitoring.

In ancient India women enjoyed a high status in the society. They were provided educational opportunities comparable to men. The social evils like purdah, sati, enforced widowhood and child marriage crept into the society much later and resulted in the degradation of their status. It should be noted that there were no institutions for education of girls during Muslim rule except the Quran recitation education received in their homes.

The British were reluctant to take up the responsibility of girls' education for a long time due to the doctrine of religious neutrality. After independence, the University Education Commission (1948-49) set up by the government of India, laid special emphasis on the education of women. The main strategy adopted to achieve equalization of educational opportunities has been to make school accessible to every child. It was construed that expansion of educational facilities, as part of providing universal elementary education for all would make education available to the weaker sections of the society including women.

Gender inequality has become one of the major areas of concern for educationists and policy makers. Gender inequality in India stems from two important sources of differences between men and women. (1)

Earning capacity that makes women utterly dependent on men and (2) Cultural taboos and traditions that greatly restrict the autonomy of women. Women, of late, have been increasingly involving themselves in work outside. Increasing levels of educational attainments have facilitated such involvement. To carry forward this trend, it is necessary that education of females should continue to be accorded greater and greater priority. Fortunately, the changing norms in the society are now enabling more and more women to actively seek education. Now women are found in large numbers in the fields of Information Technology, science and space research and in other such fields that demand high level of skills.

As per the National Policy of Education (NPE)- 1986, the government of India launched several programmes. One such programme was the Mahila Samakhya, whose main emphasis was empowerment of women. The programme endeavours to create a learning environment where women can collectively affirm their potential, gain the strength to demand information and knowledge and move forward to change and take charge of their lives. Other initiatives in this direction are Operation Black Board (OBB), District Primary Education Programme (DPEP), Establishment of School Education Committees, Sarva Shiksha Abhiyan (SSA), and Mid-day Meal Scheme etc.

Special schemes and programmes were also instituted for promoting education of girls. Provisions like opening up of separate institutions or wings exclusively for girls, free education for girls up to the higher secondary stage and in many states even up to university level, free noon meals, free books, free uniforms, scholarships for good attendance, bicycles, cash awards for villages, blocks and districts with good performance in female education/literacy etc. have brought positive results in this direction. Girls belonging to Scheduled Castes and Scheduled Tribes received additional benefits for showing better school attendance. As a result of the protective discrimination policies under constitutional provisions, the enrolment of the SC and ST girl children has considerably improved. Due to the existing programmes and some initiatives on the part of the government, the girls' education has developed faster than that of boys in many states of India.

8.11 ADULT AND CONTINUING EDUCATION:

The perspective on adult education has been spelt out in the NPE in paragraphs 4.10 to 4.13 and chapter VII of the Programme of Action-1986. Apart from facilitating creation of ability to read and write the policy links adult education with national goals such as poverty alleviation, national integration, environment conservation, energisation of the cultural creativity of the people, observance of small family norms and promotion of women's equality. Adult education has also been considered as a responsibility of the whole nation- all the sections of the society involving teachers, students, youth, employees, voluntary

agencies, etc., apart from Central and State Governments and political parties and their mass organizations.

A resolution was passed to set up a Committee to review the NPE. The resolution noted that "Despite efforts at social and economic development since attainment of Independence a majority of our people continue to remain deprived of education which is one of the basic needs of human development. It is also a matter of grave concern that our people comprise 50 per cent of world's illiterate and large sections of children have to go without acceptable level of primary education. The Government accords highest priority to education both as a human right and as the means for bringing about a transformation towards a more humane and enlightened society. There is a need to make education an effective instrument for securing a status of equality for women, and persons belonging to the backward classes and minorities. More over it is essential to give a work and employment orientation to education.....".

8.12 NATIONAL LITERACY MISSION:

In pursuance of the policy, a National Literacy Mission was established in 1988. The emphasis of the Mission was not on mere numbers but on attainment of certain predetermined norms and parameters of literacy, numeracy, functionality and awareness. Under this programme, 2, 84,000 Centres are functioning in the country with an estimated involvement of 84 lakh adult learners (about 35 lakh men and 49 lakh women). About 30,000 Jan Shikshan Nilayams have been sanctioned to provide post literacy programmes. A Mass Campaign under NLM was launched by the then Prime Minister in May, 1988. Similar campaigns were launched by 24 States and UTs on the same date and after. The programme suffered due to shortage of funds.

Plans have been drawn up/implemented for complete eradication of illiteracy in an area specific and time bound manner. Kottayam in Kerala became fully literate in 100 days. (April-June, 1989). Eranakulam district of Kerala made fully literate in one year (January-December 1989). Projects for Total Literacy Campaign (TLC) have been launched in Kerala, Goa and Pondichery. Saksharata Abhiyan was launched by Gujarat Vidyapeeth on 1st May 1988.

The Total Literacy Campaign (TLC) and the Post Literacy Campaign (PLC) have significantly and qualitatively changed the life of the people of Pudukottai in Tamil Nadu. The district convention was launched the TLC on July 23, 1991. After the motivational phase, the programme was inaugurated on October 2, 1992. During that year, 250,000 learners out of a potential 290,000 were enrolled under the TLC while completed the first primer, 200,000 learners completed the second primer and of these 180,000 achieved the final TLC stage of completing the third primer.

Through the TLC the mission has attempted a national awakening. Today it covers more than 200 districts in the country. In just five years, 33 million people have been made functionally literate. The success has led the nation to now aim at making 100 million people literate. The crucial fact of TLC is that it went beyond the listed aims like reading, writing and numeracy, but something that has led to the empowerment of people, especially of women. From this grew awareness of their rights and of the facilities provided. The programme gave renewed self confidence, enabled them for employment and there by self dependence, importance of health, child care, etc. the scenario today can be summed up in the words of an activist of TLC from Karnataka; "The atmosphere today shows that the real leaders of the campaign are the neo-literates themselves. Our success lies in this".

8.13 MINIMUM LEVELS OF LEARNING (MLL):

The impact of development could be seen in quality of education along with quantity. There has been widespread concern with the quality of education being provided in our schools. The National Policy for Education (NPE), 1986, emphasizes the need for all children to achieve minimum standards of learning. The need to lay down 'minimum levels of learning' (MLL) emerges from two basic concerns: (i) excessively heavy curriculum and low quality of learning at primary levels (ii) need for equity. The MLL approach seeks to focus on a minimum quantum of learning which practically all children, even disadvantaged children can acquire. The effort is, therefore to combine *quality* with *equity*

......And Miles to Go.

The projects and programmes sketched are the portraits of the future. Impatiently waiting their chance to be the present, they are slowly emerging from behind the curtains of time. Testimony to a nation in hurry, these sketches indicate a country's determination to break with the past. Their purpose, though, was less to paint a glorious picture of the state of education and more to provide clues to the emerging scenario. To salute to the actors who are leading the movement to convert India into a totally literate society is a reminder of the distance covered. For, on the bumpy road to education for all, traversing just half the distance is an achievement. *After all there are miles to go.....*

Review Exercise:

Choose the incorrect option.

1. According to a 1998 report by U.S. Department of Commerce, the chief barrier to female education in India is............ (a) inadequate school facilities (b) shortage of female teachers (c) disinterest of females in education (d) gender bias in curriculum

2. Primary education constitutes a very important part of the entire structure of education because it is at this stage......... (a) the child starts going to a formal institution (b) formal education starts.(c) that the child empowerment starts to build up.(d) midday meals start.

3. The rural education institutes in India failed mainly due to........ (a) poor funding and understaffing (b) the unacceptability among India's poor of some ideas (c) investments made by the government sometimes yielded little results. (d) actively built high-quality rural schools.

4. The emphasis of National Literacy Mission was on........... (a) democracy (b) literacy (c) functionality (d) awareness.

5. The reason for the success of the Total Literacy Campaign is that......... (a) it went beyond the listed aims like reading, writing and numeracy (b) it has led to the empowerment of people, especially of women (c) the leaders of the campaign are the neo-literates themselves (d) the government provided ample funds

6. The need to lay down Minimum Level of Learning emerges from the basic concern of........... (a) excessively heavy curriculum (b) shortage of text books (c)low quality of learning at primary levels (d) need for equity

8.14   EFFECTS   OF   DEVELOPMENT   ON   EDUCATIONAL OUTCOMES ON HIGHER EDUCATION:

Manpower development was the main emphasis of higher education all along. The early growth phase of higher education was associated with colonization. Only after independence, that the State promoted education as an instrument of social development. We indeed had a very impressive growth since then, the number of university-level institutions have increased from 18 in 1947 to 307 by the end of 2004. The student enrolment has grown impressively from 2, 28,804 in 1947 to 94, 63,821, in 202-3. The growth in infrastructure under higher education is rated, to be the second largest after the USA in the world. Yet it hardly covers seven percent of the population, well below even that of developing countries such as Indonesia (11%), Brazil (12%), and Thailand (19%). In developed countries like USA, Canada, Australia (>80%) and Finland (>70%), a higher percent of population has been found possessing higher education.

The number of students entering colleges is growing in bulk every year and thus planners and educationists are confronted with the urgent problem of screening the deserving candidates for higher education. Greater emphasis on education has increased the number of students, both at school and college level, but the quality of students and the standard of scholastic record has been showing a downward trend. The UGC (1996)

has also reported that to impart higher education to unsuitable students is uneconomical from every respect.

8.15 QUALITY IN HIGHER EDUCATION IN INDIA:

Improvement of quality and consolidation continued to be the main concern in the field of higher education during the seventh plan. The enrolment of students in 1991-92 was 44.25 lakhs, 36.93 lakhs in affiliated colleges and 7.32 lakhs in university departments. Women students totalled 14.37 lakh (34.2 per cent) and the enrolment of SC/ST students was about 10 per cent. The growth of student enrolment which was 5 per cent per annum up to 1985-86 declined from1986-87 onwards to around 4.1 per cent. The enrolment in Indira Gandhi National Open University (IGNOU) alone accounted for more than one lakh students.

The following suggestions were put forward by NPE for the development of higher education. (1) Creation of autonomous university departments and colleges. (2) State Councils of Higher Education. (3) Enhanced support for research. (4) Strengthening of open universities and Distance Education. (5) Consolidation of existing institutions and improvement of quality of teachers and teaching. (6) Mechanism for delinking degrees from jobs. (7) Establishment of a new pattern of Rural Universities and (8) Establishment of an apex body covering higher education in all areas.

Further, under the Academic Staff College Scheme for orientation of newly recruited and in-service college and university teachers, 48 academic staff colleges have been established, which organised 464 Orientation and Refresher courses covering 12,970 teachers up to December 1991. The UGC provided developmental grants to Central universities and 95 state universities, besides assisting more than 3000colleges for general development programmes and for implementation of special programmes. About 295 departments received special assistance under different programmes such as Centres of Advanced Studies (CAS), Departments of Special Assistance (DSA) and Departmental Research Support. Under the programme of Co-ordinated Strengthening of Infrastructure in Science and Technologies (COSIST), 112 departments were assisted. To support educational broadcasts, the UGC has set up 7 audio-visual research centres and 7 education media research centres for production of software. As many as 2332 programmes, popularly known as Country-wide Classroom Programmes were produced. A new organization called Inter-university Consortium of Education and Communication was set up. Programmes like Teacher Fellowships and Research Fellowships for SC/ST candidates and remedial teaching for weaker sections including minorities were continued. The UGC provided assistance for installation of mini/macro-Computer Systems to 110 universities and 1216 colleges. In collaboration with the

Department of Electronics (DoE), several courses in computer Science were run. An information and library network called "INFLIBNET" has been proposed. With a view to providing common research facilities and services of the highest quality, inter-university centres in Nuclear Science, Astronomy and Astrophysics and Atomic Energy were established. The IGNOU widened the access to higher education by providing opportunities to learners from disadvantaged groups like women, people living in backward regions and hilly areas with an enrolment of 1.64 lakhs by March 1992. The Indian Council of Social Science Research (ICSSR), Indian Council of Historical Research (ICHR) and Indian Council of Philosophical Research (ICPR) also continued their activities relating to support of research in respective areas. Thus phenomenal improvements have been made in the area of higher education.

Yet, the higher education at present suffers several weaknesses, such as proliferation of substandard institutions, failure to maintain academic calendar, outdated curriculum, disparities in the quality of education and lack of adequate support for research. The Planning Commission organised a 'Brain-Storming' session to consider the future directions of higher education have emphasized the following thrust areas. (1) Integrated approach to higher education. (2) Excellence in higher education. (3) Expansion of education in an equitable and cost-effective manner, in the process making the higher education system financially self-supporting. (4) Making higher education relevant in the context of changing socio-economic scenario. (5) Promotion of value education and (6) Strengthening of management system in the universities.

1. To bring greater coherence in higher education comprising general, technical, medical and agricultural streams which is fragmented in terms of structures and policies, the NPE envisaged the establishment of National Council of Higher Education (NCHER) which is in its final stage. This will ensure networking, sharing of facilities and development of manpower including teachers' training/orientation facilities.

2. Several measures have been taken to promote excellence in higher education. The National Accreditation Council (NAC) was established. Apart from continuing the existing programmes of CAS/DAS, COSIST and the IUCEC and the proposed INFLIBNET, new inter-university centres were to be established to provide facilities in emerging areas like Biotechnology, Atmospheric Science, Oceanography, Electronics and Computer Science. Model curricula for all disciplines have already been prepared. Commission to improve undergraduate courses in science and teaching of Mathematics at Indian universities and colleges were to be implemented in a phased manner.

3. The potential of 44.25 lakhs students enrolled in higher education has to be utilised by actively involving them in the programmes of adult literacy, continuing education, population education and other constructive activities. Such extension activities of the universities and colleges have to

be expanded to cover 95 universities and 2500 colleges during the eighth plan.

4. It is estimated that there will be an additional 10 lakhs students of which 900000 will be at the undergraduate level. This expansion in higher education, keeping in view the present resource crunch has to be accommodated in an equitable and cost-effective manner mainly by large scale expansion of Distance Education system and providing to larger segments of population, particularly the disadvantaged groups like women and people living in backward and hilly areas and measures for resource generation. Open Universities were to start programmes of vocational nature for adult learners for meeting the learning needs of rural areas. However the quality of education is not to be compromised at any cost. Upward revision of fee structure is allowed but at the same time it should not be exorbitant. There is provision of availing educational loans for students and scholarship and financial assistance to SC/ST and students below poverty line.

5. Planning Commission has constituted a Core group on value education in education. The recommendations of the group will be considered for implementation in consultation with the Ministry of Human Resource Development, UGC, Association of Indian Universities (AID) and NCERT.

6. Modernisation and restructuring of the management of university system is also planned. Programme of autonomy of colleges and universities is also encouraged. Facilities in universities and colleges, including research facilities would be consolidated and strengthened.

Further it was decided that research activities of ICSSR, ICHR, ICPR, and Indian Institute of Advanced Studies (IIAS), Shimla will receive special attention for promotion of inter-disciplinary research. It was also decided to take steps to support research in humanities which at present is neglected.

In order to delink degrees as requirement to services, the NPE visualised establishing a National Testing Services (NTS). This will conduct tests on a voluntary basis to determine the suitability of candidates for specified jobs evolving norms of comparable competence across the nation.

"Our university system is, in many parts, in a state of disrepair...In almost half the districts in the country, higher education enrolments are abysmally low, almost two-third of our universities and 90 per cent of our colleges are rated as below average on quality parameters... I am concerned that in many states university appointments, including that of vice-chancellors, have been politicised and have become subject to caste and communal considerations, there are complaints of favouritism and corruption."– *Prime Minister Manmohan Singh in 2007.*

In the present competitive environment the students should have not only adequate knowledge and understanding in their area of specialisation but also interpersonal and communicative skills to survive the competitive onslaught. The present age is caught up in the webs of GOLIT where Globalization, Open market economy, Liberalisation and International Technology which direct the future course of the world. Another striking feature of emerging society shall be shift in emphasis-directed learning to self-initiated learning.

Students as well as parents are now more and more aware of quality in higher education. They are rightfully questioning the quality of the curriculum, instructional delivery, the learning environment accessibility for lifelong learning and improvement of knowledge.

During the X plan period, the UGC selected 47 colleges at the national level and recognised as colleges with potential for excellence and granted Rs. 1 crore to each of them for development of higher education. Likewise universities have been selected and recognised as universities with potential for excellence and granted Rs. 30 crores each. University of Mumbai is one among them. Presently, higher education sector scenario faces a challenging environment. Competition for excellence is rapidly going down. No doubt, existing formal accreditation systems being operated through various boards and councils do provide a basis for implementing quality system needs.

8.16 HIGHER EDUCATION AND SOCIAL ETHOS:

Higher education is perhaps the worst causality of the changes and has failed to respond to challenges of our times. It has a lot to the social relevance and a university degree only adds to the existing wagons of the educated unemployed. Hence the question arises as to what should be the role of higher education so that the whole education system may become more responsive to present day political and social issues and may also become people oriented system.

At the political level, the schools and universities are important agencies of political socialisation to promote those attitudes and values which can be oriented towards strengthening the political system. But the colleges and even universities are averse to the entry of politics into their domain given the level of corruption and criminalisation. It is not bad to have student politics in a purely democratic way, for this will give them strong basis for democratic functioning as responsible citizens in future. But the bitter fact is that the political parties are using the temples of learning for their narrow selfish ends. Higher education is certainly at the cross roads today. The earlier vision of higher education as institutions of learning is being fast changing to the level of commodity in the market under the impact of forces of globalization. Hence there is an urgent need

to restore our age old external values as essential ingredients of the entire educational curriculum including higher education.

8.17 INDIA AND HIGHER EDUCATION :

Almost all countries of the world today hold the responsibility for higher education partially as well as wholly with the state. Further, it may also be said that higher education in most developing countries is largely financed by public subsidies.

The state responsibility on higher educational system has grown up enormously. The basic infrastructure has equally grown up from 750 to 11831 colleges, 250 universities and 729 institutes offering courses on Master of Computer Applications. There are 820 approved Management Institutes for MBA courses. There were 27 universities serving 1,74,000 students in the year 1950-51. But by the end of 2002-03, there were 16 central universities and 113 state universities and 15,437 affiliated colleges serving around 92,27,833 students. Higher education in India is made up of regular and Distance Education. The Union and state Governments are responsible for the promotion and development of higher education in India. The UGC serves as the liaison between the Union and State Governments and the universities of India. The Central and State Government expenditure on higher education for the year 2004-05 is depicted in the following table.

The Government expenditure on Higher Education in India (2004-05)
Rs. In crores

Government	Revenue	Capital	Total
Central	19141 (19.32)	---	19141 (19.15)
State	79913 (80.68)	866	80796 (80.85)
Total	99055 100.00	866	99937 100.00
% of GDP	3.19	0.03	3.22

8.18 PRIVATIZATION AND HIGHER EDUCATION IN INDIA :

The latest trend at the national level in higher education is to tamper with the existing system of University education. The Government has come out with the idea of establishing the National Council for Higher Education and Research (NCHER) which would replace not only the UGC but also all the central apex bodies such as the All India Council for Technical Education (AICTE), Medical Council of India, Dental Council of India, The Council of Architecture, National Council for Teacher Education (NCTE) and so on which had been the bedrock of our higher and technical education.

8.19 HIGHER TECHNICAL EDUCATION :

As of 2008, India's post-secondary high schools offer only enough seats for 7% of India's college-age population, 25% of teaching positions nationwide are vacant, and 57% of college professors lack either a master's or PhD degree. As of 2007, there is 1522 degree-granting engineering colleges in India with an annual student intake of 582,000, plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education.

There is a general allegation about the commitment and academic excellence of the teachers may be with some amount of truth. The Central Government and UGC are making efforts to attract talent and raise the standard of teaching by offering decent and attractive salary and to a certain extent the service conditions at par with that of employees in the corporate world. Various governments are lethargic to this aspect and there is resistance and delay from the State governments in implementing them.

Technical education including Management education is a potent means for creating skilled manpower required for developmental tasks of various sectors of the economy. Technical education implies high costs of construction, library, laboratory equipments, and high rate of obsolescence. The investments should be viewed as essential investments yielding valuable returns to the society and contributing to the socio-

economic development. But the fact is that such investments are not taking place.

The government is taking steps to consolidate and optimise utilisation of existing infrastructural facilities, their up-gradation and modernization, identification of critical areas and creation of infrastructure in new areas of engineering and technology, effective management of the overall system and institutional linkages between technical education and other development sectors.

Under the thrust areas programme of technical education, 510 projects were supported with a total grant of Rs. 53.43 crores for improving facilities in crucial areas of technology. Another 685 projects were supported for creation of infrastructure in areas of emerging technologies involving a grant of Rs. 76.84 crore and another 202 other projects for new technologies with a support of Rs. 27.1 crore.

8.20 CONTINUING EDUCATION :

The following new schemes were started as part of the implementation of NPE.

The scheme envisaged preparation and dissemination of courses and material packages suited to the needs of industry. Under the scheme implemented by 5 Indian Institutes of Technology (IIT) 4 Technical Training Teachers' Institutes (TTTI) 1 Indian Society of Technical Education (ISTE) 4 engineering colleges/ university departments and 4 polytechnics, more than 30000 working professionals have undergone training.

Institution-Industry Interaction: Under the scheme proposals of 21 engineering colleges and 11 polytechnics have been approved for interaction with the industry.

Research and Development in Technical Education: Support was given to 126 R & D projects under the scheme.

New Dimensions: During the past four decades, there has been a phenomenal expansion of technical education in the country. Yet the technical education field is dogged by some serious problems like inadequate infrastructural facilities, shortage of qualified faculty, unfilled positions in the institutions, absence of R&D facilities, lowering of standards due to quantitative expansion, traditional curriculum which result in unemployment and under-employment. The situation in the mushrooming unrecognised institutions is still worse. A related phenomenon is the brain-drain. Another serious problem is the lack of linkage and interaction between TEIs and user-agencies.

To overcome the above mentioned problems stress has been put on the following areas. (1) Modernisation and up-gradation of infrastructural facilities (2) Quality improvement in technical and management education (3) Responding to new industrial policy and R&D labs interaction and (4) Resource mobilisation.

The Central Government launched a massive project with the assistance of World Bank to enable the State Governments upgrade their polytechnics in capacity, quality and efficiency for the period 1990 **to 1999.** The project had a total outlay of Rs. 1892 crores.

Another initiative for improvement of technology field is the establishment of Technology Information Forecasting and Assessment Council (TIFAC). Its objectives include evaluation of existing technologies, preparation of technology forecast reports and estimation of the nature and quantum of likely demands for goods and services in future. Plans have been mooted to make a model university-industry symbiosis. This has been materialised in the form of Jawaharlal Nehru Technological University, Hyderabad. The new industrial policy has created an environment which requires IITs to adopt a new role as leaders in current and futuristic technology development.

A large number of technical institutes were started and during the course, the IITs have started giving consultancy at the international level as an outcome of the development in technology field. There was a fillip in the management institutes like the IIMs and they have become pace setters in highly qualified managerial manpower.

8.21 EFFECTS OF DEVELOPMENT ON EDUCATIONAL OUTCOMES :

Some of the effects of educational development both in school education and higher and technical education can be summarised as follows.

1. Knowledge of democratic process: Democracy can be successful only if its citizens are educated. By expansion of school education through mass education programmes the majority of citizens who were once illiterate have become literate and aware of the democratic process of governance and taking active part in nation building and affairs of state

2. Knowledge of rights and duties: Education socialises the individual that he develops consciousness of duty. He willingly takes part in the affairs of the state. He has become aware of his rights too and this is the result of education.

3. Faith in democratic ideals: The citizens of India have reposed faith in democratic ideals and this was possible only through the expansion of education at all levels. He has now realised that life is not merely the satisfaction of gross physical desires but the holding of the ideals like freedom, liberty, and brotherhood are more valuable and necessary.

4. Development of human qualities: Only through education qualities as high moral character, sociability, benevolence, patience, pity, sympathy, brotherhood etc. can be developed and fostered and this could be seen growing in more and more people.

5. Exercising political duties: In a democracy the government is elected by the people, and hence the responsibility for electing a good government devolves upon them. In India, in the absence f education the ignorant people are persuaded to vote the wrong person with the result that the government has failed time and again.

6. Preventing exploitation: The ideals of democracy are opposed to exploitation of every kind, but if political, social and economic exploitation is to be eliminated. Educated people are aware of their rights and have the training to fight against exploitation.

7. Protection and transmission of culture: The continuity of the past is maintained only through culture and social heritage which is passed on to new generation through the medium of education. Hence education is required for transmission of culture.

8. Diffusion of innovative ideas: Effects of education can be found in the diffusion of various innovative ideas. Government comes out with various developmental programmes especially for the weaker section. Education helped them to understand its benefits and its implications for them and willingly participate in the programmes.

9. Giant leap towards literacy: It required a gigantic effort on the part of the government and voluntary organizations to remove illiteracy from the second largest populated country. Due to the various programmes of literacy and other developmental programmes, India could achieve considerable progress.

10. World class technical knowhow: India is now one of the seven world nuclear nations. Our scientists have made their presence felt in space research, rocket technology, IT, oceanography, and other branches of science and technology of world reckoning. We have developed advanced

technology in the field of health, agriculture, population education etc. and we are consultants to many countries in the world. All these became possible because of development in education.

Education has brought welcome positive changes in other fields also. They are as follows.

11. Improvement in the status of women,

12. Economic development by and through developments in agriculture and industry.

13. India reaching to the level of a world leader.

14. Advancement of education itself at various levels due to economic development.

15. Awareness of the need for protection of environment.

16. Population control programmes, etc.

There are various other aspects like Education of the Scheduled Castes, Tribes, and Backward Communities, Education of the Disabled, Education of the Minorities etc. which is not discussed at length in this chapter.

Check your Progress

Answer briefly the following questions:

1. What is the problem referred to by the UGC when it states that to impart higher education to unsuitable students is uneconomical from every respect?

2. What were the suggestions put forward by NPE for the development of higher education?

3. What are the main weaknesses of higher education in India?

4. What efforts have been made by the Central Government and UGC to attract talent and raise the standard of teaching in higher education?

5. Why is it necessary to improve the infrastructural facilities in Technical and Management education?

6. What new schemes were started as part of the implementation of NPE in the field of continuing education?

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8.22 UNIT END EXERCISE:

1. List down the efforts made by the government to increase women's education. What further improvements would you suggest in this regard?

2. Explain briefly Effects of Development on Educational Outcomes?

3. Comment on the politicization of school and university education. Justify your answer.

4. Is the expenditure on higher education by the government sufficient? Why?

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9

EDUCATING TO MEET DEVELOPMENTAL NEEDS, EDUCATING WORLD CITIZEN, CURRICULUM FOR CITIZENSHIP EDUCATION

Unit Structure

9.0 Objectives

9.1 Introduction

9.2 Meaning of Developmental needs

9.3 Background and Introduction of world citizenship

9.4 Educating world citizen: curriculum for citizenship education

9.5 Let us sum up

9.6 Unit End exercise

9.0 OBJECTIVES

After reading this unit you will be able to:

1. Understand the concept of developmental needs
2. Understand the concept of world citizenship
3. Acquire the broad based knowledge of education for world citizenship
4. Describe the importance of curriculum for citizenship education

9.1 INTRODUCTION

Education is an activity which goes on in a society and its aims and methods depend on the nature of the society in which it takes place. The aims, curriculum and discipline are always related to situations and life. It must be in accordance with the physical and social needs of the community. Presently because of globalization there has been a sea change in the socio-economic scenario. Educational system must be in accordance with the changing needs and aspirations of society. The developmental needs signify the quality educational system with flexible curriculum with a process of collective institutional learning and development, promoting research in education, working out with new technologies and methodologies for imparting instructions.

9.2 EDUCATING TO MEET DEVELOPMENTAL NEEDS

As observed by the Human Development Report (2004), "The ideas behind the human development paradigm are not new, they are at least as old as Aristotle. Aristotle argued that "Wealth is evidently not the good we are seeking, for it is merely used and for the sake of something else". Economic growth is merely a means; only economic growth is not a criterion of human development. Education for human developmental needs focuses on four important capabilities, to lead a long and healthy life, to be knowledgeable, to have access to the life of the community. Education for developmental needs must achieve a long and healthy life, as measured by life expectancy at birth, knowledge as measured by the adult literacy rate and the combined primary, secondary and tertiary gross enrolment ration, a decent standard of living, as measured by GDP per capita. There should be a total quality improvement in the arena of education, health and research and policy, planning, implementation and monitoring of the above from time to time.

9.3 BACKGROUND AND INTRODUCTION OF WORLD CITIZENSHIP

Previously there had been no great tradition of series of compulsory subjects. Citizenship was designated as one of the components of it. It was the Britishers who formally *encouraged* delivering Citizenship Education. Schools were given the discretion to decide for themselves how to impart citizenship education. Many teachers in primary schools found it difficult to appreciate the relevance of Citizenship to early year's education and in secondary schools, the cross-curricular themes struggled to establish themselves in an environment dominated by discrete subjects.

In 2002, following the publication of the report of an independent advisory committee chaired by Professor Bernard Crick, Citizenship became a Foundation Subject of the National Curriculum in secondary schools, giving Citizenship statutory status for the first time. In contrast, primary schools were merely 'encouraged' to teach citizenship as part of a wider programme with Personal, Social and Health Education (PSHE). Accordingly, the Qualifications and Curriculum Authority (QCA) published a joint non-statutory framework for the teaching of PSHE and Citizenship in primary schools.

The revised National Curriculum to be taught in primary and secondary schools from 2008 identifies three main purposes. These are to create:
- Successful learners who make progress and achieve
- Confident individuals who lead safe and healthy lives Responsible citizens who make a positive contribution to society.

The recognition that these purposes afford to the importance of Citizenship Education but do not see how they are to be achieved while Citizenship Education remains optional in the primary phase. Given that social development takes place throughout the primary years and that this period represents a crucial stage in the development of healthy attitudes towards the teachers and the community, and thus there has been the inception of Citizenship Education at the primary level of education.

In 2002, there had been a great change as Citizenship as a statutory subject was introduced in the National Curriculum. It is taught as part of the school curriculum to all pupils aged 11-16 years old in English.

The National Curriculum for citizenship in England contributes to the overall aims of the national curriculum that children should develop as successful learners, confident individuals and responsible citizens who make a positive contribution to society.

The Citizenship curriculum is based on key concepts (democracy, justice, rights and responsibilities, identities and diversity) that children need to understand and key processes and skills (critical thinking and enquiry, advocacy and representation, taking informed and responsible action) they need to develop. The National Curriculum for citizenship sets out teaching requirements that address a wide range of content including politics and government, the legal system, the media, multiculturalism, equal opportunities, human rights, and global education. Teachers use topical political and social issues to bring citizenship content to life and to help pupils develop key citizenship skills of research, discussion and debate, as well as to represent the views of others, think critically, evaluate and reflect. The Citizenship curriculum aims to develop student's ability to participate in communities and wider society as informed, critical and responsible citizens. The purpose of "active citizenship" is to teach students to work together and take practical action, using their Citizenship knowledge and understanding to contribute to a better society. For example, after learning about human rights, diversity and inequality, students might decide to set up a project to address racism in their school or local community.

The methods of teaching should be a democratic one, having the scientific enquiry, communicative approach, dialogue methods, laboratory and heuristic methods are to be practiced for developing a sense of citizenship in the global scenario.

Definition of effective citizenship:

Effective citizenship connects the intellectual power of the mind with effective action in the contemporary world. The concept of world citizenship is a vast one. It includes extensive knowledge of global issues and sophisticated powers for understanding these issues. World citizen has the knowledge of global forces, both physical and social, that affect the lives of every individual's understanding, the culture and cultural differences and can analyze the world issues from a variety of

perspectives, and generate new ideas about the world. In short, a world citizen must have a well developed set of cognitive abilities.

Secondly, world citizenship requires a well-developed sense of the self as a global self. This sense of self which includes a personal identity must transcend the local details of one's day-to-day existence. The concept of a global self is critical. Without the component of a global self, cognitive ability will not be sufficient to make one a world citizen.

Finally, world citizenship includes engagement with the contemporary world in an effective and ethical fashion. This third component is defined by the skill and motivation to turn knowledge and understanding into action.

These three major components of world citizenship complement each other, and all three are necessary features of citizenship.

9.4 EDUCATING WORLD CITIZEN, CURRICULUM FOR CITIZENSHIP EDUCATION

Components of effective citizens:

The necessary components of effective citizens are Cognitive Ability, Self Development and Identity, Action and pro-activity in the Contemporary World.

The cognitive abilities that are necessary for world citizenship include knowledge about the world and the intellectual skill to work with constructive knowledge. These abilities combine content, process and products. The ability to understand global forces that affect our lives. These forces are both physical and social. This understanding should include the historical context of the forces.

Multidisciplinary perspective is the ability to use different methods of understanding and taking advantage of the strengths of different disciplines. Most significant world issues cut across areas of human understanding. It is important to combine different disciplinary intellectual tools to address these issues.

The methods of teaching should be a democratic one. Scientific enquiry, communicative approach, dialogue methods, laboratory and heuristic methods are to be practiced for developing a sense of citizenship in the global scenario.

Discipline: It would be better for men to be deprived of education than to receive their education from their masters, for education, in that sense, is no better than the training of cattle that are broken to the yoke.

Thomas Hodgskin

The proper discipline is self discipline, and education for such self control that is the value of freedom and authority should be inculcated in every institution. Martin Luther King has said," We have guided missiles and misguided men. This must be changed for the better by infusion of morality in private and public life."

Education and Role of Teacher:

Education in the largest sense, is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Teachers in educational institutions direct the entire educational system and give emphasis on subjects like Literature, mathematics, science , history, geography, environmental studies, population education, socially useful productive work and so on considering the democratic set up of the nation. There is also education in fields for those who want specific vocational skills, such as those required to be a pilot. In addition there is an array of education possible at the informal level, such as in museums and libraries, with the Internet and in life experience. Many non-traditional education options are now available and continue to evolve.

9.5 LET'S SUM UP

The Education Commission felt ,we believe that India should strive to bring science and the values of the spirit together in harmony and thereby pave their way for the eventual emergence of a society which could cater to the needs of the whole man and not only to the particular fragment of his personality. A scientific outlook must become a part of the way of life and culture for educating world citizens. The whole gamut of education must enlighten the masses in true sense for developing the essence of global citizenship to imbibe International Understanding.

9.6 UNIT AND EXERCISE

1) Elaborate the concept of developmental needs,
2) How does education meet the developmental needs?
3) What should be the methods of teaching and curriculum pattern for educating world citizens?

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Syllabus

Module I : Sociological Perspectives of Education

1. **Sociology of Education :**
   Meaning and scope of Sociology of Education, Difference between Sociology of Education and Educational Sociology, Need of study of Sociology of Education, Functions of Education in Society.

2. Theoretical Approaches to the Sociology of Education :
   (a) Functionalism
   (b) Conflict Theory
   (c) Interactionism
   (d) Open Systems Approach

3. **Professional Sociolisation of Teachers :**
   Meaning, Phases and Stages of Professional Socialisation of Teachers. Professionals as an interest group, Occupational and organisational issues, Relationship with Administrators, colleagues, students and parents, Student control Ideology.

Module II : Education, Social Stratification and Development

4. **Education and Social Stratification :**
   Meaning, Types and Causes of Social Stratification. The Process of Stratification. Major Explanations of Stratification : (a) Functionalist, Conflicts, Neo – Marxist and Reproduction Theories. (b) Determinants of Social Class, (c) Equality Objectives : Access, Participation and Outcome, Types of Equality : Basic, Liberal and Radical, Liberal and Distributive Models of Social Justice. (d) Stratification and Equality of Educational Opportunity, Positive Discrimination in The Indian Context, Compensatory Education Programmes.

5. **Effects of Schooling and Teacher Expectations on Students:**
   Major Approaches to Viewing the Effects of Schooling on Individual Lives : (a) Knowledge and Cognitive Development, (b) Socio – economic Outcomes, (c) Work place Conditions, (d) Social Participation, (e) Psychological Well – being, (f) Family Effects, (g) Values, (h) Leisure Time and (i) Political Participation, Self – Fulfilling Prophecy, Sources of Teacher Expectations and Its impact on Student Achievement, Motivation and Self – Concept.

6. **Education and Development :**

Effects of education on economic, political and cultural development. Effects of development on educational outcomes (specifically mass schooling and higher education) as a function of development variables.

7. Educating to meet developmental needs. Educating world citizens, Curriculum for Citizenship Education.

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